









# The Wellstead Way



<p><b>Who are We?</b></p> <p><i>At Wellstead, our culture is based on our values and behaviours. Our school culture continues to evolve around these with three clear characteristics that define our school and our vision of 'Sowing the Seeds of Success'</i></p>	<p><b>Aspirational</b></p> <p>Wellstead has an inspiring and aspirational curriculum. We foster a love of learning and nurture curiosity and excitement to learn new things. Our learning values cultivate a growth mindset where making mistakes are part of learning. We encourage children to believe in themselves and be determined to reach their goals and we support them to get there. Our consistent approach to teaching and learning means that there are no limits on what can be learned. The school empowers children to become confident, lifelong learners who are excited about their future possibilities.</p>		<p><b>Community</b></p> <p>Our children, staff, parents, governors, volunteers belong to our school's 'purple family'. We work together in partnership for the best outcomes for the children and community that we serve. Families are actively involved in their children's learning journey. All stakeholders are regularly asked for feedback and our active school council ensures that the children's voices are heard. We foster a strong sense of belonging with clear shared values, where children feel safe, happy and successful.</p>		<p><b>Inclusive</b></p> <p>Everyone is welcome in our inclusive school, regardless of race, religion, background or individual difference. Diversity is celebrated and respected and everyone feels valued and that they belong. Teachers know their children well; they know what they need to learn and how best to teach them. We work hard to actively prevent bullying and discrimination. There are no outsiders in our school.</p>	
<p><b>Our Values</b></p> <p><i>At Wellstead, our learning values underpin our community vision of "sowing the seeds of success". Staff, parents and pupils agree that these key skills, behaviours and attributes create a positive mindset where our young people are able to think critically, problem solve and adapt to the challenges in front of them. These become a toolkit for pupils and adults to manage their learning, interactions and mental health.</i></p>	<p><b>Respectful</b></p> <p>We manage our interactions with respect and developing empathy. We demonstrate respect for other faiths and beliefs and celebrate individual differences. We have a developing sense of compromise when things don't go to plan. We are able to make good choices in behaviour and can say how we make others feel. We demonstrate respect for our environment and work towards an understanding of our role in our school, the wider community and the world.</p>	<p><b>Reflective</b></p> <p>We are increasingly self-aware. We are positive and thoughtful and have a growth mindset. We are critical thinkers, we reflect, evaluate and adapt in order to solve a problem. We develop our ability to accept change and remain mindful of ourselves and others. We develop self-regulation, sometimes with support, accepting responsibility for our actions and working towards effective management of our emotions. We are self-improving.</p>	<p><b>Aspirational</b></p> <p>We want to be the best version of ourselves. We set ourselves goals and targets and strive to reach them. We are positive, ambitious and optimistic. We enjoy a challenge, are determined and are increasing confident in taking a risk. We know that making mistakes is part of learning and growth. We are curious and motivated to learn new things.</p>	<p><b>Adaptable</b></p> <p>We are increasingly resilient and able to adjust to an unfamiliar situation. We are motivated to try new things and know that sometimes this can be challenging and that we will make mistakes. We become more resilient to change and know to ask for support when things are challenging. We don't give up and can think of new ways to approach challenges. We can apply what we know to help us in different situations.</p>	<p><b>Collaborative</b></p> <p>We work together on shared goals, recognising our own strengths and over time, those of others. We listen to other's opinions and ideas and work to embrace ideas that are different to our own. When interactions are challenging, we have a developing understanding of compromise. We support each other and celebrate other people's success. We share and take turns to allow everyone an equal opportunity. We support and encourage others.</p>	<p><b>Independent</b></p> <p>We are organised and ready for our learning, knowing what we need to do and taking responsibility for ourselves. We can independently problem solve but know when to ask for support if something is challenging. We develop self-regulation, sometimes with support, accepting responsibility for our actions and working towards effective management of our emotions.</p>

