



Garnteg Primary School

Health and Wellbeing Policy

Ratified by Garnteg GB.....

Date.....19.12.17.....

Review dateDecember 2019.....

Reviewed.....

Next review date.....

Health and Wellbeing Curriculum Policy

The policy is a statement of the aims, principles and strategies for learning and teaching of Health and wellbeing in Garnteg Primary School.

It was developed through a process of consultation between the FP, MAT, ALN, PSHE and P.E. co-ordinators, teaching staff and governors. The policy has been approved by the governing body, and it will next be reviewed in 2020.

The schedule for review of this and all other policy documents is set out in the school's five year plan for whole school development.

School Philosophy of Health and Wellbeing

Health and Wellbeing is about caring both for children and staff's physical and emotional needs to help them take responsibility for their own lives, understanding the importance of, for example, diet and fitness and being confident in managing their own affairs.

At Garnteg Primary School we will ensure that children and staff are provided with the skills to take responsibility for their own lives, ready to lead fulfilling and healthy lives as valued member of society, building emotional wellbeing by developing confidence, resilience and empathy.

We encourage a whole school community approach to creating healthy minds and bodies including physical development opportunities as well as emotional and social support. The partnership of home and school is critical in shaping children and young people, and their future careers.

We are committed to fostering independence; self-reliance and respect for others throughout the teaching and learning process.

Aims for Health and wellbeing

Health and wellbeing contributes to learners' personal, social and emotional development by helping them to make sense of issues within their lives and others' lives. It gives background evidence to health and well-being, sex and relationships, recycling and the sustainability and global citizenship.

Health and wellbeing links to Four Purposes of the curriculum, which formulate the aims at Garnteg Primary School:

1. Ambitious, capable learners who:
 - can explain the ideas and concepts they are learning about
 - are questioning and enjoy solving problems
 - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
2. Healthy, confident individuals who:
 - have secure values and are establishing their spiritual and ethical beliefs
 - are building their mental and emotional well-being 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 challenge › have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling
3. Enterprising, creative contributors who
 - connect and apply their knowledge and skills to create ideas and products
 - lead and play different roles in teams effectively and responsibly
 - express ideas and emotions through different media
 - give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.
4. Ethical, informed citizens who:
 - find, evaluate and use evidence in forming views
 - engage with contemporary issues based upon their knowledge and values
 - understand and exercise their human and democratic responsibilities and rights

- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world

Health and Wellbeing in Successful Futures

Rationale

Children and young people need to experience social, emotional and physical well being to thrive and engage successfully with their education. The Health and well-being Area of Learning and Experience will help them to build the knowledge, understanding and skills that will enable them to develop positive and appropriate relationships, deal with the difficult issues and decisions they will face and learn to live independently. In discussions for the Review, many children and young people felt that these were some of the most important issues that they needed to learn about in school.

Improving the health and well being of the nation has been an important feature of Welsh Government policy and support to schools for many years. These concerns are highlighted by the report of the Schools and Physical Activity Task and Finish Group³¹. The Health and well-being Area of Learning and Experience aims to help to address concerns about physical activity and diet, for example, as children and young people engage in different kinds of physical activity and gain knowledge and practical skills for healthy eating. As children and young people develop habits that will promote their own and others' well being this will make a contribution to reducing health inequalities and improving well-being more widely.

Scope and connections with other Areas of Learning and Experience

This Area of Learning and Experience draws on subjects and themes from PE, mental, physical and emotional well-being, sex and relationships, parenting, healthy eating and cooking, substance misuse, work-related learning and experience, and learning for life. It is also concerned with how the school environment supports children and young people's social, emotional, spiritual and physical health and well-being through, for example, its climate and relationships, the food it provides, its joint working with other relevant services such as health and social work, and the access it provides to physical activity.

Teachers will be able to make strong connections between the Health and well-being Area of Learning and Experience and the Expressive arts and Languages, literacy and communication (for example the exploration of relationships through drama and literature), Humanities (for example ethical matters, informed by RE), and Science and technology (for example nutrition, reproduction) Areas of Learning and Experience.

Curriculum Cymraeg

Health and wellbeing contributes to the Curriculum Cymraeg by the use of contexts that are relevant to learners' lives in Wales. The rich and varied environment around learners gives the basis for fieldwork. Learners have the opportunity to study differing cultures that are living in Wales, healthy eating and fitness, and the impact of humans within their locality and further afield.

