POLICY

For

Health and Wellbeing

September 2021	**September 2024**	
September 2022	**September 2025**	
September 2023		

Striving for excellence, caring for all
Within a loving and caring Christian environment.

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."

John Wesley

Unicef Articles:

Article 1: All children under 18 have rights.

Article 6: All children have the right to life and to be healthy.

Article 19: Every child has the right to be protected from harm and to be kept safe.

Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so children can stay healthy.

Article 29: Every child has the right to be the best they can.

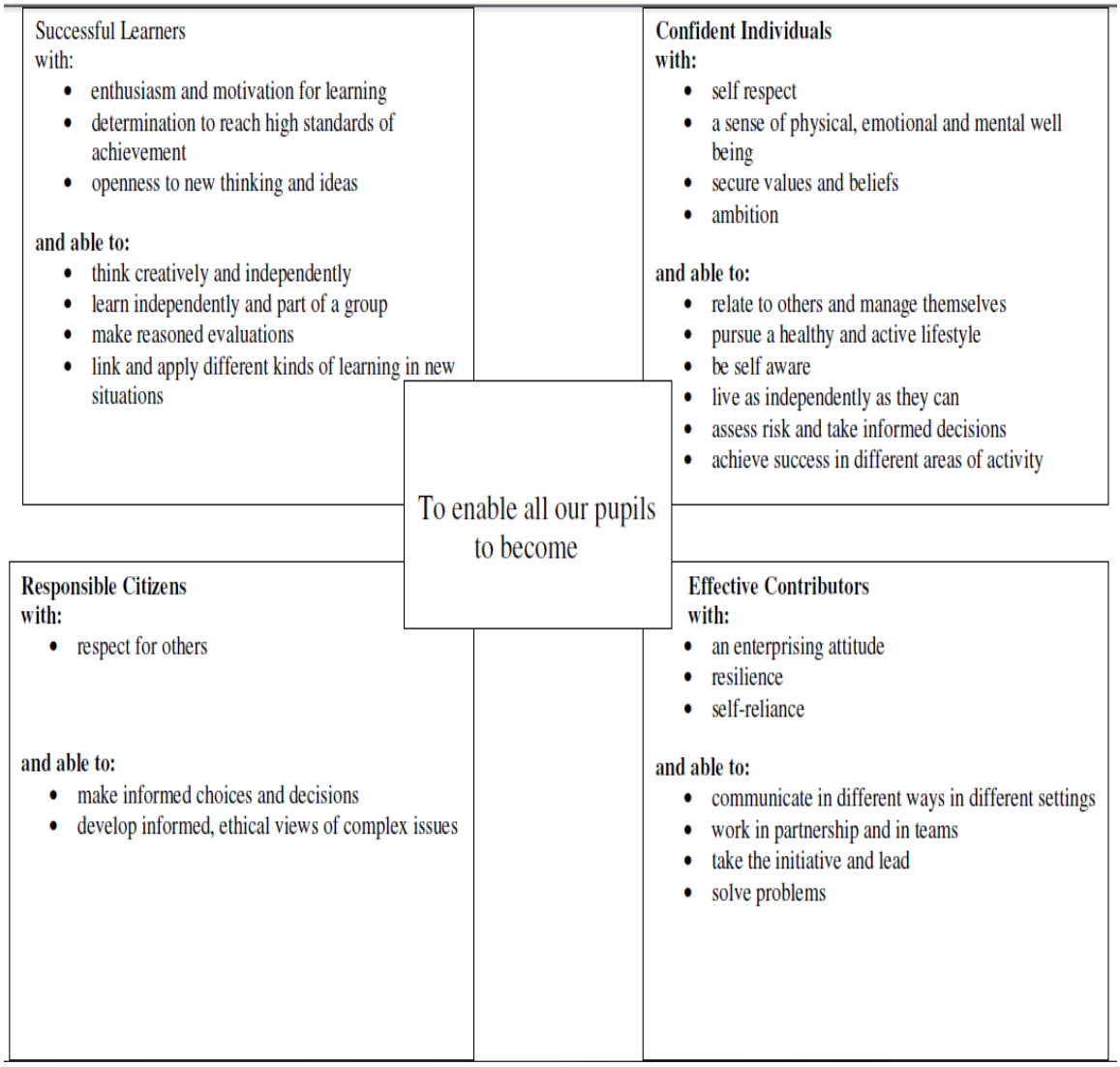
Article 36: Every child has the right to be protected from doing things that could harm them.

"A peaceful heart leads to a healthy body." Proverbs 14:30.

"Don't you realise that your body is the temple of the Holy Spirit, who lives in you and was given to you by God?" Corinthians 6:19.

"This is the day that the Lord has made. Rejoice and be glad." Psalm 118:24

A Health Promoting Academy



Background and Rationale:

AAT believes that good health and well-being is central to effective learning and preparation for successful, independent living. We recognise that everyone is created in the image of God and we value their individuality as they explore their own God given talents and are treated with respect and dignity at all times.

If our nation's health is to improve in the long term as well as promoting positive mental health and social wellbeing, then our children must be the focus.

Within health and wellbeing, physical education can build learners' physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes in preparation for leading a fulfilling, active and healthy lifestyle.

Each school has a team of Mental Health First Aiders who have completed specific training. They are also trained ELSAs – Emotional Literacy Support Assistants. They can offer advice and support to individuals or small groups of children, and may also form part of support for the wider family.

