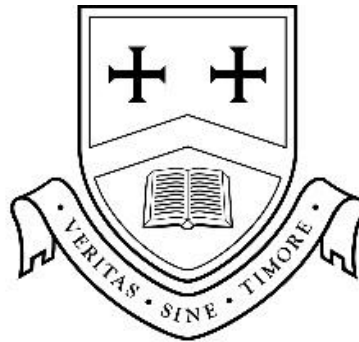




CATERHAM  
PREP

## Wellbeing (PSHCEE) Policy (Prep)

|                                         |                               |
|-----------------------------------------|-------------------------------|
| Policy Author                           | Rebecca Moore, Head of School |
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| <i>This policy is reviewed annually</i> |                               |

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## **Wellbeing Policy**

### **1. Policy Statement and Purpose**

At Caterham School, pupil wellbeing is central to all aspects of school life. We are committed to supporting the emotional, social, mental and physical wellbeing of every pupil so that they feel safe, valued and able to flourish both academically and personally.

This policy sets out the school's approach to wellbeing for parents, carers and trustees. It explains how wellbeing is promoted, supported and monitored across the school.

Detailed guidance for staff on curriculum delivery and classroom practice is set out separately in the Teacher Toolkit: Teaching, Curriculum and Assessment, including Appendix E (PSHCEE & RSE Curriculum Overview). This document is intended for staff use.

### **2. Ethos and Whole-School Approach**

Caterham School believes that a truly excellent education is about more than academic success alone. We aim to develop confident, resilient and compassionate young people who are well prepared for life beyond school.

Wellbeing at Caterham School is promoted through:

- a positive and inclusive school culture
- strong relationships between pupils and adults
- high expectations combined with care and support
- a curriculum that promotes personal development

Our approach reflects the school's ethos of *Inspiring Education for Life* and is underpinned by respect, responsibility and kindness.

### **3. Promoting Wellbeing Through the Curriculum**

Pupil wellbeing is actively promoted through the curriculum, particularly through Personal, Social, Health, Citizenship, Economic and Emotional Education (PSHCEE) and Relationships and Sex Education (RSE).

Through this provision, pupils develop:

- self-awareness, emotional literacy and self-regulation
- self-awareness and emotional literacy
- resilience and coping strategies
- positive relationships and respect for others
- understanding of personal safety and healthy choices

In EYFS, wellbeing is promoted particularly through Personal, Social and Emotional Development (PSED) and through everyday relationships, routines and experiences. From Year 1 to Year 6, PSHCEE and Relationships and Health Education are delivered through a planned and age-appropriate curriculum.

#### **4. Inclusion and Equality**

The school is committed to promoting wellbeing for all pupils and avoiding discrimination, in line with the Equality Act 2010. In promoting wellbeing, the school has due regard to the protected characteristics set out in the Equality Act 2010 and works to ensure that all pupils feel safe, respected and supported.

Wellbeing provision:

- is inclusive of pupils of all backgrounds, beliefs and abilities
- reflects diversity and promotes mutual respect
- is adapted where appropriate for pupils with SEND or additional needs

All pupils are supported to feel a sense of belonging within the school community.

#### **5. Safeguarding and Pastoral Care**

Wellbeing and safeguarding are closely linked. The school takes its responsibility to keep pupils safe very seriously.

Staff are trained and supported to:

- promote positive mental wellbeing
- recognise signs of emotional distress, emerging mental health difficulties or other concerns
- listen to pupils and respond appropriately
- identify and signpost appropriate early support
- follow safeguarding procedures where necessary

Any safeguarding concerns are managed in line with the school's Safeguarding and Child Protection Policy, which is available to parents.

#### **6. Roles and Responsibilities**

##### **Trustees**

Trustees are responsible for:

- ensuring that appropriate arrangements are in place to promote pupil wellbeing
- reviewing this policy and monitoring its effectiveness

## **Head and Senior Leaders**

Senior leaders:

- promote a strong culture of wellbeing
- ensure staff are trained and supported
- oversee wellbeing provision across the school

## **Staff**

All staff share responsibility for pupil wellbeing. This includes:

- creating safe and supportive learning environments
- building positive relationships with pupils
- identifying concerns and signposting support where appropriate

## **7. Working in Partnership with Parents**

The school recognises the importance of working closely with parents and carers to support pupil wellbeing.

Parents are encouraged to:

- communicate with the school if they have concerns about their child's wellbeing
- engage with wellbeing-related information and events
- work collaboratively with staff to support pupils

Parents will be informed and consulted where wellbeing concerns arise, in line with safeguarding and pastoral procedures.

## **8. Monitoring and Review**

The school monitors wellbeing provision through:

- pastoral oversight
- staff discussion and review
- pupil voice, including how pupils' views about their wellbeing and school experience are heard and acted upon
- regular evaluation of curriculum provision

This policy is reviewed annually by trustees to ensure it remains effective and reflects best practice.

## **9. Links to Other Policies**

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Relationships and Sex Education (RSE) Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy