



**HILLTOP**  
PRIMARY SCHOOL

# Personal Development & Wellbeing 2026

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A **Beyond** ACADEMY  
SCHOOLS TRUST

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## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



# Personal Development & Wellbeing Policy

## Rationale and Vision

Our school is committed to developing happy, healthy, confident and resilient children who are prepared for life in modern Britain. We believe that pupils learn best when they feel safe, valued and supported, and when their personal development and wellbeing are actively promoted alongside academic achievement.

Personal development and wellbeing are central to our school ethos and underpin all aspects of school life, including the curriculum, behaviour, relationships, enrichment opportunities and safeguarding practice.

## Aims

Through this policy we aim to:

- Promote pupils' physical, mental, emotional and social wellbeing.
- Develop self-confidence, resilience, independence and a positive sense of self.
- Enable pupils to understand and manage their emotions and behaviour effectively.
- Foster respectful, inclusive and positive relationships.
- Prepare pupils for life in modern Britain, promoting British values.
- Support pupils to make informed, healthy and safe choices.
- Identify and support pupils who may be experiencing wellbeing or mental health difficulties.

## Statutory and Guidance Framework

This policy is informed by and aligns with current statutory requirements and guidance, including (but not limited to):

- The Education Inspection Framework (Ofsted)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- Keeping Children Safe in Education
- The Equality Act 2010
- The Children Act 1989 and 2004
- Mental health and wellbeing guidance for schools
- SEND Code of Practice
- Prevent Duty guidance



# Whole-School Approach

Personal development and wellbeing are promoted through a whole-school approach which includes:

- A safe, supportive and inclusive school culture
- High expectations for behaviour and conduct
- Positive relationships between pupils, staff and families
- Consistent routines and clear boundaries
- Strong safeguarding practice
- Pupil voice and participation

## Curriculum Provision

Personal development and wellbeing are taught explicitly and implicitly through:

### Personal, Social, Health and Economic Education (PSHE)

PSHE is delivered through a planned and progressive programme which develops pupils' knowledge, skills and understanding in:

- Mental wellbeing
- Physical health and healthy lifestyles
- Relationships and friendships
- Online safety and digital wellbeing
- Personal safety
- Citizenship and financial awareness

### Relationships Education and Health Education

Statutory Relationships Education and Health Education are taught in an age-appropriate and inclusive way, enabling pupils to:

- Build healthy and respectful relationships
- Understand boundaries and consent
- Recognise and manage emotions
- Know how to seek help and support

### Wider Curriculum and Enrichment

Personal development is further supported through:

- Assemblies and themed weeks
- Sport and physical activity
- Educational visits and visitors
- Extra-curricular clubs
- Leadership roles (e.g. school council, buddies, ambassadors)



# Mental Health and Emotional Wellbeing

We recognise that good mental health is fundamental to learning and life. The school:

- Promotes positive mental health for all pupils and staff
- Provides a safe environment where pupils feel able to talk about worries
- Teaches strategies for emotional regulation and resilience
- Works with families and external agencies where additional support is required
- Identifies concerns early and responds appropriately

## Inclusion and Equality

We are committed to equality of opportunity and inclusion for all pupils. Personal development and wellbeing provision:

- Is accessible to all pupils, including those with SEND
- Respects diversity and promotes mutual respect
- Challenges discrimination, prejudice and bullying
- Supports pupils with protected characteristics under the Equality Act 2010

## Safeguarding and Child Protection

Personal development and wellbeing are closely linked to safeguarding. The school:

- Has robust safeguarding and child protection procedures
- Teaches pupils how to stay safe, including online and in the community
- Encourages pupils to speak to a trusted adult if they are worried
- Works in partnership with families and external agencies

## Roles and Responsibilities

### Governing Body

- Ensures the school has effective policies and practices in place
- Monitors the effectiveness of personal development and wellbeing provision

### Headteacher

- Leads and promotes a whole-school commitment to wellbeing
- Ensures staff are supported and trained appropriately

### Staff

- Act as positive role models
- Promote pupils' wellbeing through daily interactions and teaching
- Identify and report concerns in line with safeguarding procedures



## **Pupils**

- Are encouraged to take responsibility for their own wellbeing
- Show respect and care for others

## **Parents and Carers**

- Work in partnership with the school
- Support pupils' wellbeing at home
- Communicate concerns with school staff

## **Monitoring and Evaluation**

The effectiveness of this policy and associated provision is monitored through:

- Pupil voice and feedback
- Staff observations and assessments
- Behaviour, attendance and wellbeing data
- Parental feedback
- Review of incidents and interventions

The policy is reviewed regularly to ensure it remains current and effective.

## **Review**

This policy will be reviewed annually, or sooner if required, to reflect changes in statutory guidance or school practice.

This policy should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, PSHE/RSE Policy, SEND Policy and Equality Policy.

# Appendices

## Pupil and Parent Voice Policy

### Statement of Intent

The school is committed to listening to and valuing the views of pupils and parents. We believe that pupil and parent voice strengthens wellbeing, inclusion, relationships and outcomes, and supports continuous school improvement.

### Legal Framework

This policy is informed by:

- Education Act 2002
- Children Act 1989 and 2004
- Equality Act 2010
- UN Convention on the Rights of the Child (Article 12)
- Ofsted Education Inspection Framework
- Keeping Children Safe in Education

### Principles

The school ensures that:

- Pupils and parents feel heard, respected and valued
- Opportunities to share views are inclusive and accessible
- Feedback is considered and used appropriately
- Participation is safe and age-appropriate

### Pupil Voice

Pupils are encouraged to express their views and contribute to school life through:

- School council and leadership roles
- Class discussions and circle time
- PSHE and SMSC activities
- Pupil questionnaires and surveys
- Informal conversations with trusted adults

Pupil voice supports personal development, wellbeing, behaviour and understanding of democracy and British values.

### Parent Voice

Parents are valued as key partners and are encouraged to share their views through:

- Parent surveys and consultations
- Meetings and workshops
- Informal communication with staff



- Complaints and compliments procedures

### **Inclusion, Safeguarding and Wellbeing**

All pupil and parent voice activities are inclusive, respectful and safe. Pupils are encouraged to speak to trusted adults, and any safeguarding concerns are acted upon in line with school procedures.

### **Using Feedback**

The school considers feedback carefully and communicates, where appropriate, how views have informed decisions and improvements.

### **Monitoring and Review**

Participation and impact are monitored by senior leaders and governors. This policy is reviewed annually.

*This policy should be read alongside the Behaviour Policy, Safeguarding Policy, EEDI Policy, SMSC Policy and School Development Plan.*



# Care, Guidance and Support Policy

## Statement of Intent

The school is committed to providing high-quality care, guidance and support to enable all pupils to feel safe, valued and supported, and to achieve their full potential. We recognise that pupils' wellbeing, personal development and learning are closely linked, and that strong relationships and early intervention are central to success.

This policy applies to all pupils and underpins the school's inclusive ethos.

## Legal Framework

This policy is informed by relevant legislation and guidance, including:

- Education Act 2002
- Children Act 1989 and 2004
- Equality Act 2010
- SEND Code of Practice
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Ofsted Education Inspection Framework

## Roles and Responsibilities

- **Governing Body:** Provides oversight and ensures effective policies and procedures are in place.
- **Headteacher:** Leads the school's approach to care, guidance and support.
- **Senior Leaders and Pastoral Staff:** Coordinate support, monitor vulnerable pupils and liaise with external agencies.
- **All Staff:** Provide daily care and guidance, act as positive role models and identify concerns early.
- **Parents and Carers:** Work in partnership with the school.

## School Culture

The school promotes a caring, inclusive and respectful environment where pupils feel a sense of belonging. Positive relationships, clear expectations and pupil voice are central to school life.

## Pastoral Care

Pastoral support is provided through class teachers, support staff and senior leaders. Pupils are encouraged to speak to trusted adults, and concerns are identified and addressed promptly through appropriate support or referral.

## SEND Support

Pupils with SEND are supported through a graduated approach. Reasonable adjustments and targeted support ensure inclusion and equitable access to learning, in partnership with families and external professionals.



## **Social, Emotional and Mental Health (SEMH)**

The school promotes positive mental health and emotional wellbeing. Pupils are taught strategies to manage emotions and build resilience, with additional support provided where SEMH needs are identified.

## **Educational Support and Guidance**

High-quality teaching, targeted interventions and guidance support pupils' learning and progress. Transition arrangements and attendance support help pupils engage fully in school life.

## **Careers Guidance**

Age-appropriate careers learning is embedded within the curriculum to raise aspirations, challenge stereotypes and help pupils understand the world of work.

## **Safety and Supervision**

The school maintains robust safeguarding arrangements and ensures effective supervision at all times, including during breaks, visits and activities.

## **Behaviour**

Behaviour expectations are clear, fair and consistent. Supportive and restorative approaches are used to promote positive behaviour and wellbeing.

## **Monitoring and Review**

The effectiveness of care, guidance and support is monitored through pupil outcomes, wellbeing data, staff and parent feedback. This policy is reviewed annually.

*This policy should be read alongside the Safeguarding, Behaviour, SEND, PSHE and EEDI policies.*

# Spiritual, Moral, Social and Cultural (SMSC) Policy

## Statement of Intent

This policy sets out the school's approach to promoting the Spiritual, Moral, Social and Cultural (SMSC) development of all pupils. SMSC development is central to our vision of educating the whole child and preparing pupils for life in modern Britain.

The school is committed to providing a broad, balanced and inclusive education that enables pupils to develop values, character, resilience, respect for others and a strong sense of social responsibility. SMSC education is delivered both as a stand-alone focus and through a whole-school, cross-curricular approach.

## Legal Framework

This policy is informed by, and complies with, the following statutory requirements and guidance:

- Education Act 2002
- The Education (Independent School Standards) Regulations (where applicable)
- Ofsted Education Inspection Framework
- Equality Act 2010
- Human Rights Act 1998
- Prevent Duty guidance
- Keeping Children Safe in Education

Schools are required to promote the spiritual, moral, social and cultural development of pupils and to actively promote Fundamental British Values.

## A Whole-School Approach to SMSC Education

SMSC development is embedded across all aspects of school life. The school promotes SMSC through:

- A positive, inclusive school ethos
- High expectations for behaviour and conduct
- Strong relationships between pupils, staff and families
- Clear values that underpin daily practice
- Opportunities for pupil voice and leadership

All staff share responsibility for promoting SMSC development through their interactions with pupils and the learning experiences they provide.

## Spiritual Development

Pupils are supported to:

- Develop a sense of self, curiosity and reflection
- Explore beliefs, values and meaning
- Appreciate awe, wonder and creativity



## Moral Development

Pupils are supported to:

- Distinguish right from wrong
- Understand consequences of actions
- Develop integrity, honesty and respect

## Social Development

Pupils are supported to:

- Develop positive relationships
- Work collaboratively and resolve conflict
- Participate in school and community life

## Cultural Development

Pupils are supported to:

- Understand and respect diverse cultures
- Appreciate cultural traditions, arts and heritage
- Develop respect for difference and diversity

## Cross-Curriculum Teaching and Learning

SMSC is promoted through all areas of the curriculum, including but not limited to:

- PSHE and Relationships Education
- English (discussion, reflection, empathy, values)
- History and Geography (culture, identity, diversity, citizenship)
- Religious Education (beliefs, values and respect)
- Science (ethical issues, responsibility, awe and wonder)
- The Arts (creativity, expression and cultural appreciation)
- Physical Education (teamwork, fairness and resilience)

Teaching and learning experiences are planned to:

- Encourage discussion and critical thinking
- Promote respect for different viewpoints
- Develop personal reflection and moral reasoning

## Community Links

The school recognises the importance of community engagement in supporting SMSC development.

We promote strong links with:

- Parents and carers
- Local community groups and organisations
- Religious and cultural institutions
- Charities and voluntary organisations



- Local services and professionals

Pupils are provided with opportunities to engage in community activities, fundraising, visits and visitors that enhance understanding of social responsibility and active citizenship.

## Promoting Fundamental British Values

In line with statutory requirements, the school actively promotes Fundamental British Values, including:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

These values are embedded through:

- The curriculum and assemblies
- School councils and pupil voice activities
- Behaviour expectations and restorative practices
- Opportunities for debate and decision-making

## Ofsted Inspections

The school recognises the importance of SMSC development within the Ofsted Education Inspection Framework. Evidence of effective SMSC provision is demonstrated through:

- Curriculum design and implementation
- Pupil behaviour, attitudes and conduct
- Personal development outcomes
- Pupil voice and participation
- Safeguarding and inclusion practices

The school ensures that SMSC provision is clearly planned, implemented and evaluated.

## Monitoring and Review

The effectiveness of SMSC provision is monitored through:

- Curriculum planning and review
- Pupil voice and feedback
- Behaviour, attendance and wellbeing data
- Staff observations and evaluations
- Feedback from parents and the wider community

This policy will be reviewed annually, or sooner if required, to ensure it remains current, effective and compliant with statutory guidance.

