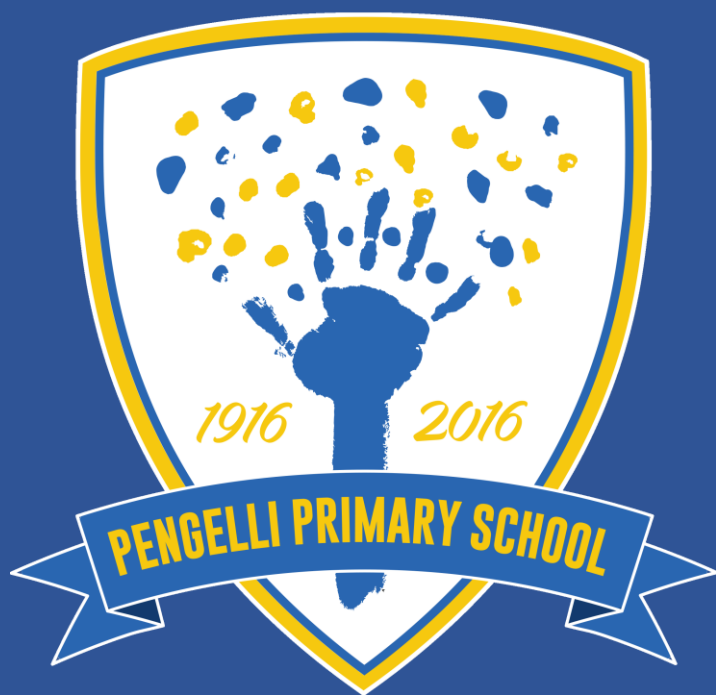




PENGELLI PRIMARY SCHOOL

WELLBEING POLICY 2023/25

**THIS POLICY WILL BE REVIEWED EVERY TWO YEARS UNLESS AN EARLIER REVIEW IS
REQUIRED**

CHAIR OF GOVERNORS:

HEADTEACHER:

Chris Scott

Helen Talaat

DATE: September 2023

A POLICY STATEMENT FOR WELLBEING 2020/21

Pengelli Primary School's Wellbeing Policy is underpinned by a set of key defining beliefs about behaviour and learning.

These include:

- Consistency and uniformity across the School
- Pupils and staff to be provided opportunities in identifying rights and responsibilities
- Respect is a core value that operates as a foundation to all social interactions within the School

Pengelli Primary School creates positive learning communities through:

1. Promoting wellbeing and positive behaviour by:

- Creating a safe environment that is welcoming, supportive and connected to community values
- Working collaboratively to encourage and promote positive and acceptable behaviour within the school and the community
- Teachers and Y6 pupils acting as role-models
- Community events e.g. Christmas Fayre; performing in/for the community
- The promotion of the school uniform as a positive symbol of schooling identity
- JIGSAW
- Circle Time
- Attachment Awareness training for staff.
- An intervention programme for children identified as needing emotional intelligence support.
- ECO Schools (Platinum Flag)
- Early identification for referral to health or other services within school
- Referral to multi-agency or specialist services
- Encouraging more physical activity through after school clubs and interschool matches
- Playground markings to encourage more active participation during break times.
- Recognising Anti-bullying week to develop awareness

2. Acknowledging and rewarding exemplary and developing behaviour

Pengelli Primary School recognises the importance of fostering an environment that rewards and engages positive behaviours in pupils. There are a number of incentives that assist in achieving this goal:

- Headteacher awards
- Class awards
- Celebration assemblies linked to attitudes and effort.

Clear guidelines exist for pupils and all staff as to what constitutes unacceptable behaviour and these are consistently applied across the school.

Pupils are also made aware that there are consequences for unacceptable behaviour. A key consideration is that consequences must:

- Follow a process of Restorative Practice
- Provide the opportunity for all pupils to learn and improve their behaviours

- Ensure the rights, safety and wellbeing of staff and pupils is maintained, whilst balancing the rights of the offending pupil.
- Assist pupils who exhibit unacceptable behaviours to accept responsibility for themselves and their actions.

Pengelli Primary School utilises a range of consequences that may include:

- time out strategies
- withdrawal of privileges
- mediation
- referral to senior members of staff
- parents informed
- a programme of development introduced, including behaviour monitoring at home and school and possibly utilising outside agencies.

STAFF

Pengelli Primary School recognises that staff wellbeing is essential. It is recognised that the management of the school needs:

- To acknowledge that staff need to balance work commitments with other aspects of their life and to assist in this process so that staff can achieve their best at work and manage other areas of their life effectively.
- To help maintain a sensible workload among teachers.
- To recognise that sensible working hours have a positive impact on all families, as well as teaching and learning.
- To make employees feel valued and to foster mutual respect.
- To acknowledge that the needs of both the school and its staff will change over time.
- To aim to promote physical and mental health of staff.
- To communicate good practice to staff on a regular basis so that they are reminded of the provisions from which they can benefit as and when their circumstances change.
- To operate in a fair and consistent manner.
- The school has introduced an entitlement to five days unpaid leave to take a holiday out of term time for all staff.

The school recognises that attention to work-life balance issues also has other 'knock on' effects, including:

- reduced stress and sick leave, leading to financial savings on supply cover;
- improved outcomes for pupils in primary classes in particular where classroom teachers are not affected by ill health absence;
- a more motivated workforce with high morale;
- better communication within the workplace;
- improved pupil behaviour and learning as staff wellbeing increases;
- a recognition that working sensible hours might actually increase staff effectiveness. Staff should be valued for their skills, experience and contribution;
- increased job satisfaction;
- work-life balance is not mainly about doing less – it is about maintaining, or even raising, performance by living healthier, more productive, lives.