Ysgol Tŷ Monmouth Policy

Health and Wellbeing

POLICY STATEMENT

- Article 24 of the UN Convention on the Rights of the Child states Pupils have a right to the best health possible and to medical care and to information that will help you to stay well.
- At Ysgol Tŷ Monmouth our fundamental aim is to support the development of our Pupils' physical health, mental health, and emotional and social well-being. The Health and Wellbeing Area of Learning Experience provides a holistic structure for understanding health and well-being with the ultimate goal of developing Pupils' capacity to navigate life's opportunities and challenges.

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1. Scope



1.1 Introduction

1.1.1 The Health and Well-being Area of Learning Experience provides a holistic structure for understanding the themes within the topic. It is concerned with developing the capacity for Pupils to navigate life's opportunities and challenges. It supports Pupils to understand and appreciate how the different components of health and well-being are interconnected; and it recognises that good health and well-being are important to enable successful learning and lifelong experiences.

1.1.2 The focus on health and wellbeing will equip Pupils to make positive and educated decisions about their health, now and throughout their journey to become successful adults. Pupils will develop their understanding of the holistic nature of health and wellbeing, and how it impacts upon their ability to learn.

1.1.3 Teaching and learning opportunities will consider the statements of what matters:

- Developing physical health and wellbeing has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.
- Social influences shape who we are and affect our health and wellbeing.

1.1.4 This is reflected in the curriculum maps, which form the long-term overview for planning and assessment, whilst providing opportunities for Pupils to deepen their knowledge and skills through set stages (attend, engage, explore, consolidate and apply)

1.1.5 Teaching and learning opportunities will be broad and balanced, but specific to the individual needs of the Pupils within each class. This approach will ensure the four purposes are also addressed in a meaningful way.

1.2 Aims

1.2.1 The aims are:

- Promote the physical, emotional, social and mental wellbeing of all Pupils.
- Support each Pupil to feel safe, valued, included and respected.
- Develop communication, self-awareness, self-regulation and help-seeking skills.
- Build positive relationships, social interaction and a sense of belonging.
- Increase independence, self-care, resilience and self-advocacy.

- Enable Pupils to make informed choices about health, safety and relationships.
- Support Pupils to recognise, express and manage feelings appropriately.
- Develop understanding of personal boundaries, privacy and consent.
- Promote healthy routines including sleep, hygiene, nutrition, hydration and physical activity.
- Reduce barriers to learning through high-quality support, structure and accessible teaching.

1.3 Experiences and Opportunities

1.3.1 Ysgol Tŷ Monmouth will work toward these aims by giving the Pupils a wide range of experiences and opportunities. This could include, but is not restricted to:

1.3.2 Physical Health and Development

- A range of team and individual play and games.
- Regular movement breaks and individual sensory circuits.
- Fitness and sports activities, onsite and within the local community.
- Cooking, food nutrition and hydration education.
- Self-care, hygiene and daily living skills.

1.3.3 Mental health and emotional wellbeing

- Emotional literacy activities, including access to the integrated therapy team.
- Opportunities for mindfulness and meditation.
- Interoception and co regulation development.
- Social wellbeing and healthy relationships.
- Fun activities incorporating turn-taking and co-operation.
- Bespoke opportunities to develop key knowledge and skills in relation to relationships and sexuality education (including consent, body autonomy and self-advocacy)

1.3.4 Decision-making and personal responsibility

- Meaningful opportunities to reflect and evaluate lived experiences.
- Pupil Council / Pupil Voice.
- A range of planned activities to develop problem-solving and innovation.
- Activities to support independence and preparation for adulthood.

- Personal safety and risk awareness.
- Safety quizzes (for example on road safety, relationships and online safety).
- Safe use of technology and digital wellbeing.
- Travel training.
- Opportunities to act safely in the wider community.
- Opportunities to understand and develop skills related to first aid.

1.3.5 The curriculum is taught through explicit lessons and through daily routines, including:

- arrival and departure routines.
- snack, lunch and hydration times.
- personal care and intimate care support.
- play and outdoor learning.
- movement and sensory regulation opportunities.
- travel training and community experiences.
- therapy-linked tasks and interventions.
- social time, vocational and life-skills learning where appropriate.

