



WELLBEING POLICY

1. Introduction

Wellbeing has been defined as “a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community.”¹

At Lewes New School this definition is understood as enabling students in *being* themselves, while supporting them in *becoming* their future selves. The transformative process of learning develops their capacities and capabilities in order to contribute meaningfully and feel a sense of *belonging* to their communities.

We recognise that holistic wellbeing is the full integration and development of the physical, social, emotional, spiritual, and intellectual aspects of ourselves. Each of these dimensions interact in a complex way that contributes to an individual’s quality of life.

Through this Wellbeing Policy, the school sets out how it seeks to fulfill its requirements in terms of:

- *Spiritual, Moral, Social and Cultural (SMSC) Development*
- *Personal, Social, Health Education and Citizenship*
- ***Prevent Strategy***
- *EYFS Early Learning Goals*

2. Our Aims

We believe that holistic, dynamic wellbeing is crucial for our students and for society as a whole, so this policy underpins the whole curriculum.

Through this policy we aim:

1. To promote the physical, social, emotional, spiritual, and intellectual wellbeing of all our students and of the school community
2. To develop the individual strengths of all students and to provide support in areas for development
3. To help each student achieve well across all areas of the curriculum
4. To prepare students for the opportunities, responsibilities and experiences of adult life
5. To promote respect and consideration for differences in gender, race and religion and respect for religious and moral values and an understanding of other races, religions and ways of life

¹ Foresight Mental Capital and Wellbeing Project (2008) *Final Project report – Executive summary*. London: The Government Office for Science.

6. To inspire and stimulate students in order to foster a love of learning and enquiry, the ability to reason rationally and to apply themselves to tasks and physical skills
7. To develop our students towards independent learning and to equip them with life skills in order for them to take their place in a fast changing society
8. To develop a sense of responsibility, consideration for others, self-respect and self confidence
9. To help students understand the world in which they live
10. To develop students' confidence and responsibility and the desire to make the most of their abilities
11. To prepare for an active role as citizens
12. To develop a healthy and safer lifestyle
13. To develop good relationships and respect the differences between people
14. To promote good relationships between home, school and the local and wider communities

2. Supporting Wellbeing

Our human-centred approach to teaching and learning puts the child at the centre of all we do. We believe every person can be successful and have a 'strengths based' approach which recognises the unique qualities, strengths and interests of each person.

Key features of our approach that contribute to and enhance students' wellbeing include:

2.1 Learning through Relationship

School organisational structures and processes are in place to support the development of authentic relationships between school staff, children, parents and governors.

Students are seen as competent and are treated with respect. The language used reflects this (e.g. humiliation, 'put-down' or shouting are all unacceptable).

Staff and parents are offered training to ensure they can model **effective communication** characterised by mutual respect, and a willingness to listen. Staff welcome students' questions and opinions and help children to recognise and challenge bias, stereotypes and discriminatory behaviour. This cultivates an environment of trust, care and mutual kindness, which is the first step towards safeguarding children's wellbeing.

When children are listened to and acknowledged they develop self-awareness, resilience and a strong sense of identity. This makes them better able to recognise early warning signs, develop a vocabulary of feelings, make safer choices, stand up to bullying behaviours and cope with transition and change.

2.2 Fostering Deep Learning

Our **commitment to inquiry-based, experiential learning** provides children with opportunities to actively explore and experience the skills, attributes and activities that will contribute to and enhance their wellbeing and their ability to contribute to their

community.

Children are seen as competent and capable and as such are trusted to make decisions for themselves and to plan and initiate activities without having to constantly check in with the adult.

Students retain high levels of motivation and engagement because they have a real say in **co-creating the curriculum**. They learn skills such as negotiation, versatility, flexibility, resilience and creative problem solving and have ample opportunities to recognise and appreciate their own unique gifts and talents.

Our **flexible timetable and approach**, means teachers have time to respond meaningfully to issues impacting on students' welfare and wellbeing as they arise.

