



Sheffield Lower School
Character, Wellbeing and Resilience (CWR) for Pupils Policy

Written By	Adopted by Staff	Ratified by Governors	Review Date
Stephanie Miller	January 2023 in DRAFT		Autumn 2025

1. Introduction:

- a. This policy covers our approach to Character, Resilience and Wellbeing education, which links to the non-statutory **Character Education Framework Guidance** released in November 2019. It aims to set out the purpose of our Character, Wellbeing and Resilience (CWR) strategy and how we embrace CWR at Sheffield Lower School, in order to meet the needs of all children.
- b. We define resilience as the capacity to 'bounce back' from adverse experiences, and succeed despite adversity. We endeavour to ensure that children are able to manage times of change and stress, by supporting them to reach their potential or to access help when they need it. The World Health Organisation's (WHO) definition of mental health and wellbeing is: *"A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community"*.

2. Purpose and Principles:

- a. The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". At Sheffield Lower School, it is our intent that pupils passing through our school as part of their learning journey will be fully prepared to lead happy, fulfilled lives in the future. This is reiterated within our school motto: 'Believe – Succeed – Achieve'. We recognise the critical role that schools play in many different ways to help promote good mental health in children and to prevent later problems.
- b. A combination of a Values-Based Education, Personal, Social, Health, and Economic Education (PSHEe), spiritual, moral, social and cultural (SMSC) development and our 'Flourish' approach, encapsulate our provision of Character Education at Sheffield Lower School. Alongside SMSC development, British values and PSHEe and Citizenship, the promotion of CWR enables us to prepare children for adult life in modern Britain. Children who are taught important values and who see others modelling those values are more able to develop into responsible, caring citizens who are independent, confident and resilient.
- c. Through our comprehensive holistic provision, teamed with our connected curriculum, it is our intent to provide all pupils with:

- i. a positive and supportive school ethos, creating an environment that enhances children and school staff's resilience and mental health.
- ii. clear expectations of behaviour, following our Shefford rules of Kind, Helpful, Safe;
- iii. an understanding of a range of positive character values;
- iv. opportunities to develop confidence, curiosity and resilience as learners;
- v. access to extensive extra curricula activities, enabling children to discover new interests and develop existing ones;
- vi. values based education tailored to meet the needs of our school;
- vii. a sense of pride, belonging and identity;
- viii. opportunities to perform and compete;
- ix. opportunities to experience and celebrate personal and shared success;
- x. opportunities to contribute to the local Shefford Community and represent their school in a range of scenarios.
- xi. delivery of a connected curriculum that teaches resilience skills and build social and emotional capacity;
- xii. opportunities to develop capital culture through immersive experiences, outdoor learning and learning that links to our Shefford Museum and Art Gallery;
- xiii. Staff and peers who model resilient behaviours.

3. Roles and Responsibilities:

- a. Staff are responsible for areas relating to CWR as follows:
 - i. Our Values, CWR and Life Learning Lead is Stephanie Miller
 - ii. Our Flourish and Curriculum Lead is Duncan Wakefield, Assistant Headteacher
 - iii. Our Behaviour Lead and Deputy DSL is Polly Ross, Deputy Headteacher
 - iv. Our Vulnerable Pupils Lead, Pupil Premium Lead and Deputy DSL is Lorraine Freeman, Assistant Headteacher
 - v. Our Family Support Worker and Deputy DSL is Julia Parry
 - vi. Our SENDco is Lauren Robinson
 - vii. Our First Aid Lead is Haley Sparrow, Office Manager
 - viii. Our DSL is Pamela Finch, Head Teacher
 - ix. Our School Governor responsible for Safeguarding is Sarah Grosvenor-Brown
 - x. Our School Governor responsible for SEND is Michelle Hodson Reed
 - xi. Our School Governor responsible for Vulnerable pupils is Joe Pepper
- b. All staff members involved in teaching the character education curriculum will be trained and supported appropriately by the persons above. Clear leadership ensures character education and personal development are in place for all children and meet the needs of the children in the school. We live the values and all staff are role models, displaying the positive character attributes that we want our pupils to display.

