

Crossing the boundaries of excellence ...



HEALTH & SAFETY

HEALTH & WELLBEING POLICY

This document outlines the holistic approach to promoting health and wellbeing to ensure pupils have every opportunity to develop the knowledge and understanding, skills, capabilities and attributes which they will need for their mental, emotional, social, economic and physical wellbeing now and in the future. This document should be read in conjunction with the schools PSHE, Behaviour, Pastoral Care and anti- Bullying Policies.

Our commitment...

We at BSE are dedicated to providing quality experiences and services for the whole school community. We aspire to continually seek excellence in all we do and this policy enables us to do so effectively.

Mutual Expectations:

In order to support Health & Wellbeing amongst pupils we aim to provide a health and wellbeing policy that has a common goal to ensure that children become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

Aims:

The policy aims to handle any pupil wellbeing concerns;

- Seriously
- Sensitively
- Promptly

Introduction & Scope

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

Everyone within our learning community shares a responsibility for creating and maintaining a positive ethos in which pupils are:

- nurtured
- active
- respected
- responsible
- included
- safe
- healthy
- achieving

Learning through health and wellbeing enables pupils to:

- make informed decisions in order to improve their mental, emotional, social, economic and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle and make a successful transition to the next stage of education
- establish a pattern of health and wellbeing which can be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of children.

Responsibilities

All members of the school community have a responsibility to:

- ensure everyone feels happy, safe, respected and included in the school environment
- promote positive behaviour in the classroom, playground and wider school community
- ensure the safety and wellbeing of everyone by following the schools robust policies and practices
- contribute to the maintenance and development of a positive school ethos
- provide positive role modelling in relation to a healthy lifestyle

Opportunities

All members of the school community have a right to be given opportunities to:

- develop their self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand what they eat, how active they are
- decisions they make about relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in the school community have a responsibility to look after pupils, listen to their concerns and, where necessary, involve others
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help pupils make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

Curriculum

Pupils experience aspects of health and wellbeing through teaching and learning opportunities through guided PSHE Programs.

The principal aspects of mental, emotional, social, economic and physical wellbeing and planning for choices and changes are embedded in all we do. All the experiences and outcomes related to pupil wellbeing are covered in the curriculum to ensure a broad, general education.

Teachers will plan/adhere to the curriculum, inclusive of PSHE, designed to take the following into account:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

The experiences and outcomes are organised under 6 key areas:

- mental, emotional, social, economic and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health
- substance misuse
- relationships,

*The school is exempt from discussing areas related to sexual health and parenthood in accordance to local Ministry of Education Legislation.

Learning & Teaching

In teaching and promoting health and wellbeing, staff will adopt a variety of different teaching strategies in a supportive and encouraging manner. Wherever possible, links to other areas of the curriculum will be made. Health and wellbeing links well to: literacy and numeracy, expressive arts, science & P.E.

We promote learning and teaching which:

- engages pupils and takes account of their views and experiences, particularly where decisions are to be made that will impact on life choices
- takes account of research
- uses a variety of approaches, such as active learning, co-operative learning and effective use of technology
- maximises the use of the outdoor environment
- encourages pupils to act as positive role models
- helps pupils understand and positively promote citizenship within their community
- encourages pupils to sustain a healthy lifestyle.

Assessment

For health and wellbeing, assessment takes account of the breadth and purpose of learning experiences throughout the curriculum. Assessment ensures pupils apply skills and knowledge to life experiences to promote resilience and competence in dealing with familiar circumstances and new challenges.

Evaluation

School Leaders engage in evaluation of health and wellbeing with a view to continually improve the quality of programmes of study and learning and teaching experiences.

School leaders gather and evaluate related information from:

- shared classroom experiences, discussions with and evidence of pupils' work
- teacher, department and management discussions
- professional review
- evaluations from pupils, staff and parents
- results of assessments and achievements
- third party inspections

The evaluation process reflects on the effectiveness of health and wellbeing and the impact that it is having on continuous improvement within the school. Evaluation informs the school development plan, which details areas for continued school improvement in relation to Health & Wellbeing, allowing for school proprietors/leaders to ensure quality across the school in the best interest of all pupils.

Staff, pupils and parents continually work together to improve health and wellbeing for all our pupils at The BSE.

Related Key Documents

- 'A Wellbeing Framework for Schools 2012' - Health Education Partnership
- 'The link between pupil health and wellbeing and attainment' – Public Health England 2014
- BSE PSHE Policy & Plans