2.3 Creating a dynamic learning community

Over time the school has created a shared history, relationships, interactions and practice. The community engages through ongoing dialogue and negotiation. Connection is made through coordinated and shared activities (e.g. Parent Reps, Governors, opportunities for participation in class).

In order to create a dynamic learning community, the school provides:

- Physical spaces such as the meeting room, quiet room and playground
- Joint tasks (e.g. fairs, celebrations parent teas, fundraising and PATINA)
- Communication channels via Parent Reps, Whole School Meetings, community email forums, formal and informal feedback opportunities)
- Occasions for community members to apply their skills, devise solutions, make decisions and reflect on progress (through e.g. governance, whole school meetings, class meetings, focus groups etc)
- Continuity and narrative in the form of written documentation, policies and links with founding members of the community)
- Clear boundaries including policy, procedures, plans, schedules, gatekeepers, and definition and distribution of authority

Throughout the school year there are shared opportunities to celebrate and foster a sense of belonging. These include:

- Exhibitions: These take place at the end of a project and are an opportunity to showcase and share work.
- Specific seasonal events e.g. autumn and winter celebrations
- Sporting Events e.g. school sports day
- Musical events e.g. recitals
- School Fairs e.g. Winter and Summer Fairs

Through **assembly** and **circle time** children recognise that people have different identities and different ways of being and belonging, and consider the challenges for themselves and others. It is a time of reflection and provides a medium for the support of wellbeing and for spiritual, moral, social and cultural development

This approach set out above is described in more detail in the ***Teaching and Learning Policy***.

3. Teaching Wellbeing

Planned, pre-emptive **teacher-initiated activities** introduce specific age-appropriate themes and concepts, in response to needs arising in class or to national curriculum guidance. (See **Appendix A: Guidance for Personal, Social, Health Education** for more details).

Wherever possible and appropriate, learning is applied and extended through **‘real-life’ experience** and **making connections** and links to other learning and curriculum areas (e.g. through dialogue and reflection, role play and drama, debating moral and ethical issues, writing articles and fact sheets, trips and outings).

Circles for Learning

From time to time, children have the opportunity to explore a specific project around parent and baby observations. Children are encouraged to apply these observations to their own social and emotional development and to a deeper understanding of their own learning journey.

Year 6 Transition Programme

All Year 6 students have timetabled facilitated discussion sessions on ‘Change and Transition’, which provide a sensitive, balanced and objective opportunity for children to discuss issues including:

- transition to secondary school
- emotional health and self-esteem
- physical and emotional changes in puberty
- friendships and relationships
- our bodies, sex and reproduction
- peer pressure
- drugs and alcohol

4. Dimensions of Wellbeing

4.1 Physical Wellbeing

Physical wellbeing is the ability to maintain a healthy quality of life that allows us to get through our daily activities without undue fatigue or physical stress. It is the ability to recognise that our choices and behaviours have a significant impact on our physical wellbeing and a positive choice to adopt healthy habits (a balanced diet, exercise, etc.) while avoiding destructive habits (tobacco, drugs, alcohol, etc.) We recognise that physical health impacts on all aspects of learning and development.

A culture of actively valuing physical health and wellbeing pervades school life and also holds a discrete place within the timetable.

Nutrition

Healthy, vegetarian and predominantly organic or locally sourced lunches are provided three times each week. The cook actively promotes a culture of healthy eating through a range of initiatives at lunchtime and in the classroom.

Children have opportunities to cook and to grow food within projects and as part of discrete curriculum enrichment activities.

Parents are encouraged through regular written and verbal communication to ensure packed lunch choices are nutritious and avoid known allergens.

Children are encouraged to bring healthy snacks to school, which are usually consumed at break time but may be eaten whenever they are hungry.

Physical Activity

We recognise that children increase their physical activity when outdoors. We aim to encourage children to improve their flexibility, endurance and strength and to move with increasing control and stability.