4. CWR Education at Shefford Lower School:

- a. Our child-centred, values driven ethos embodies a strong vision for character and personal development. This approach ensure that all children are valued, they have a sense of belonging and

feel safe. We teach children about who is able to help them in school and they feel able to talk openly with trusted adults.

- b. We deliver explicit character education through a variety of teaching methods and various subjects, promoting values through the curriculum. We build opportunities to build on resilience and mental health through the curriculum and these are promoted and valued. We recognise that the wellbeing of our pupils is of the upmost importance and conduct daily 'check-ins' with pupils to give them opportunities to connect with their emotions and develop strategies to support their mental health.
- c. PSED (Personal, Social and Emotional Development) or PSHEe is taught in all year groups, including RSE (Relationships and Sex Education) in KS1-2. We encompass these as 'Life Learning' and through the delivery of this, pupils learn:

Reception:

- i. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- ii. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- iii. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- iv. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- v. Explain the reasons for rules, know right from wrong and try to behave accordingly.
- vi. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- vii. Work and play cooperatively and take turns with others.
- viii. Form positive attachments to adults and friendships with peers.
- ix. Show sensitivity to their own and to others' needs.

Year One:

- i. What is the same and different about us?
- ii. Who is special to us?
- iii. What helps us stay healthy?
- iv. What can we do with money?
- v. Who helps to keep us safe?
- vi. How can we look after each other and the world?

Year Two:

- i. What makes a good friend?
- ii. What is bullying?
- iii. What jobs do people do?
- iv. What helps us to stay safe?
- v. What helps us grow and stay healthy?
- vi. How do we recognise our feelings?

Year Three:

- i. How can we be a good friend?
- ii. What keeps us safe?
- iii. What are families like?
- iv. What makes a community?
- v. Why should we eat well and look after our teeth?
- vi. Why should we keep active and sleep well?

Year Four:

- i. What strengths, skills and interests do we have?
- ii. How do we treat each other with respect?
- iii. How can we manage our feelings?
- iv. How will we grow and change?
- v. How can our choices make a difference to others and the environment?
- vi. How can we manage risk in different places?

In addition to this pupils learn:

- vii. That bullying is wrong and should not be tolerated.
- viii. About British Values and our school values.
- ix. About their 'Shield of Resilience' as a metaphor for developing resilience.

5. FLOURISH:

- a. At Shefford Lower School we use an approach we call FLOURISH. We look after each other and we ensure our children thrive holistically as well as academically. Our pupils will need a range of life skills and transferable knowledge to draw upon in a future which cannot be determined. We intend for pupils passing through Shefford Lower School to become independent, focussed, resilient adults who can take on challenges. We make connections and become self-directed, critical thinkers. We endeavour for our pupils to leave school with good friendships and relationships and emotional literacy. All of these things are important at Shefford Lower School where children FLOURISH.
- b. FLOURISH stands for:
 - F**riendly
 - L**earning
 - O**pen
 - U**nderstanding
 - R**elational
 - I**ndependent
 - S**afe
 - H**appy

6. Values – Based Education:

- a. Our Values-Based Education is at the heart of all we do at Shefford Lower School. It is threaded through our Connected Curriculum to ensure a holistic approach for our pupils in every aspect of school life. Through Values-Based Education, positive character attributes are taught and

promoted through weekly whole school-assemblies and embedded into the way that we connect with one another.

b. Our Shefford Lower School Values 2022-23:

- i. Unity and Belonging
 - ii. Respect and Responsibility
 - iii. Tolerance and Friendship
 - iv. Peace and Understanding
 - v. Excellence and Quality
 - vi. Love and Kindness
 - vii. Courage and Determination
 - viii. Trust and Honesty
 - ix. Cooperation and Sharing
 - x. Thoughtfulness and Patience
 - xi. Happiness and Hope
- c. These values have been decided on in consultation with Staff, Parents and Carers, Governors and the wider school community through a forum discussion. These forums take place periodically and the values chosen reflect what is needed for our pupils at different points within the academic year.

7. CWR through the Wider Curriculum:

- a. Our curriculum is rich with opportunities that go beyond the classroom, including weekly opportunities for outdoor learning, immersive opportunities and Forest School. We recognise that these experiences are key to positive mental health in our pupils. Other aspects of promoting CWR, include, but are not limited to:
- i. Our PE curriculum being underpinned by a range of character building values.
 - ii. Celebrating sporting achievements both in and out of school.
 - iii. The fostering of a love and appreciation of The Arts, including Music, Art and Design and Drama, allowing children to be creative, confident performers.
 - iv. The offer a wide range of co-curricula clubs and activities, giving pupils opportunities to develop character and resilience.
 - v. We promote pupil voice and opportunities to participate in decision-making.
 - vi. We celebrate academic and non-academic achievements through assemblies and in the newsletter.
 - vii. We provide opportunities to develop a sense of worth through taking responsibility for themselves and others through a range of Pupil Leadership Roles.
 - viii. We make links with our wider world and the world of work by making links within our Connected Curriculum and working with our local communities.
 - ix. Children's Mental Health week is promoted and access to information is displayed around the school.
 - x. Parents and carers are signposted to support through communications and social media. They work closely with our Family Support Worker

8. Vulnerable Pupils and Targeted Support:

- a. We recognise that pupils' individual circumstances differ and that this makes some pupils more vulnerable to be at risk with their mental health and wellbeing. We endeavour to close this gap by applying the principles of RADY to our most in need pupils. We support pupils to build emotional resilience to help them to cope with and bounce back from adversity, ultimately to help prevent the development of mental health problems in later life. We recognise that there is a complex relationship between risk factors in children's lives and the protective factors which can promote resilience. Our school provides a safe place for pupils where they can develop a sense of belonging and feel able to trust and talk openly with adults.
- b. In addition to this, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that we all have a role to play to promote positive mental health. We offer support through targeted approaches for individual pupils or groups of pupils which may include, but are not limited to:
 - i. Circle time activities.
 - ii. Managing feelings resources e.g. 'worry boxes'
 - iii. Managing emotions resources.
 - iv. 'Theraplay' intervention
 - v. Access to Poplar provision
 - vi. Therapeutic activities including art, lego and relaxation and mindfulness techniques.
 - vii. Interacting with the school dog, Rosco.
- c. It is sometimes necessary to involve other agencies in to assist the assessment and outcomes of a child's specific needs. The SENDco will liaise effectively with whichever specialists are involved with the child and in order to gain insight into the requirements and management of a child's individual needs. Support and strategies are designed using co-production where the child is kept at the centre of all decision making. The outside agencies involved may include Child and Adolescent Mental Health Services (CAMHS) or Child Bereavement, Trauma and Emotional Wellbeing Service (Chums).

9. Safeguarding:

- a. All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:
 - i. Attendance
 - ii. Punctuality
 - iii. Relationships
 - iv. Approach to learning
 - v. Physical indicators
 - vi. Negative behaviour patterns
 - vii. Family circumstance
 - viii. Recent bereavement
 - ix. Health indicators

- b. School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer.
- c. Possible warning signs include:
 - i. Changes in eating/sleeping habits
 - ii. Becoming socially withdrawn
 - iii. Changes in activity and mood
 - iv. Talking about self-harm or suicide
 - v. Expressing feelings of failure, uselessness or loss of hope
 - vi. Repeated physical pain or nausea with no evident cause
 - vii. An increase in lateness or absenteeism
- d. Visitors and external agencies that support the delivery of character education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

10. Engaging Stakeholders:

- a. This policy will be available to view on the school website by all stakeholders. Parents and carers will be informed of this policy through promotion on social media and through weekly newsletters. We are committed to working closely with parents and carers and we do this by inviting them to join our Parent Forum and acquiring their thoughts through our parental questionnaire.

11. Links to Other Policies:

- a. Our CWR policy should be read in accordance with the following school policies:
 - i. Anti-Bullying Policy
 - ii. Art and DT policy
 - iii. CWR for Staff Policy
 - iv. Equal Opportunities Policy
 - v. Ethical Leadership Policy
 - vi. Flourish Policy
 - vii. PSHE Education Policy
 - viii. Relationships and Sex Education Policy
 - ix. Relationships Culture, Ethos and Behaviour Policy
 - x. Safeguarding Policy
 - xi. SEND policy
 - xii. Physical Education Policy

