



# Student Wellbeing Policy

**Approval:** Executive Board  
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**Next Review:** September 2024

**Level:** Public  
**Review Frequency:** 3 years  
**This Policy Approval Dated:** September 2021

## I. Introduction

- 1.1. The promotion of wellbeing, care for each other and resilience lies at the core of Wellington College. The Wellbeing programme covers a broad range of topics including mindfulness, physical and mental health, personal relationships, online safety and learning to manage money – all taught in a gentle, age-appropriate way.
- 1.2. The Wellbeing programme enables students to become healthy, independent and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth.
- 1.3. Both the Wellington Identity (Inspired, Intellectual, Independent, Individual, Inclusive) and the School's Values (kindness, respect, responsibility, courage, integrity) are fundamental to the daily life of the School and – therefore – to our Wellbeing programme.
- 1.4. Through Wellbeing, we actively challenge students to think about and understand themselves as individuals and to have respect for other people, with particular regard to age, disability, gender (and reassignment thereof), marriage and civil partnership, pregnancy and maternity, race, religion and belief, as set out for reference in the UK Equality Act 2010.
- 1.5. Through our Wellbeing programme, we aim to provide an environment and opportunities which:
  - 1.5.1 Allow students to feel safe and confident.
  - 1.5.2 Encourage our students to consider moral values, to understand their place in the world and to develop a spirit of service within the community
  - 1.5.3 Equip our students with the skills to be happy in their success at school and beyond
  - 1.5.4 Develop self-awareness, positive self-esteem and confidence to enjoy school life, taking part and acting confidently.
  - 1.5.5 Develop students' self-knowledge and their abilities to understand and manage their feelings, to handle their relationships with other children and within their families and to organise and manage their lives.
  - 1.5.6 Promote positive values and attitudes such as respect, curiosity, consideration, a sense of community and a sense of self-worth.



- 1.5.7 Encourage students to respect other people even if such people choose to follow a lifestyle that they may not have chosen to follow themselves.
  - 1.5.8 Increase the students' independence by developing skills such as collaboration, communication, decision-making and self-reliance.
  - 1.5.9 Develop students' respect for different ways of life, beliefs, opinions and ideas and a respect for the processes of law; to develop tolerance, understanding, respect and acceptance of different cultural backgrounds.
  - 1.5.10 Help students to develop a healthy lifestyle, to understand the value of keeping healthy (exercise, diet, personal hygiene and personal safety) and to take responsibility for themselves.
  - 1.5.11 Enable students to manage their own emotional and physical change and growth in a positive way.
  - 1.5.12 Develop students' knowledge and understanding of key economic concepts eg use and saving of money.
  - 1.5.13 Help students to understand how technology enhances our lives, and how to access and use it safely.
  - 1.5.14 Allow students to choose, and express, their opinions freely on issues that affect them, and to be listened to by adults (UNHRC).
  - 1.5.15 Provide students with the tools to protect themselves from violence, abuse or neglect (UNHRC).
  - 1.5.16 Encourage students to develop their individual personalities, talents and abilities and to understand their own rights (UNHRC).
2. **The Wellbeing programme** provides a balanced and broadly-based curriculum which promotes the moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of later life. Wellbeing is delivered as part of a whole-school approach which includes: discrete curriculum time; discussion; other subjects/curriculum areas; assemblies; residential experiences; School events; pastoral care and guidance. Specific aspects of the programme are listed below.
- 2.1 In the **Early Years** we teach Wellbeing as an integral part of the topic work covered during the year. We relate the Wellbeing-centred aspects of the children's work to the objectives set out under the Personal, Social and Emotional area of learning. Children are given opportunities to cooperate and work alongside each other harmoniously, listening to each other's ideas and gaining the confidence to share their own thoughts.
  - 2.2 In **Years 1-6**, teachers teach Wellbeing for one lesson each week. The scheme of work aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in a range of contexts.



- 2.3 In **Senior School**, the Wellbeing programme encourages students to understand themselves and each other in deeper and more sustainable ways, as well as specifically covering Relationships and Sex Education and Health Education, as recommended by the UK DfE.
- 2.4 Wellbeing is regularly an integral part of weekly, class and House assemblies, so that there is sharing and reinforcing of ideas across the whole School.

### 3 The role of the Teacher

- 3.1 In the Wellbeing programme, children learn to come to terms with their own emotions, to behave with consideration for others' needs and to develop the skills necessary to lead a safe and healthy life. As part of this process, they need to form close relationships with the adults working with them. As they grow older, the importance of peer and group relationships increases; however, they continue to need the security and stability offered by the adults within school.
- 3.2 All members of staff have high expectations of all children. Children are helped to clarify their thinking to formulate strategies for dealing with issues and tasks, being listened to and accepted as individuals. Staff who offer good examples of behaviour have a valuable effect on children's expectations, self-esteem and attitudes.
- 3.3 **Answering Difficult Questions:** sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Individual teachers use their skill and discretion in these situations and refer to the Deputy Head or Head of School if necessary.