Play: provides lots of opportunity to be active and outdoors

PE: is timetabled for two sessions per week. Children are offered a broad range of sporting activities and learn a wide range of skills (see **Appendix B: PE Policy & Procedure**).

Sporting fixtures and after school clubs: Children are encouraged to take part in after school clubs and inter-school fixtures. The school values enthusiasm and participation over ability and selection.

Curriculum enrichment: Workshops and after school clubs include activities such as, dance, yoga, fencing, and sports, which change according to children's current interests and needs.

Fresh Air and Nature

The school has an 'all weather' policy, requesting parents ensure children have appropriate clothing to enjoy outside play and investigation whatever the weather.

Opportunities are sought to take learning outside of the classroom whenever possible, and the local park, pond and nature reserve regularly serve as 'outdoor classrooms'.

Regular opportunities for '**Forest School**' activities are provided across the school, including an annual **Camp** for children in Years 3-6. These are important opportunities for children to develop their relationship with the natural world, appreciate their surroundings and understand their place in nature. This encourages a sense of purpose and belonging and teaches practical skills to support resilience and social responsibility.

Indoors

Classroom organisation is deliberately flexible giving children the opportunity to work in a variety of ways, and to move around the classroom. Whenever possible children can undertake their work in a way that suits their physical needs i.e. at a table or on the floor, standing, or sitting. They have access to ear defenders to reduce noise, and manipulative equipment to enable them to concentrate.

4.2 Emotional Wellbeing

Emotional wellbeing is the ability to understand and acknowledge our feelings and emotions (such as anger, fear, sadness or stress; hope, love, joy and happiness), share our feelings in a productive manner and develop the resilience to cope with the challenges life can bring.

Key aspects of our approach support emotional wellbeing, particularly student voice and agency (see **Teaching and Learning Policy** for more details).

Children need to see themselves in a positive light and feel respected by other children and adults. Children's views and opinions are taken seriously and whenever possible are acted upon. Our approach and provision provides children with many opportunities for involvement and achievement. They are enrolled into an active and supportive community. Positive relationships are fostered and trust develops.

Skills and attitudes for emotional wellbeing are also taught discretely in response to needs as a whole class (e.g. Circles for Learning), in small groups (e.g. friendship groups) and individually (e.g. with Learning Mentors). These include teaching skills linked with self-control, turn taking, regulating emotions, and communication and problem solving skills.

Wherever possible transitions are planned for and children are involved in the planning and process.

4.3 Social Wellbeing

Social wellbeing is a key driver for the school. We wish to seek and promote ways to enable people to coexist peaceably together.

Social wellbeing is our ability to relate to and connect with other people in our world, and to establish and maintain positive relationships with family and friends. The school models relationships, social interaction, cohesion and diversity through its community.

Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Children develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We recognise the importance of fundamental human and British Values and pupils are encouraged to actively regard people of all faiths, races, and cultures with respect and tolerance. These values include democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Students are actively taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people are subject to the rule of law. The school's ethos and teaching, does not teach anything that undermines this law.

See **Appendix C: Spiritual, Moral, Social and Cultural Development Aims and Objectives**

4.4 Intellectual Wellbeing

Intellectual wellbeing is the ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment. The desire to learn new concepts, improve skills and seek challenges in pursuit of lifelong learning.

The curriculum at Lewes New School is infused with opportunities to foster children's openness to new ideas and engage their spirit of discovery through inquiry and experiential learning. Teachers model, support and guide the children so that they can think critically and analytically, and refine their communication in order to nurture children's curiosity and imagination.

Working collaboratively on an interdisciplinary project provides rich opportunities for children to question, debate, argue and reason and to cultivate a love and joy in learning and in pursuing understanding and knowledge for its own sake.

Students are also introduced to the notion of flow – an optimal experience of deep engagement, when a high challenge is met with an appropriately high skill.

For more information see the **Teaching & Learning Policy**.

4.5 Spiritual Wellbeing

Spiritual wellbeing is the ability to establish peace and harmony in our lives. The ability to develop congruency between values and actions and to realise a common purpose contributes to our spiritual wellbeing.

Our curriculum enables us to give opportunities and time for children to observe closely, to absorb and to wonder. Children are able to reflect on meaning, purpose and connection in life, expressing questions and opinions during specific timetabled slots such as assemblies, circle time and reflection time. Music and stories are used as vehicles for learning.

Each child is respected and valued for their personal viewpoint and children are encouraged to articulate and explore their inner feelings and beliefs through dialogue and reflection and to act with integrity in the world.

See **Appendix C: Spiritual, Moral, Social and Cultural Development Aims and Objectives**

5. Intervention & Additional Support

Monitoring of wellbeing takes place on a daily basis, through close relationships, dialogue and reflection. Staff are alert to changes in attitudes, behaviour and demeanour that may signify an underlying issue with children's wellbeing.

There is a regular opportunity to discuss individual children and their needs at weekly staff meetings.

From time to time the school may recognise that some additional support for a child's wellbeing may be helpful. A child or parent may also request this support. The nature of the support is decided through consultation with staff, parents and the child. Support is generally offered for a set number of weeks and then reviewed.

Our SENCo is our teacher in charge of wellbeing, who is able to offer individual and small group work to support wellbeing, and to support teachers in providing whole class interventions as required.

Learning Mentors are a group of volunteers trained and supported by our SENCo to provide ongoing intervention in support of children's wellbeing. For more information see **Appendix D: Learning Mentors at Lewes New School**.

Where a safeguarding issue is identified staff follow the school's **Safeguarding Policy and Procedure**.

6. Assessment

Assessment of wellbeing is in accordance with the **Assessment Policy**.

Appendix A: Guidelines for Personal, Social & Health Education

Children at Lewes New School are guided to:

Ages 5-7

- Recognise and compare the main external parts of humans' and animals' bodies.
- Recognise that taking exercise, sleeping and eating the right types and amounts of food help humans to keep healthy
- Learn about the role of drugs as medicines
- Understand that humans and other animals can produce offspring and these grow into adults
- Recognise the senses that enable humans and other animals to be aware of the world around them
- Recognise that there are hazards in living things and assess risks
- Recognise that there are many physical differences between people
- Make simple choices that improve their health and wellbeing
- Maintain personal hygiene
- Understand how some diseases spread and can be controlled
- Recognise the process of growing from young to old and how people's needs change
- Recognise that all household products, including medicines, can be harmful if not used properly
- Understand the rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Ages 7-11

- Understand about the function and care of teeth
- Understand the need for food for activity, growth and the importance of an adequate and varied diet
- Recognise the effects of exercise and rest on heart and respiration rates
- Recognise the importance of exercise for good health and well-being
- Understand that bacteria and viruses can affect health and that following simple safe routines can reduce their spread
- Describe the main stages of the human life cycle
- Understand how the body changes as they approach puberty
- Recognise the effects on the human body of tobacco, alcohol and other drugs and how these relate to our personal health
- Recognise there are hazards in living things, materials and physical processes and assess risks to themselves and others
- Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- Know which commonly available substances and drugs are legal and illegal, their effects and risks
- Recognise the different risks in different situations and how to behave responsibly i.e. judging what kind of physical contact is acceptable or unacceptable
- Know the school rules about health and safety, basic emergency aid procedures and where to get help
- Recognise different types of relationship, (including those between friends and families, and to develop the skills to be effective in relationships)

- Recognise and challenge stereotypes
- Know where individuals, families and groups can get help and support.

Appendix B: Physical Education Policy & Procedure

1. Rationale

PE is concerned with the development of physical skills, knowledge and understanding in:

1. Games
2. Gymnastics
3. Dance
4. Athletics
5. Outdoor Activities
6. Swimming
7. PE contributes to the overall education of young people by providing challenges and fulfilment throughout life.

2. Purposes and Aims

The aim of this policy is to clarify and inform all staff, parents, governors, visitors and pupils, how PE is taught at the school.

We aim that all children will:

1. be physically active and find enjoyment in physical activity.
2. find a lasting sense of purpose, achievement and fulfilment in physical activity.
3. develop physical skills, habits and interest that will promote a healthy lifestyle
4. develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure.
5. learn how physical exercise affects the body.
6. understand the need for safe practice in physical activities and know how to achieve this.

3. Equal Opportunities

All children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in PE and achieve enjoyment, satisfaction and success at their own level.

All children will be encouraged to develop:

1. control, co-ordination and mobility.
2. skill and confidence in range of physical activities
3. an awareness of physical capabilities of the body
4. co-operative skills

4. Definition of PE and content of the curriculum

PE can be categorised into 6 areas of activity:

1. games
2. gymnastics
3. dance
4. athletic activities
5. outdoor and adventure activities
6. swimming activities and water safety

5. PE in the Foundation Stage

A young person's development is inseparable from all other aspects of development because they learn from being active and interactive.

Effective Learning involves:

1. giving children plenty of time to explore, experiment and refine movements and actions unhurriedly
2. providing a safe, well planned and resourced environment
3. supporting other areas of learning through physical activity
4. children using and learning through all their senses
5. building on children's developing skills to promote confidence and independence

Effective teaching requires:

1. providing opportunities for regular and frequent physical activity indoors and outdoors
2. ensuring that space is safe to use, and that outdoor clothing is safe and sensible
3. offering a range of stimuli for movement, such as action rhymes, stories, music and props
4. introducing the vocabulary of movement and words of instruction
5. teaching directly skills such as getting onto the slide or responding to signals
6. providing a range and sufficient quantity of small objects to handle
7. countering stereotypical behaviours that hinder children's development.

6. Areas of Activity

Dance

Dance is an art form concerned with developing control, co-ordination and versatility in the use of the body. It helps to maintain flexibility, develop strength and aesthetic awareness and the appreciation of beauty and quality in movement.

Composition, performance and appreciation are the three components of dance. All are inter-related and will usually be taught together.

Aims:

1. to develop control, co-ordination, balance and poise in basic actions of travelling, elevation and stillness.
2. to enable children to learn to enrich movements by varying shape, size, direction, level, speed, tension and continuity .
3. to experience and respond to a variety of stimuli, including music.
4. to explore moods, express feelings and ideas and create simple characters and narratives in movement.
5. to create dances with clear beginnings, middles and ends.

6. to use techniques and styles to communicate meanings and ideas.
7. to give children the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production.
8. to experience examples of traditional/folk dances from different countries.

Games

Games and competitive sports are an essential part of the physical education programme. They involve children participating individually, in a team, co-operatively and are concerned with skills, tactics and principles of play.

Aims:

1. to provide experience of a variety of different games including; invasion games such as football, netball and hockey, net and ball games such as tennis and volley ball and striking and fielding games such as cricket and rounders.
2. to gain understanding of common skills and principles, including attack and defence in all types of game
3. to provide games practices that help improve skills.
4. to develop own games, rules and scoring systems.
5. to experience a variety of roles in each game including umpiring.
6. to play and understand small-sided versions of recognised games
7. to learn more advanced techniques and tactics in selected games and how to analyse them in order to improve performance.
8. to experience the full sided version of a game and play in different positions in competitive situations.

Gymnastics

In gymnastics the focus is on the body. We are concerned with acquiring control, co-ordination and versatility Strength is developed and flexibility is maintained. The natural actions involved include, leaping, balancing, inverting, climbing, rolling and swinging. Pupils work alone, with partners and in small groups, sharing ideas, carefully sharing space and helping one another to lift, carry, place and use apparatus.

