

Health and Wellbeing Policy



*Learning together in a changing
world, creating success for all.*



TRINITY FIELDS SCHOOL and RESOURCE CENTRE

Policy for Health and Wellbeing

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission (2017)**. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

"We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs".

Qualified for Life (2014) provides further endorsement of our commitment to being a Rights Respecting School by stating:

"learners are the heart of all that we do" and further "every child and young person benefits from personalised learning".

Successful Futures (2015) also states that:

"Each child and young person in Wales should be able to benefit from curriculum and assessment arrangements that will best meet their present needs and equip them for their future lives. Our children and young people only have a relatively short time at school. We must use that time judiciously and productively to help each one of them to grow as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges".

Rationale

This policy will provide an outline of the health and wellbeing curriculum delivered within Trinity Fields School. This policy should be read in conjunction with the following documents and policies:

- Routes for Learning (2006);
- Routes for Literacy (2013);
- Routes for numeracy (2013);
- Qualified for Life (2014);
- Successful Futures (2015);
- Digital Competence Framework (2016);

- Routes to Digital Competence (2016);
- Teaching, learning and curriculum policy (2017).

Our health and wellbeing provision has been developed by staff to reflect the individual and holistic needs of our pupils. The key priority is to ensure that all pupils, irrespective of their abilities and needs make progress and have access to exciting and stimulating learning experiences throughout their time at school.

Provision has incorporated statutory and non-statutory guidance and adopted a broad range of principles to ensure our health and wellbeing curriculum is relevant to pupils' individual abilities and needs. Our curriculum is currently being reviewed to reflect the new curriculum and assessments arrangements in Wales that will be fully operational by 2022. It will include the Literacy and Numeracy Framework (LNF) and the newly developed Digital Competence Framework (DCF). These key principles will help to ensure that our health and wellbeing curriculum is flexible, reflective, takes into account stakeholder views and is responsive to the changing needs of our pupils and the communities in which they live.

All of our pupils have equal entitlement to access high quality health and wellbeing provision that supports their understanding of the world and equips them with the necessary skills to take their place in our rapidly changing world. Health and wellbeing is part of our curriculum offer for all pupils and supports their all-round development.

This area of learning and experience (AoLE) is central to our curriculum offer at Trinity Fields and ensures that pupils access engaging learning experiences that begin to equip them with a range of core life skills. Our provision for health and wellbeing is cross-curricular and permeates all aspects of daily life within our school. Learning experiences both within classrooms and out in the wider community ensure pupils have regular opportunities to develop and practice their skills in a variety of settings.

Key principles

Within the health and wellbeing AoLE staff will provide pupils with exciting and differentiated learning experiences to support their learning about being healthy, responsible in society and being personally effective. All staff will encourage pupils to embrace, enjoy and learn from a range of learning experiences that promote their personal and social wellbeing, so that they can fully develop a sense of self-worth and become active and responsible members of society.

This AoLE is valuable within its own right; it encompasses all of the life skills that every pupil needs to become a valued member of the community and it is an essential part of the broad, balanced and holistic curriculum that every pupil has a right to.

Health and wellbeing also offers opportunities for the pupils to assess their own learning and to develop greater self-esteem and self-confidence; learning experiences which include a broad range of Assessment for Learning (AfL) strategies help pupils learn about how well they are doing and what they need to do next. Our AfL strategies are highly differentiated and bespoke to pupils' ages, needs and abilities. These opportunities are provided during IEP sessions, during or at the end of teaching sessions etc. AfL is an integral part of our health and wellbeing curriculum.

Aims

Our staff team will work collaboratively to ensure all pupils have access to exciting health and wellbeing learning experiences that support their development as **healthy, confident individuals** who:

- have secure values and are establishing their spiritual and ethical beliefs;

- are building their mental and emotional wellbeing by developing confidence, resilience and empathy;
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives;
- know how to find the information and support to keep safe and well;
- take part in physical activity;
- take measured decisions about lifestyle and manage risk;
- have the confidence to participate in performance;
- form positive relationships based upon trust and mutual respect;
- face and overcome any challenges;
- have the skills and knowledge to manage everyday life as independently as they can;
- **are ready to lead fulfilling lives as valued members of society. (Successful Futures).**

Our health and wellbeing provision will provide pupils with learning opportunities to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes good relationships with others;
- have respect for others;
- be as independent as possible and be responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem;
- make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community;
- be able to follow a healthy lifestyle.

