



## [Ashmole Primary School](#)

# Personal Development & Wellbeing Policy

Ashmole Primary School believes that robust character, personal development and wellbeing education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our approach to promoting personal development is linked throughout our curriculum.

The vision for pupils, staff and the wider school community is to always look to achieve our personal best in every aspect of school life. Through the implementation of this policy, we aim to ensure:

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, are promoted through an inclusive and varied curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents are informed about this policy via our school website where it, and details about the PSHE curriculum, will be available.

### **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'Character Education'
- Ofsted (2019) 'School inspection handbook'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

This policy operates in conjunction with the following school policies:

- Relationships, RSE and Health Education Policy
- Equality Policy
- Behaviour Policy
- Inclusion Policy
- PSHE Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Values Policy

### **Roles & Responsibilities**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board.
- Promoting the importance of personal development through education as part of the school's ethos and values.
- Evaluating the effectiveness of this policy on the personal development of individual pupils and the attitude of the school as a whole.
- Reviewing all relevant policies and procedures related to this policy in conjunction with the governing board.
- Implementing this policy on a day-to-day basis.

The PSHE subject leader is responsible for:

- Implementing a robust PSHE curriculum, including relationships and health education.
- Working closely with colleagues in related curriculum areas.
- Working with the relevant subject leaders to help promote the importance of personal development and wellbeing through non-PSHE subjects.
- Ensuring the PSHE curriculum is age-appropriate for each year group.
- Monitoring the learning and teaching of PSHE and supporting staff, where necessary.
- Ensuring there is continuity and progression between each year group.
- Helping colleagues to develop expertise in PSHE subjects to best support the personal development of pupils.
- Ensuring teachers are provided with adequate resources to support teaching of the PSHE curriculum.
- Ensuring the school meets its statutory requirements with regards to relationships and health education.

All staff are responsible for:

- Acting in accordance with, and promoting, this policy.
- Encouraging personal development through all areas of the school curriculum.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons which actively promote personal development and wellbeing.

- Liaising with the PSHE subject leader for resources or assistance in promoting personal development through their subject area.
- Monitoring pupil personal development progress on a regular basis.

### **Spiritual, moral, social and cultural (SMSC) development**

The school will adhere to its statutory duty to promote the SMSC development of pupils. SMSC development will be actively promoted through the school's PSHE curriculum and through cross-curricular links.

In all areas of the school, the school will:

- Provide a safe, caring and happy environment where each pupil is valued as an individual and can reach their full potential.
- Provide for each pupil a wide, balanced high-quality curriculum, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person.
- Develop the potential of each pupil within their capabilities, recognising different needs and abilities, and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation, to increase the individual's capacity to accept responsibility for their actions.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

### **LAC and previously LAC (PLAC)**

All staff have due regard for the school's LAC Policy at all times when promoting personal development. The LAC premium will be managed by the designated VSH. The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible. The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher and carers will work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher will work with the VSH to ensure that all available funding is spent. LAC premium and PLAC premium will not be used as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

## **Pupil Leadership**

The school will encourage pupil leadership through the following focused leadership activities:

- Teamwork
- Communication
- Leadership and management
- Planning and problem solving
- School council

The school will give pupils opportunities to participate in charity and community projects and ensure there are opportunities for providing pupils with leadership skills to help pupils develop strong community links, e.g. pupils working outside of school.

The core values of pupil leadership will be focused on the following elements:

- Personal development
- Preparing for school transition
- Developing leadership
- Working with the community
- Raising self-esteem
- Developing social skills

## **Transition**

The headteacher will be responsible for appointing a pupil transition coordinator. The pupil transition coordinator will be responsible for ensuring that pupils receive the required support when transitioning between schools. Transition arrangements will be put in place in order to:

- Provide opportunities, support and information for parents, pupils and practitioners during this critical time.
- Provide a positive experience which will not hinder pupils' wellbeing, learning or development, and ensure they are enthusiastic to learn in their new setting.
- Actively involve pupils and parents in the transition process.
- Share information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

The pupil transition coordinator will liaise with staff within the school and staff from any schools that pupils have previously attended to ensure there is a smooth transition to and from the school. The pupil transition coordinator will ensure transition activities are designed to encourage communication between pupils. Transition activities will vary and include visits to pupils' new school or class. New pupils joining the school will be assessed by their class teacher and other relevant members of staff, e.g. the SENCO, to ensure that any additional needs are accommodated for.

## **Wellbeing and mental health**

All staff will have due regard for all children's wellbeing and mental health at all times when promoting personal development in all areas of the school. The headteacher will ensure that all members of staff receive appropriate levels of training to promote wellbeing and positive behaviour to pupils. The headteacher and DSL will ensure that all members of staff receive appropriate safeguarding training.

To achieve a whole-school approach to wellbeing, the headteacher will:

- Appoint designated members of staff to be responsible for the school's mental health approach.
- Create a positive learning environment.
- Incorporate mental health into the curriculum.
- Involve pupils in the school's approach.
- Engage with parents regarding wellbeing and mental health.

The PSHE coordinator will incorporate mental health and wellbeing into the school's PSHE curriculum.

## **Monitoring and review**

Any changes to this policy will be communicated to all relevant members of staff and stakeholders.

June 22

Next review due: June 23