Aims:

1. to experience many ways of performing basic actions.
2. to improve control of individual actions through repeated practice.
3. to learn to link together a series of actions on floor and apparatus and to be able to repeat them.
4. to learn how to lift, carry and position apparatus.
5. to learn to emphasise elements such as changing shape, speed and direction in a long series of actions in response to a task.
6. to understand and be able to show how body tension, clarity of shape and extension influence quality.
7. to understand and develop aesthetic qualities such as contrast, variety and repetition in more complex sequences.
8. to demonstrate sequences with or without contact in partner work. .to learn and be able to analyse more advanced techniques

Swimming

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all round exercise and can contribute to the development of flexibility, strength and stamina.

Aims:

1. to develop safety and confidence in the water .
2. to know and understand the basic principles of water safety.
3. to learn the fundamentals of recognised strokes and a variety of general water skills.

Athletic Activities

In athletics the focus is upon developing a variety of natural physical actions like running, jumping and throwing. The activities provide excellent opportunities for promoting physical fitness and understanding of how the body works.

Aims:

1. to experience and participate in running, jumping and throwing activities.
2. to develop and practice the basic skills leading to the different athletic events. .to learn how to measure, compare and improve performance.
3. to experience competition.
4. to learn about the effects of exercise upon physical health and fitness.

Outdoor and Adventurous Activities

Outdoor and adventurous activities have the potential to satisfy the need for excitement and challenge in a positive way. They also provide opportunities for learning about our environment and us.

Aims:

1. to explore the potential for physical activities within the immediate environment.
2. to undertake simple orientation activities.
3. to learn the principles of safety in the outdoors and how to avoid danger .
4. to experience at least one exciting and challenging activity in an unfamiliar environment and learn the skills necessary for the activity .
5. to experience the need for mutual support/reliance on others in a challenging environment.

7. Planning

In planning, the following must be considered:

1. warm up/cool down
2. differentiation
3. depth and breadth of work
4. progression and continuity

8. Delivery

The predominant mode of working in PE is co-operative pair/group work although individual work and class teaching are used where appropriate within this structure; groups are usually of mixed ability.

Feedback to pupils about their own progress in PE is achieved and encouraged through discussion between child/teacher in the context of the PE lesson.

9. Assessment

Suitable tasks for observation and assessment include;

1. practical tasks directly observed by the teacher.
2. small group discussions related to a practical task
3. specific assignments for individual pupils.

Records of children's progress and achievement in PE include a written report, which is annually given to Parents/Carer's.

Reporting in PE will focus on each child's:

1. control, co-ordination and mobility
2. skill and confidence in a range of physical activities
3. awareness of the physical capabilities of the body
4. co-operative skills

10. Health and Safety issues in PE

1. Good discipline
2. Correct handling of apparatus
3. Correct clothing and orderly changing
4. Constant awareness on the part of teachers
5. Clothing (all children should have a change of clothes for PE).

11. Safety Checklist

Before you start:

1. are the pupils suitably dressed?
2. barefoot for dance and gym
3. trainers/plimsolls for games and athletics
4. have you (the teacher) changed into suitable footwear?
5. have you collected dangerous articles e.g. watches, earrings?
6. have you checked long hair is tied back?
7. always make sure that any obstructions are out of the way when you are there.
8. does a signal immediately produce Stop Look Listen?
9. do the children handle equipment with care?

12. Time

Each class has a minimum of two PE sessions a week.

In addition to this children are encouraged to take part in a range of after school clubs and sports events which both offer further physical education but also further engagement with the wider community.

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Appendix C: Spiritual, Moral, Social & Cultural Development Aims

At Lewes New School the promotion of students' spiritual, moral, social and cultural (SMSC) education is a whole school issue.

SMSC development is promoted not only through the curriculum but also through the approach and ethos of the school.

These aims and objectives provide guidance for teachers to support and reinforce the values and aims of the school, where children, parents and staff are valued equally and treated respectfully as individuals.

1. Spiritual Development

This relates to the quest for individual identity and the search for meaning and to purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims for spiritual development

1. The ability to listen and be still
2. The ability to reflect
3. The ability to sense wonder and mystery in the world
4. The ability to sense the special nature of human relationships

Objectives for spiritual development

1. To develop the skill of being physically still, yet alert
2. To develop the skill to use all one's senses
3. To develop imagination
4. To encourage times for quiet reflection throughout the school day
5. To develop individual self confidence

2. Moral Development

Students are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At Lewes New School we work towards a joint understanding of what is right and wrong.