*This policy should be read alongside the Behaviour Policy, PSHE/RSE Policy, Safeguarding and Child Protection Policy, Equality, Equity, Diversity and Inclusion (EEDI) Policy, and the School Development Plan.*



# Equality, Equity, Diversity and Inclusion (EEDI) Policy

## Policy Statement

This Equality, Equity, Diversity and Inclusion (EEDI) Policy sets out the school's commitment to eliminating discrimination, advancing equality of opportunity, and fostering positive relationships among all pupils, staff, families and the wider community.

We are committed to creating an inclusive, respectful and nurturing environment where every child feels safe, valued and able to thrive, regardless of background, identity or circumstance. Inclusion and wellbeing are embedded across all aspects of school life.

## Legal Framework

This policy complies with and is informed by the following legislation and statutory duties:

- Equality Act 2010
- Human Rights Act 1998
- Public Sector Equality Duty (PSED)
- Education Act 2011
- Children Act 1989 and 2004
- Keeping Children Safe in Education

Under the Equality Act 2010, the school recognises the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (staff)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## Aims and Objectives

Through this policy, the school aims to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity for all pupils
- Foster good relations between individuals and groups
- Promote respect, tolerance and understanding of difference
- Ensure equitable access to learning, opportunities and support
- Support pupils' personal development, wellbeing and sense of belonging



- Prepare pupils for life in modern Britain

## Equity and Inclusion

We recognise that equity is not the same as equality. Equity involves recognising individual needs and circumstances and providing targeted support so that all pupils can achieve their full potential.

The school will:

- Identify and address barriers to learning and participation
- Use data to monitor outcomes for different groups
- Provide reasonable adjustments for pupils with disabilities
- Offer targeted interventions and support where needed
- Ensure inclusion for pupils with SEND, EAL, and vulnerable backgrounds

## Inclusive School Culture

We promote an inclusive school culture by:

- Modelling respectful and inclusive behaviour
- Celebrating diversity through the curriculum and school events
- Challenging stereotypes, prejudice and discriminatory language
- Encouraging pupil voice and participation
- Building positive, supportive relationships

## Curriculum and Learning

Equality, diversity and inclusion are embedded across the curriculum and wider school life through:

- An inclusive and representative curriculum
- PSHE and Relationships Education
- Assemblies and themed events
- Opportunities for discussion, reflection and critical thinking

Teaching and learning approaches:

- Reflect diversity positively and accurately
- Are inclusive and accessible to all learners
- Promote respect for different cultures, beliefs and identities

## Behaviour, Bullying and Prejudice-Based Incidents

The school has a zero-tolerance approach to discrimination, bullying, harassment and victimisation, including prejudice-based incidents.

All incidents will:

- Be taken seriously and responded to promptly
- Be recorded and monitored
- Be addressed through restorative and educational approaches
- Be reported in line with safeguarding and behaviour policies



# Safeguarding and Wellbeing

Equality and inclusion are integral to safeguarding and wellbeing. The school:

- Ensures all pupils feel safe and supported
- Encourages pupils to speak to trusted adults
- Recognises that some pupils may be more vulnerable to harm or discrimination
- Works closely with families and external agencies where appropriate

## Roles and Responsibilities

### Governing Body

- Ensures compliance with equality legislation
- Monitors the effectiveness of EEDI policies and practice

### Headteacher

- Provides leadership and strategic direction for EEDI
- Ensures staff training and inclusive practice

### Staff

- Promote equality and inclusion in all aspects of their work
- Act as positive role models
- Challenge discriminatory behaviour or language
- Identify and report concerns

### Pupils

- Treat others with respect and kindness
- Understand and value differences
- Contribute to a positive school community

### Parents and Carers

- Support the school's inclusive values
- Work in partnership with the school
- Raise concerns appropriately

## Monitoring and Impact

The school will monitor the impact of this policy through:

- Attainment, progress and behaviour data
- Attendance and exclusion data
- Pupil voice and feedback



- Incident and safeguarding records
- Staff and parental feedback

Actions will be taken where inequalities are identified.

## Accessibility and Communication

This policy is available to all stakeholders and can be provided in alternative formats on request. The school is committed to clear, accessible communication.

## Review

This policy will be reviewed at least every three years, or sooner if required by changes in legislation or school context.

*This policy should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, PSHE/RSE Policy, Accessibility Plan and School Development Plan.*

# Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					