Equal Opportunities and Special Needs

Every effort is made to ensure that PSHE, RE and PE activities and games are designed to allow full access for all pupils, irrespective of gender or ethnicity.

Although the programme of study for each key stage is taught to the great majority of pupils in the key stage, in way appropriate to their abilities, for the small number of pupils who may need the provision, materials is selected from earlier or later key stages to enable individual pupils to progress and demonstrate achievement. Such material is presented in contexts suitable to the pupil's age. Appropriate provision is made for pupils with physical and sensory difficulties using appropriate methods.

Pupils with particular ability and flair for different areas within health and wellbeing who work more quickly through the levels of the National Curriculum are extended through the use of supplementary work cards and computer software.

The Role for the Health and Wellbeing Team is to:

Take the lead in policy development and help in the production of schemes of work designed to ensure progression and continuity in Health and wellbeing throughout the school; support colleagues in their development of detailed work plans, their implementation of the scheme of work and in assessment and record keeping activities, monitor progress in Health and wellbeing and advise the head teacher on action needed; take responsibility for the purpose and organisation of central resources for Health and wellbeing and stimulating their use; keep up-to-date with developments in Health and wellbeing education and disseminate information to colleagues as appropriate.

The responsibility of the Curriculum Team will encompass liaison with other key stages of education, organising appropriate links arranging exchange of information relating to transfer.

Children's Safety in Health and Wellbeing (Safety and Care please see risk assessment appendix B)

Teachers engaging in health and wellbeing activities should take more of the safety advice below:

- Ensure areas to carry out activities are clear on any obstacles or debris
- Check equipment is working correctly before use.
- Encourage children to bring asthma pumps/any other medical equipment when carrying out activities
- Check ropes and harnesses when using the climbing wall
- Check weather conditions for outdoor activities.
- Ensure all individuals beliefs and feelings are catered for when discussing different cultures.
- Make sure equipment is safely stored and carried appropriately
- Children should not use or clean sharp cutlery unsupervised when cooking
- Children should use tools and equipment in small groups so they are constantly supervised
- When cooking staff should be mindful of allergies (see care plans in staff room)

Children's Safety in ICT

Teachers engaging in ICT activities should take more of the safety advice below:

- See E-safety policy
- ICT equipment should be stored appropriately, turned off or charged after use
- Pupils should be supervised at all times when using ICT equipment
- Problems with ICT should be logged according to school policy (i.e. Log a call with SRS using ServicePoint)

Appendix A

Developing Wider Skills and Literacy and numeracy framework

All learners should be given opportunities to build on skills they have already acquired. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. These skills include;

Critical thinking and problem solving – marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.

Planning and Organising – implementing solutions and executing ideas and monitoring and reflecting on results.

Creativity and Innovation – generating ideas, openness and courage to explore ideas and express opinions.

Personal Effectiveness – reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Literacy and Numeracy Framework 2012

At Garnteg Primary School we fully endorse and have integrated the LNF into all our curriculum policies and Schemes of work. Within the foundation subjects of Humanities, Geography and Art, Design Technology, Physical Educational, ESDGC, Music the following skills have been mapped into both the long term and short term planning to produce a comprehensive continuum for pupils learning.

The LNF focuses on the learners' acquisition of, and ability to apply, the skills and concepts they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to literacy and Routes to numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as more able and talented (MAT) learners. The two components of the LNF are divided into the following strands. Within literacy the strands are:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within **numeracy** the strands are:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The teaching of these language skills should always be integrated so that each supports the others. Numeracy in the LNF is described as consisting of four strands. However, developing numerical reasoning underpins the three procedural strands of using number skills, Using measuring skills, Using data skills. It is vital that numeracy is not viewed as four discrete strands, which are developed in isolation from each other.

Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy and numeracy skills. The expectations are essentially concerned with developing and recognising a learner's ability to select and apply

literacy and numeracy skills in ways that are appropriate to each context. The expectations are designed to recognise learners' abilities to select and apply numeracy and literacy skills in ways that are appropriate to each context.

Developing Digital Competency

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios which will be integrated into our Health and wellbeing Curriculum.

To be read in conjunction with following policies:

Additional Educational Needs
Health and Safety
Homework
More Able and Talented
Assessment

Food and Fitness
Teaching and Learning
Collective Worship
Sex and Relationships
Disability Discrimination

Successful Futures & Foundation Phase Documents.