Pupil voice

Pupil voice is very well established and strong across the school. Working in partnership with the school council we have developed a wide range of pupil friendly policies and documents which include:

- school development plan;
- health and wellbeing;
- food and fitness;
- safeguarding;
- e-safety;
- substance misuse;
- anti-bullying.

The above policies and documents, along with a wide range of other policies and documents can be found on the school website.

Arrangements for planning

All aspects of health and wellbeing are regularly discussed at whole school, phase and individual class levels.

The nine aspects within the PSHE framework have been consolidated into six areas to ensure all pupils have access to a broad and balanced curriculum.

ENVIRONMENTAL	HEALTH	RELATIONSHIPS
Environmental aspect	Physical aspect	Emotional aspect
		Social aspect
SELF AND OTHERS	WORLD OF WORK AND LEARNING	COMMUNITY UNDERSTANDING
Moral aspect	Vocational aspect	Spiritual aspect
Sexual aspect	Learning aspect	Community aspect

Our planning ensures that the curriculum offered enriches, consolidates and helps to generalise pupils' experiences and skills. Learning themes are addressed through a topic approach, the focus of which changes termly. However, health and wellbeing skills are also addressed on a daily basis both within school and with support from home; pupils are constantly encouraged to become as independent as possible within school and their home environments.

Planning, delivery, assessment, recording and reporting are viewed as a cycle of events that keep us focused on the pupil.

Each pupil has an individual education plan (IEP) written by the class teacher, with individual targets geared towards objectives from the pupil's statement, annual review outcomes and baseline and ongoing assessments. PSHE annual targets are an integral part of the "Y" section of our IEPs which relate to "Yourself", PSHE and working with others.

IEPs are structured and meaningful to the individual pupils with the work planned to meet their individual needs and stages of development within each area. IEPs targets are broken down into termly targets, from which three very specific targets are set. It is at the teacher's discretion (and in consultation with pupils as and when appropriate) as to whether there is a therapy or PSHE based weekly target.

An 'Annual Review' is held for each pupil, during which progress made by the child is discussed and targets are negotiated and with parents and set for the coming year. Pupils are also invited to comment on their own progress during that year by ensuring a Person Centred Planning (PCP) approach in these reviews. All staff are fully aware of the pupil's individual targets so they can be consolidated through daily tasks and routines.

Refer to "Teaching, Learning and Curriculum" policy for further details.

SEAL

SEAL is a teaching programme (social and emotional aspects of learning) which supports pupils in their personal, social and emotional development. It brings together work from our health and wellbeing curriculum and each term we will focus on a topic across the whole school:

1. New beginnings: September/October
2. Getting on and falling out: November/December
3. Going for goals: January/February
4. Good to be Me: February/March
5. Relationships: April/May
6. Changes: June/July

Our provision within each school year will also include "Say No to Bullying".

SEAL supports pupils in developing self-awareness, motivation, social skills and managing, where appropriate their own feelings. These skills will help our pupils to become better learners, build

better relationships with others and become responsible citizens. They are an integral part of everyday life.

Pupils have opportunities, where appropriate, in their study of Health, Personal and Social Development, Wellbeing and Cultural Diversity to develop and apply LNF and DCF targets, and Critical thinking skills.

Foundation phase (3-7 year olds)

We teach health and wellbeing and citizenship in Foundation Phase classes as an integral part of the topic work covered during the year. We relate the PSHE and citizenship aspects of pupils' work to the objectives set out within the Foundation Phase Framework. Our teaching focuses on the development of pupils' personal, emotional and social development. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

Pupils also access PE lessons. Within each area of learning there are a number of areas, which are broken down into smaller, more achievable steps, ensuring success and progression, however small they may be, for each child working towards each item. The PE timetable is organised to meet the relevant activity requirements at each Key Stage. Each class has at least one 50 minute lesson per week in addition to a pool session for at least a one full term.

Refer to "Foundation Phase" policy for further details.

School curriculum phase (8-13 year olds)

In addition to the skill development planned on the IEPs, classes within the school curriculum phase plan additional health and wellbeing learning experiences within their topic work. This work is planned by teachers and includes a range of rich and varied learning experiences that allows pupils to focus on core health and wellbeing themes and key skills.

Key Stage 3 pupils access their learning experiences through teacher planned topic rotations. Our PE teacher also plans for physical literacy lessons. The physical literacy framework's aim is to increase motivation and confidence, physical competence and knowledge and understanding.

Pupils are encouraged to participate in the Daily mile initiative. Teachers plan individually and where appropriate to encourage pupils to be more active and to get them ready for learning.

The Foundation phase and School Curriculum all participate in Design to smile; all staff are trained to deliver the programme.

Refer to "School Curriculum Phase" policy for further details.

Learning pathways (14-19 year olds)

Pupils in the 14-19 learning pathways department are given a variety of opportunities to study attitudes, values, skills and sex and relationships through accredited ASDAN modules and Agored Cymru units.

Pupils in the 14-19 department follow an accredited 'Fitness' pathway. Pupils are given opportunities to participate in a wide variety of activities which promote an active and healthy lifestyle. Pupils also follow an accredited Health and Well-being pathway which covers a range of topics including healthy eating, substance misuse, relationships and personal hygiene.

Refer to 14-19 "Learning Pathways" policy for further details.

Thrive

All school staff have taken part in a Thrive awareness course. In addition to this we also have over 10 licensed Thrive practitioners. Pupils access group and individual Thrive sessions to develop their ability to:

- think of ways to regulate their emotions when they feel angry, particularly when they see something as being unfair;
- listen to other people's views even if they differ from their own;
- empathise with others;
- learn the importance of telling the truth;
- make the right choices;
- talk to people they trust when feeling anxious;
- take themselves to a 'safe space' in order to calm, soothe and regulate emotions;
- use strategies when angry such as 'hands in pockets' or using other hand actions and movements to regulate.

All pupils also access timetabled sessions of "Better Out Than In" (BOTI); the main aim of this enhanced provision is to improve emotional wellbeing, engagement and resilience.

The school receives regular visits from Pets as Therapy (PAT) Therapy dogs. Pupils will have experience of grooming, playing, learning rules and animal safety.

Refer to "Biophilia (Outdoor Learning and Connecting with Animals)" policy for further details.

Arrangements for monitoring the delivery of the health and wellbeing AoLE

- The Deputy Headteacher is responsible for maintaining an overview of the whole curriculum. The AoLE group is responsible for monitoring the coverage and achievement levels within the AoLE. Strategies for this include discussion with teachers, lesson observations etc.
- Additionally, phase leaders monitor pupils' IEP and thus the content of aims and objective.
- Termly lesson observations are completed by the school leadership team and with peers.
- The AoLE group will review the content covered in the previous scheme of work on an annual basis and use this information to inform forward plans.
- Planning for the next year will take consideration of the pupil progress and achievements.
- Progress towards pupil's individual targets are monitored weekly and reviewed at the end of each term.
- Progress and success is celebrated in a wide variety of ways and is bespoke to pupils' needs.
- Photographic records are documented in pupils' Records of Achievement files, ASDAN booklets or Progress Files.
- Health and wellbeing is also delivered through our commitment to Caerphilly's "Healthy School" scheme. The scheme recognises the 7 health topics that should be covered throughout a school's involvement in the scheme – food and fitness, mental and emotional awareness, Personal Development and relationships, Substance use and misuse, Environment, Safety, Hygiene; and for each of these identifies important aspects of a whole school approach in the following aspects of school life: Leadership and Communication, Curriculum, Ethos and Environment, and Family and Community Involvement.

Role of the headteacher

The headteacher will:

- discuss future developments for health and wellbeing with the AoLE group.

- help motivate staff to create a rich and stimulating learning environment.
- support and encourage other professionals to develop their skills and teaching of all aspects of health and wellbeing.
- ensure budget provision resources, materials and staff training.

Role of the health and wellbeing AoLE group

1. Administration

- Ensure that the school meets the statutory requirements for the delivery of the health and wellbeing curriculum and involvement of the Healthy Schools scheme.
- Complete an annual audit of resources and make this information available to staff.
- Read current articles and share those which are highly relevant with staff.

2. Professional development

- Provide training for colleagues:
 - a) formally, feeding back from courses attended;
 - b) informally as staff require help on various issues.
- Attend relevant courses/training and suggest some for other staff as their professional development needs are known.

3. Curriculum

- Draft curriculum documentation.
- Monitor and evaluate curriculum policy implementation.
- Ensure all staff teach within a multi-modal approach.

Role of the teacher and class teams

Class teachers, working with their teaching assistants will:

- present all health and wellbeing activities in an enthusiastic and accessible way;
- make health and wellbeing activities enjoyable by using a variety of approaches;
- have high expectations of each pupil;
- sign key words within lessons;
- use symbols to assist with receptive and expressive health and wellbeing language development, as appropriate;
- model good use of language and use a range of new and stimulating vocabulary;
- write appropriate termly IEP targets for health and wellbeing as frequently as they decide is appropriate;
- ensure progression when planning for each pupil on an individual basis;
- ensure continuity among staff team and between classes when each child transfers;
- make any teaching aids necessary to assist with class teaching;
- attend suitable courses and feedback to staff;
- ask for help and advice when necessary from the group leaders or other colleagues and specialists.

Strategies for teaching

We use a range of teaching and learning styles and place an emphasis on active learning by including pupils in discussions, investigations and problem-solving activities. We encourage pupils to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising,

the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts, set agreed classroom rules for behaviour and work alongside our school council. We offer all of our pupils opportunities to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Our teaching strategies also include opportunities for:

- Specific skills to be directly taught.
- Skills to be practised repeatedly, sometimes over several years before some of our pupils really master them. Teachers will find different ways of practising the same skill to maintain interest and motivation.
- Pupils to have many opportunities to apply their developing skills across the curriculum.
- Appropriate time to be given for each pupil to respond.
- Staff to ensure language appropriate to the understanding of the pupil is used
- Staff to foster positive interaction with pupils; taking into account any constraints compounding the two-way process, e.g. encouraging eye contact.
- Our pupils to be given an opportunity to work as a class, in small groups, in pairs and individually with an adult.
- Each pupil to develop confidence at working independently, at their own level.
- Staff to reinforce a “total communication” approach with signing, visual demonstration and other communication aids appropriate to the individual e.g. Big Macs, computers with relevant hardware and software, objects of reference, PECS, etc.
- Staff to be deployed to support individuals or small groups in developing their knowledge and skills, as appropriate to pupils’ ages, needs and abilities.

Strategies for learning

Effective learning will be dependent upon pupils`:

- Understanding the language used.
- Responding to the language context.
- Being active partners in reciprocal communication that may include link signing, use of communication aids, a range of IT equipment, etc.
- Making good use of opportunities to repeat, practise, modify and consolidate acquired skills in school, at home, within a work placement and in the community.
- Making good use of opportunities to work in a range of motivating, meaningful contexts, individually or in groups.
- Achieving their IEP targets.
- Meaningfully interacting with resources or materials appropriate to their level of development.

Refer to “Teaching, Learning and Curriculum” policy for further details.

Allocation of resources

1. Staff resources

Staff are our most valuable resource. The number of teaching assistants in each class is calculated on the total number of children, combined with the complexity of each child’s learning needs.

Staff are encouraged to attend courses. A record of health and wellbeing courses attended is kept by our training co-ordinator.

2. Teaching resources

- All staff have access to the resources cupboard which has resources that are boxed into different categories.
- All staff have access to a variety of “SEAL” resources in the PSHE cupboard and also all staff have been informed of websites where they can download and find more SEAL resources to support their collective worship, etc.
- The teachers’ reference library also has several text books within the PSHE category.
- All classes have access to iPads, interactive whiteboards and computers with touch screen and switch adaptations.
- A list of resources held in the school is attached in **Appendix 1**.

Assessment, recording and reporting

Procedures for assessment, recording, and reporting will be in line with school practice for the whole curriculum. These will take account of statutory requirements and examples of good practice. Assessment will be both formative and summative. Formative assessment will help to establish clear attainable targets and summative assessment will provide overall evidence of the achievement of pupils, what they know, understand, can do and have experienced. Our ARR procedures are constructive and helpful to pupils, teachers, parents/carers and other professionals.

Our ARR arrangements include an initial baseline assessment for the new intake of pupils in the autumn term. The teacher conducts this as part of normal class activities. The class teacher analyses the data and uses this to develop the pupil’s IEP. Annual PIVATS assessments are carried out during the summer term and results from these are shared with parents/carers.

Pupils are also given lots of opportunities to comment and assess their own work (Assessment for Learning) and to build up their confidence and self-esteem when establishing where they need to go next and which targets they would like to work on. They also highlight areas of concern and what they have enjoyed achieving.

Refer to the “Assessment, Recording and Reporting” policy for further details.

Additional learning needs (ALN) provision

This policy document stresses the need for pupils to be able to show what they have achieved, by whatever means appropriate. There is a need to look at alternative means of providing access to the health and wellbeing curriculum through, for example, the use of computers, physical aids or the provision of additional staff. To ensure the safe handling of tools, materials and equipment, the adaptation of workspaces and equipment may need to be considered, while provision required supporting health and wellbeing related work should also be emphasised.

A range of opportunities commensurate with pupils’ needs and abilities should be on offer to all pupils rather than their disability becoming the basis for limitation or restriction of experience. All pupils are individuals and as such can be seen as having special needs, gifts or talents that all have to be met in order that they realise their full potential.

Refer to the “Additional Learning Needs” policy for further details.

Health and safety

It is the responsibility of all staff and, where possible, pupils to be aware of possible Health and Safety issues in relation to this curriculum area. Particular concern needs to be given when in various environments and when using types of equipment so that we can eliminate foreseeable safety problems. Any specific issues relating to Health and Safety that need immediate attention should be brought to the notice of the Deputy Headteacher/Health and Safety Officer. To reduce risks pupils only have access to non-toxic pens, pencils and paints at school. All ICT equipment has an annual safety check.

Refer to “Health and Safety” policy for further details.

Criteria for evaluating the success of the policy

This policy will be amended and agreed by all teachers and governors after discussion. It will then be reviewed annually by the health and wellbeing AoLE after discussion with teachers.

When reviewing the policy the following questions will be asked:

- Does the rationale reflect current practice in school?
- Is the school successful in meeting the aims of this policy?
- Is there evidence to show pupils are experiencing breadth and balance across the whole curriculum?
- Can the AoLE team demonstrate that the arrangements for planning and monitoring have been effective?
- Is there evidence that the strategies for teaching and learning are effective?
- Does the allocation of resources allow for effective implementation of the curriculum
- Do the ARR arrangements clearly identify pupil achievement and fulfil legal requirements?
- Are the health and safety arrangements implemented in a consistent way?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?

Community links

For some of the pupils, most of their work will take place in the school environment. However, it is really important that the pupils are provided with opportunities to transfer the skills they have learnt into other meaningful situations.

We also ensure that learning takes place in local industries and businesses, where possible and appropriate, as well as in other relevant areas of the community. We will be actively encouraging the pupils to gain work placements with the ultimate aim of them obtaining a wage.

Parent/carer links

We are an Investor in Families school and have held this prestigious award for many years. This award recognises the work that we do with parents/carers and families in general to improve their child's life chances and progress.

Parents/carers are vital partners in developing their child's skills. The annual IEPs and termly targets give a clear guide to parents which skills their child needs to develop. The weekly targets give details of more specific skills and often have suggestions for the parents on how they can support the acquisition of that skill at home.

Termly parents' evenings are very well attended and are a good opportunity to guide parents/carers through the IEP and make further suggestions for support work at home.

At Trinity Fields we believe that the partnership with parents and the community enables us to receive specialist support and information to plan the best possible health and wellbeing curriculum for our children. Parents are invited to join in events in school, including SEAL assemblies and workshops on relevant on relevant themes. Parents/carers are also regularly informed of events and developments via our newsletters and on the school website.

Refer to “Effective Communication with Parents and Carers” policy for further details.

Policy review

This policy will be reviewed as detailed in the school’s policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of Review: Spring 2020		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child’s personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.