From this basis, students develop the ability to make thoughtful personal judgements and become increasingly responsible for their own actions or and behaviour.

Aims for moral development

1. To understand the principles lying behind decisions and actions
2. To be able to distinguish between right and wrong
3. To be able to make decisions, accepting and understanding consequences of their actions
4. To move gradually through a 'taught morality' to taking responsibility for their own moral decisions.

Objectives for moral development

1. To be truthful
2. To respect the rights and property of others
3. To develop compassion and understanding for others less fortunate than themselves
4. To be considerate to others
5. To take responsibility for own actions
6. To exercise self-discipline
7. To develop high expectations and a positive attitude
8. To respect and uphold collaboratively agreed rules and regulations for the good of all

3. Social Development

As students develop socially they become conscientious participants in their family, class, school, and the local, wider and global community. With this comes the need to balance the positive, satisfying elements of belonging to a group or society, with the demands, obligations and cooperation such membership requires.

Aims for social development

1. To relate well to others
2. To participate fully and take responsibility in class and school
3. To use appropriate behaviour across a range of situations
4. To work cooperatively with others
5. To use own initiative responsibly
6. To understand our place in our family, school and society

Objectives for social development

1. To share emotions such as love, joy, hope, anguish, and fear.
2. To be sensitive to the needs and feelings of others
3. To work as part of a group
4. To interact positively across a range of situations, e.g. clubs, sports activities, visits, festivals, theatre trips etc.
5. To develop an understanding of citizenship and to experience being a part of a caring community
6. To show care and consideration for others e.g. sharing and turn taking
7. To realise that every individual can do something well and have something to offer

4. Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Aims for cultural development

1. To develop a sense of belonging to students' own culture and being proud of their cultural background
2. To respond to cultural events
3. To share different cultural experiences
4. To respect different cultural traditions
5. To understand codes of behaviour, fitting to cultural tradition
6. To develop a balanced approach to retaining the traditions of UK society, whilst perceiving in a positive light the contribution of other cultures, past and present

Objectives for cultural development

1. To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc
2. To develop an understanding of different cultures and beliefs
3. To develop a love for learning
4. To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
5. To develop the ability to value these independently

Appendix D: Learning Mentors at Lewes New School

Who are the Learning Mentors?

1. All Learning Mentors at LNS are volunteers. They are parents of children attending school, volunteers from the community or professional people known to the school.
2. All Learning Mentors will complete the Learning Mentor basic training programme before they can undertake any work with children.
3. The Learning Mentor Team, in conjunction with the Deputy Head Teacher, can turn down an application if they feel that the volunteer is not able to meet the responsibilities set out in the Job Description or the skills listed in the Key Skills requirements.
4. All the Learning Mentors are supported in their work by a Peer Buddy System, weekly meetings and through supervision by the Deputy Head.
5. All Learning Mentors have a DBS Disclosure (formerly CRB) in place.

Where are the Learning Mentors Based?

1. Learning Mentors are based within Lewes New School.
2. Learning Mentors work with children in a variety of places depending on the focus of the work. This may include working alongside them within a group, individually, or within a class. The majority of the work will happen within school however there is the flexibility to work with children off site. If Learning Mentors work off-site with children then a risk assessment is completed and signed by the Head Teacher or Deputy.

What kind of things does a Learning Mentor do?

1. The focus of the Learning Mentor role is to implement strategies to support or develop an area of learning for a child attending LNS.
2. Learning Mentors may support children to engage and develop their Learner Profile.
3. Learning Mentors act as role models and 'professional friends' for children and focus on the enrichment of learning for children at LNS.
4. Learning Mentors devise an individual programme with the child they are working with to support or develop the focus they have chosen.

