



## PUPIL WELFARE & PSHE POLICY

**This Policy includes the EYFS, Junior School and Senior School**

### **Links to other policies:**

Promoting British Values & Preventing Radicalisation Policy;  
Safeguarding & Child Protection Policy

### **PUPIL SUPPORT AND WELFARE POLICY**

Moorland is a unique school that combines the best aspects of traditional education within a warm family atmosphere, something that is very important for the development of each young person. The success of the school owes much to its small class sizes, this helps to build a special relationship between teacher and pupil producing excellent results.

#### ***Our welfare policy:-***

- actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths or beliefs;
- underpins the school ethos where the school is a safe and happy place;
- ensures pupils, staff and parents feel that their contribution to the school is valued;
- supports pupils to operate in a relaxed and orderly way;
- promotes pupils as individuals who are able to grow up at their own rate (reducing peer pressure);
- enables pupils to take full advantage of the educational opportunities on offer and have high but realistic expectations of themselves;
- promotes the school as being welcoming to visitors and newcomers.

### **PUPILS' SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

- a) Spirituality can come from classroom experiences which produce significant moments which causes the child to think, or rouses their curiosity about the world. Spirituality may happen at any time – in assemblies, literature, art, music, science, history and geography. This can be enlarged upon and explained through empathy from the teacher and peer group. We wish to give learning experiences which allow for spiritual development and to give our pupils an understanding for others and their environment, whether immediate or global. Regular assemblies, often with pupil participation, form an important part of school life.
- b) Pupils are taught right from wrong from their entry into the school in the Nursery. In the Senior School, we have high expectations of the children's behaviour and try to keep a firm but fair framework in place, within which we all work together. The School Rules are regularly explained and enforced as necessary. We expect students to have effective relations with, and offer politeness to, staff, visitors and their peers. We expect them to set good examples of behaviour and be role models for the younger members of the school, working with the ethos of the school being an extended family.

Prefects assume responsibility through their position and duties to further the efficient administration of the school. Disciplinary matters are dealt with in the first instance by the immediate member of staff who has had first-hand experience of a disciplinary event. The matter may then be passed on to the form tutor. If appropriate, the Headteacher may then have some involvement.

- c) Our pupils are not shielded from the outside world; they are encouraged to participate in the community to develop a greater understanding of good citizenship. They draw their experiences from the world around them. Activities vary but include helping with charities (both local and international), attending various exhibitions and going on school outings. They also attend events organised by the local authority and represent the school on these occasions. They are acting as ambassadors for the school whenever they are asked to take part in events and when on school trips.
- d) We also believe it is a central part of a child's education to learn of and enjoy aspects of their own culture and the culture of others. Regular visits are paid to the theatre, cinema, exhibitions etc. to widen the pupils' horizons. Trips abroad occur annually including skiing or a visit to the Paris area, giving the pupils a different dimension on life and the world around them.

### ***Support, guidance and pupils' welfare***

As well as providing a caring environment through the curriculum, we believe that there is far more to school than just work. We must provide for the pupils' personal needs and concerns. We try to ensure that pupils of all abilities are helped to take full advantage of the opportunities we provide, giving aid to both slower and exceptional pupils so that they are not bored by inability to perform certain tasks or by lack of motivation.

Effective form tutoring is extremely important to us. Each class has a designated member of staff who acts as a form tutor, who takes responsibility for the form. They act as mentor, trouble-shooter and advisor. They are the main point of liaison between the child and its parents; they are responsible for the collation of reports to parents as well as using them as a tool for pupil self-assessment. The form tutor should be available to a child at all times and be able to sort out minor problems within the class; if in their judgement it should go further, the Headteacher should be consulted.

Through PSHE lessons, pupils are reminded of their right to be listened to and they are made aware of sources of external help and information. Issues such as developing healthy relationships, awareness of domestic violence, bullying and abuse, recognising and managing risks including online and sexual exploitation, dealing with stress, positive body image, and mental health & wellbeing are all included in the PSHE scheme of work. This is based on the guidance within Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, February 2019). Pupils are made aware of how to be safe and responsible users of new technologies (online safety training) and the impact of new technologies on sexual behaviour, for example, the sharing of nudes or seminudes.

*Reviewed by Deborah Frost, June 2022*

*Next Review Date: June 2023*