<p><b>Consistent Pedagogy</b></p> <p><i>We have a very clear and consistent pedagogical approach to high quality inclusive teaching that ensures that we meet the needs of all learners.</i></p>	<p><b>Assessment</b></p> <p><i>We pride ourselves on knowing our children well. We make deliberate choices to find out who they are as people as well as their strengths and what they find challenging. We use continuous assessment to ensure that we design learning tasks where all learners are supported and challenged to make progress and achieve success. Carefully selected interventions, support and provision is in place to best support all children to succeed.</i></p>		<p><b>Curriculum</b></p> <p><i>Our broad, ambitious curriculum provides exciting and memorable learning experiences, based on our Learning Values from EYFS to Year 6. Each topic builds on the substantive and disciplinary knowledge required from the National Curriculum in addition to Wellstead specific objectives. Our curriculum is enriched through deliberately chosen trips and visits where children can explore learning in real-life contexts.</i></p>		<p><b>Working in Partnership</b></p> <p><i>When your child attends Wellstead, the whole family becomes part of our school community and we work in partnership with parents to continue our goal of knowing our children and families well. We also work in partnership with external agencies, the local authority and other local schools to ensure best practice.</i></p>	
<p><b>Beyond the Classroom</b></p>	<p><b>Sports competitions and Festivals</b></p> <p><i>Children represent Wellstead in inter-school competitions and festivals. We enter into the Hampshire Cup for boys and girls football.</i></p>	<p><b>Musicality</b></p> <p><i>Every child has an opportunity to learn an instrument. We have an active school 'ensemble' with over 100 brass and woodwind players.</i></p>	<p><b>Art and Design</b></p> <p><i>Children explore a variety of media and have opportunities to be involved in local art projects such as Southampton's 'Little Lights' initiative.</i></p>	<p><b>Computing</b></p> <p><i>Children enjoy computing and have opportunities to use different technology through the school. Children visit the BETT show and enter a local Lego robot competition.</i></p>	<p><b>Performing Arts</b></p> <p><i>Children perform from EYFS through to the end of year performance in Y6. Children take part in the national dance competition Dance Live!</i></p>	<p><b>Trips and Visits</b></p> <p><i>Our curriculum is enriched and contextualised through meaningful trips and visits. We have 3 residential: Y4 go to Minstead, Year 6 to Little Canada, and we have a SEAL residential in Y5.</i></p>
	<p><b>Clubs</b></p> <p><i>We run a wide variety of clubs which cover a wide spectrum of interests. We also have an active wraparound club.</i></p>	<p><b>School Council</b></p> <p><i>The voice of the child is central to all that we do at Wellstead. We seek feedback from the children which they present to Governors and this is actioned at a leadership level. Our School Council organise fundraising initiatives throughout the year.</i></p>	<p><b>EARA Group</b></p> <p><i>Our pupil EARA group works collaboratively to promote equality and child rights in school, based on the nine protected characteristics of the Equality Act and the UNCRC.</i></p>	<p><b>Eco-Warriors</b></p> <p><i>We have a group of children that work with our Sustainability Leader to run initiatives that positively impact our environment. We have an extensive recycling initiative.</i></p>	<p><b>Positions of Responsibility</b></p> <p><i>Children have many opportunities to take active roles within school. This includes School Council, EARA, Sports Ambassadors, House Captains, Playtime Buddies, Eco-Warriors and Cyber-Ambassadors.</i></p>	<p><b>Mental Health</b></p> <p><i>We recognise how important support for our mental health and wellbeing is and take active steps to support children through TALA and ELSA. Ordinarily available provision includes butterfly jars and regular check ins where needed. We support Children's Mental Health Week.</i></p>
<p><b>Supporting Children and Families</b></p>	<p><b>Emotional Support</b></p> <p><i>Where children do need additional support, we have trained ELSAs and also offer TALA to work with children on developing their emotional literacy skills and equip them with some early strategies to support them with self-esteem, anxiety and friendship issues.</i></p>		<p><b>Support for Families</b></p> <p><i>The school has a Family Support Worker (FSW) who works directly with our children and families to support them with any worries that they might have. Kerri has a wealth of knowledge around available services in the local area and is able to signpost and refer where necessary, she also runs parenting courses and coffee mornings for parents.</i></p>		<p><b>Ready2Learn</b></p> <p><i>Ready2Learn is an intervention set up to support children with complex SEMH needs. R2L provides a safe space where children learn strategies to manage their strong emotions, self-regulate and understand how they are feeling. Children are then reintegrated back into the classroom with the support that they need to be successful.</i></p>	
<p><b>Keeping Children Safe</b></p>	<p><i>Keeping children safe from harm is always our first priority and is the responsibility of all adults in school. We take this responsibility incredibly seriously and will always be on hand to ensure that professional support is offered to vulnerable children and families. Staff are well trained to identify concerns and we will work with families and outside agencies where appropriate.</i></p>					
<p style="text-align: center;">  <b>Respectful</b>  <b>Reflective</b>  <b>Aspirational</b>  <b>Adaptable</b>  <b>Collaborative</b>  <b>Independent</b> </p>						