"A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment." NHS England 2014

“Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future. Schools should have role to play in supporting children to be resilient.” Public Health England

Aims:

Through our curriculum, learning and teaching in health & well-being, we aim to enable our children to;

• make informed decisions in order to improve their mental, emotional, social and physical well-being

• experience and have the ‘courage’ to take on challenge and the enjoyment of achievement

• experience positive aspects of healthy living and activity for themselves

• apply their mental, emotional, social and physical skills to pursue a healthy lifestyle

• make a successful move to the next stage of education

• establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and well-being of the next generation of children

• be encouraged to ‘persevere’ with their learning and experience new learning opportunities

• show ‘compassion’, ‘forgiveness’ and ‘respect’ to help them to maintain and strengthen their friendships

• live out our Christian Values to enable them to make more informed decisions later in life as broad-minded citizens

Assessment and Reporting:

Assessment will focus on children’s knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships and their social and life skills. Teachers and learners will gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From Early Years through to Y6, our children’s progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.

For example:

• To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?

• how well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?

• through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

• having the courage to apply their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges.

• showing respect and developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours.

• extending the range of their relationships both inside and outside of school.

Assessment will also link with other areas of the curriculum, within and beyond the classroom, offering our children opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

Outcomes:

By taking responsibility for Health and Wellbeing pupils will:

• Explore physical factors in relation to health and looking after ourselves

• Explore emotions, feelings and relationships and how they affect mental well-being

• Explore the interaction of the individual, community and the environment in relation to health and personal safety.

This will be covered using six areas of Health and Wellbeing in the Curriculum. These are:

• Mental, Emotional, Social and Physical wellbeing (Jigsaw, P.E. and Science)

• Planning for Choices and Changes (Jigsaw)

• Physical Education, Physical Activity and Sport (P.E.)

• Food and Health (Science and P.E.)

• Substance Misuse (Jigsaw)

• Relationships, Sexual Health (SEAL, Jigsaw)

The Health and Wellbeing experiences and outcomes allow a fair degree of flexibility in their use and can be amended to suit the needs of individual schools.

Specific issues:

Within the wider context of taking responsibility for health lies the need to ensure that appropriate structure and coherent learning experiences are provided by the school. The issues below form an integral part of our Trust's Health and Wellbeing experiences and outcomes. Due to the importance and sensitivity of these issues, advice and guidance for them is found in separate policies.

• Anti-Bullying

• Relationships and Sex Education

• Drugs Education

Community liaison:

External Agencies;

Involvement of external agencies will be planned for in consultation with the SLT and relevant members of staff.

Parents/carers;

As a listening school, parents/carers will be encouraged to share any concerns they may have. We will consider the social, cultural and religious influences of our community.

Trustees and Governors' Roles and Responsibilities:

- Support in the creation of a whole-school/ Trust approach
- Recognise staff and pupil well-being as vital and actively seek out information from staff and pupils about well-being and mental health
- Stay informed of current government legislation and guidance
- Drive standards
- Develop policy and monitor impact

Supporting information:

This policy should be read in conjunction with our following policies

- Equality policy
- Teaching, Learning and Curriculum policy
- Assessment policy
- Child Protection and Safeguarding policies
- Physical Education curriculum statement
- Behaviour and Bullying policy
- Health and Safety policies
- Relationships and Sex Education policy
- SEND and Inclusion policy
- Staff Wellbeing policy

The Future:

- Strengthen and further develop links with outside agencies, including charities
- Training for all staff to ensure that they know how to escalate concerns
- Ongoing consideration of pupil's emotional and mental health and well-being

APPENDIX 1



How do we support the mental health and wellbeing of our children?

Everyone in school is like a family – we share values and ethos
Open environment in which people feel able to ask for help or support
Wellbeing support is well planned
Safe place to make mistakes
Christian community support
Wellbeing Wednesdays
Mindful Mondays
Wellbeing Warriors
Mental Health and Wellbeing first aiders – availability for children, 1:1 sessions where needed
ELSA support
Happy Hub
3 Rs (Respect and Take Care)
Physical and mental health support
Collective Worship is a time to reflect and breathe
Collective Worship Council
Extempore prayers
Play leaders guiding games and supporting positive relationships
Sensory circuits
Regular check ins – all staff provide pastoral support
Feelings pegs
Peer mediators
Inspire+ assemblies and mentor support
Inclusivity of roles and responsibilities
Reward systems e.g. Dojos linked to house points, lunchtime rewards, Finer Diner, Golden Book
Transition activities
Teacher/Pupil relationships
Personalised behaviour management – positive
Sensory rooms
Curriculum – wellbeing is at the centre
Jigsaw
Pupil questionnaires
E-safety
Reflection areas
Student Council and all pupil voice opportunities
Buddy benches/Buddy stops
Worry boxes and worry monsters
Thinking about mental, emotional and physical wellbeing
High expectations of children to do their best
SEN support and safeguarding – pastoral support for families
Outside agency support – Don't Lose Hope, LA agencies. Healthy Minds, TAC
Staff communication with parents supports children
Time out where children need it

Quiet room
Flexible approach – ear defenders, uniform
Routine and structure – visual timetables, pre-warning, preparing for change, transition
Positive environment- boost children's confidence
Pastoral Support Plans
Healthy Minds Toolkit
E-Champions
Circle time
Mindfulness board
Outdoor learning opportunities
The teachers and TAs know the children
Active brain breaks
High Five
Children are given opportunity to talk and are listened to
Safe hands
Stories
Multi-agency working, including Early Help Assessment support
Wellbeing groups for children who need support
Positive scrapbooks
Use of resources tailored to individual needs
Celebration of God Given talents and SMARTs – makes all children feel good
UNICEF rights
Christian and British values
Golden time
Mindfulness sessions
Growth mindset