What qualifications or training does a Learning Mentor need to have?

1. Learning Mentors are welcomed from all members of the community. An interest in supporting children to achieve their full potential, being open and non judgemental and understanding the importance of confidentiality are the most important criteria.

2. All Learning Mentors will have undertaken the Learning Mentor Training devised and delivered by professionals agreed by the school community.

How does a child get to work with a Learning Mentor?

1. Children get to work with Learning Mentors in a variety of ways. These can include a child requesting to work with one; parents requesting their child has support or the opportunity to develop an area further; a member of staff suggesting a child works with a Learning Mentor to develop a skill further, explore their Learner Profile in more detail or as a way of extending an aspect of interest or learning within a 1:1 situation.
2. Once a request has been made, the Deputy Head will make contact with the child's parents and seek their initial permission to liaise with the child and look at the possibilities of working with a Learning Mentor. If both parents and child agree then the child will be introduced to their Learning Mentor and the individual programme put together. This individual programme will set out the focus of the work, the targets that they wish to achieve and how this might be undertaken. The Learning Mentor and the child will then meet with the parents to share this. Both the child and the parent will be invited to agree to this 'contract of work'.
3. Once the individual programme is written and agreed, the child and the Learning Mentor will start work. Their pattern of work will be flexible. At least one weekly session will be expected of approximately 40/60 min depending on the focus of the work and the age of the child. For some children 2 sessions of 30 min might be more appropriate. This will be recorded in the initial contract.
4. Each piece of work will have a time allocation. This will vary again depending on focus and age but will be written into the individual contract at the beginning. There will be a Review of Work at approximately the half way stage, where the child will be encouraged to invite the parents into school to share what they have been doing.
5. At the end of the individual programme the child and Learning Mentor will review the work undertaken. It is hoped that this review will again be shared with the parent. To acknowledge and celebrate the work that the Learning Mentor and child have shared there will be a closing session that is planned by the Learning Mentor and the child together and will culminate in a chosen form of acknowledgement. This may be achieved in a range of ways depending on the work but could culminate in a celebration outing, walk in the park or exhibition of work.

How long does the Learning Mentor work with a child?

1. The Learning Mentor and child will discuss the focus of the work during their first meeting and plan what might be done. At this point the Learning Mentor will be able to decide the length of time needed. This plan will then be shared with the parents by the child and the Learning Mentor and agreed.
2. The time allocated to achieve the targets set out in the original meeting will be approximately 6 -12 weeks.

3. If after the work is completed the child parent or teachers wish further work to be explored or undertaken then another request can be made to the Learning Mentors Team.

What does the Learning Mentor do with the children they work with?

1. The work carried out by the Learning Mentor and child will depend on the focus of the work being requested. If e.g. the focus was to explore the child's Learner Profile with a particular focus on using their strength in sociability to support the growth of creativity and resilience then the Learning Mentor might design a programme of work to undertake together focused on a project that the child had a particular interest in. Within this piece of work both the Learning Mentor and the child might look at the topic, exploring what they know already and what they would like to know, and how they might find this out, where to go, who to ask or talk to and what books to read.
2. If a different child had asked to work with the Learning Mentor because they had become rather stuck in their maths and wanted some one to one quiet time to work things out with someone, then the Learning Mentor and the child might plan the work around the area of maths in question. They would explore it in a practical and fun way and then perhaps devise a game to play with other children as the final session.

How are parents involved with the work a Learning Mentor does?

1. Parents can be involved with the work their child undertakes with Learning Mentors at particular stages: the initial meeting to give permission for their child to work with the Learning Mentor; the sharing of the contract setting out the work to be undertaken; the review of the work that will happen at the half way point; and a final session and sharing of the work achieved.

What happens if a child or the parents do not want a Learning Mentor working with them?

1. A Learning Mentor will only undertake a piece of work with a child if:
 - it has been requested by a child, parent or member of staff;
 - the parent has given permission for the work to be explored with the child;
 - the child has requested or agreed to the work being suggested.