1.3.6 These experiences will support Pupils at Ysgol Tŷ Monmouth to:

- Think, express and act for themselves.
- Develop positive values and citizenship.
- Develop confidence, self-esteem, and independence.
- Be respectful citizens.
- Understand and value own skills and preferences.
- Develop social and communication skills.
- Be able to co-operate, share and interact with others, in a range of situations.
- Extend experiences beyond school, and into the local community.
- Understand the importance of a balanced diet and to make healthy choices.
- Understand the importance of regular exercise on both body and mind.
- Understand how personal skills and qualities are useful in the world of work, and the community.

- Participate in a wide range of roles in preparation for adult life.

1.4 Self-Regulation and Co-Regulation

1.4.1 This area of learning experience includes a focus on Pupils' social and emotional wellbeing. Developing this is key to building Pupils' resilience and self-esteem to become healthy, confident individuals. We recognise that many of our Pupils have developing self-regulation skills due to their individual needs. Developing social and emotional literacy skills is integral in supporting our Pupils to prepare for and access learning; and therefore, underpins all that we do.

1.4.2 We use a range of evidence-based approaches to support self- regulation through a process of co-regulation. We use a range of strategies informed by assessment. This includes Motional, the Multidisciplinary Team process and input from the Integrated Therapy Team (Appendix A).

2. Cross-Curricular Responsibilities

2.1 Literacy

2.1.1 The development of communication skills is fundamental within the curriculum at Ysgol Tŷ Monmouth. The development of literacy and communication supports Pupils to express their emotions, make decisions, navigate relationships, and make needs and choices clear. Pupils will have opportunities to explore a range of literature, to support emotional literacy skills and develop positive mental health, confidence, and self-esteem. Consequently, Pupils will increase their ability to identify with their sense of "self", and act safely.

2.1.2 Pupils will also have the opportunities to develop their ability to follow instructions, take turns and interact through physical education.

2.1.3 As Pupils progress, the further development of writing skills will support Pupils to express themselves; and communicate information about themselves. This may also overlap with vocational skills (writing a Curriculum Vitae, for example).

2.2 Numeracy

2.2.1 Numeracy will be a key component of the health and wellbeing curriculum, as Pupils will learn to exchange money for ingredients, and follow recipes and measurements to prepare nutritious food. Pupils will learn about sequencing, timing, space, shape, and measure through physical activities; and will develop their understanding of time and routine to apply to healthy habits (appropriate screen time, for example).

2.3 Digital Competence

2.3.1 Life for young people is increasingly influenced by and spent online. It is vital for Pupils at Ysgol Tŷ Monmouth to develop an understanding of the pros and cons of being online, and to be educated about the risks of the online world, in order that they can develop safe behaviour, and positive physical and mental health and wellbeing. Pupils will have the opportunity to increase their awareness of rules (including law) regarding online safety and social media.

2.3.2 Pupils will be supported to develop a balanced view and use of the electronic world, recognising their responsibilities online, how to keep themselves safe, and using up-to-date technology to support their learning and development.

3. Monitoring and Review

3.1.1 The success of the health and well-being curriculum may be measured in the following ways:

- Increased participation and engagement, both formally (curriculum) and socially.
- Increase in the success rate of individual learning goals.
- Observation of positive Pupil behaviour and interaction.
- Termly showcase of Pupil's development.
- Small steps of progress as evidenced via Motional, B Squared and other assessment tools.

3.1.2 The implementation and impact of this policy will be monitored through:

- Learning walks and observations
- Planning and assessment scrutiny
- Review of Pupil progress evidence
- Analysis of behaviour, attendance and wellbeing data
- Pupil voice and family feedback, where appropriate
- Review of safeguarding, health and safety and incident records
- Review of personal support plans and strategies (MDT)
- Discussions with team members and external professionals

3.2 Legislative Framework

3.2.1 This policy has been drawn up with regard to best practice and guidance from the below:

- The Curriculum and Assessment Act (Wales) 2021
- ALN Code of Practice Wales 2021
- United Nations Convention on the Rights of the Child 1989
- Education Act 2002
- Human Rights Act 1988
- Equality Act 2010

4. Appendix A: Integrated Therapy Input Infographic