Garnteg Governing Body Chair of Govs

Ratified: Due for review: March 2019

Appendix B

HAZARDS	WHO COULD BE HARMED AND HOW?	WHAT ARE YOU DOING ALREADY?	WHAT FURTHER ACTION IS NECESSARY?	BY WHOM	BY WHEN	COMPLETED (DATE)
Faulty equipment	Children and staff	Check equipment before each session to ensure it can be used. Health and Wellbeing team carry out an audit once a year to check all equipment, ordering more or throwing away any unsafe equipment when necessary.	Ensure that all staff are checking the equipment before they use any of it.	All staff.	Ongoing.	
Boiling water	Children and staff	Ensure that pupils are made aware of the dangers of working with boiling water and ensure that pupils take temperatures of water with care. Adult supervision to occur throughout.	Share with pupils safety symbols for experiments. Ensure adult supervision continues.	All staff.	Ongoing.	
Workspace	Children and staff	Checking areas in which the children and are working in are safe and clear from unnecessary objects e.g. bags and coats are in cloakrooms. Unnecessary objects eg chairs, litter. When working in the hall ensure floor is not wet.	Check areas are clear prior to experiments and ensure risk assessment of areas is carried out before an activity takes place.	All staff.	Ongoing.	
Food and drink	Children and staff	Ensure that no food or drink is present in areas. Any spills from	Ensure that all staff are checking	All staff.	Ongoing.	

		<p>drinks or other liquids to be cleared away as soon as possible.</p> <p>Ensure no children or staff are allergic to any of the ingredients</p>	<p>food and drink are not present in areas before they use any of it.</p>			
allergies	Children and staff	<p>Ensure children and staff are aware of the foods they will be exposed to before any cooking or tasting takes place.</p>	<p>Ensure staff are made aware of any allergies from the children and ensure they are kept away from the food involved.</p>	All staff.	Ongoing.	
Activities in the outdoors	Children and staff	<p>Check areas for mole hills and digging them out, filling holes with earth. Check pupils have suitable footwear to go into outdoor areas. Liaise with grounds staff to ensure areas are safe and suitable for purpose. Ensure pupils are aware of the safety procedures and rules when in areas such as the pond and secret garden.</p>	<p>Ensure that all staff check areas prior to use. Upkeep of the outdoor areas.</p>	All staff.	Ongoing.	
Dangerous	Children and staff	<p>Children must be supervised at all times when using the climbing wall,</p>	<p>Ensure all staff are</p>	All staff	Ongoing.	

equipment		ensuring that harnesses and helmets are secure, as well as regular checks being carried out on the ropes and the wall itself.	trained in taking children on the climbing wall.			
Esafety – using appropriate content.	Children and staff	Children must be supervised at all times when using the internet to ensure that children are watching/visiting sites that are appropriate for their age. See Esafety policy for more information.	Ensure staff are monitoring children at all times.	All staff	Ongoing.	

Appendix B – Risk Assessment Form

HEALTH AND SAFETY RISK ASSESSMENT FORM	
RISK ASSESSMENT FOR: Health and Wellbeing	ASSESSMENT UNDERTAKEN BY: Miss S Jones
DATE OF ASSESSMENT: 08.05.17	REVIEW DATE:

Please use this for to assess generic or specific tasks, work activities or equipment. The person undertaking the assessment must be competent to do so.

APPENDIX 2 - Risk Matrix

Likelihood

Taking into account the controls in place and their adequacy, how likely is it that such an incident could occur? Apply a score according to the following scale:

Level	Descriptor	Description
5	Almost Certain	Likely to occur on many occasions, a persistent issue (will occur on a daily basis).
4	Likely	Will probably occur but it is not a persistent issue (will occur on a monthly basis).
3	Possible	May occur occasionally (possibly on an annual basis).
2	Unlikely	Do not expect it to happen but it is possible (unlikely to occur over a shorter time scale 1-2 years, possibly over longer time scales).
1	Rare	Doubtful if it will ever occur (unlikely to occur even over a longer time scale).

Severity

Taking into account the controls in place and their adequacy, how severe would the consequences be of such an incident? Apply a score according to the following scale.

Level	Descriptor	Actual or Potential Impact on Individual(s)	Actual or Potential Impact on Authority
5	Catastrophic	Death or Permanent damage	HSE Investigation Litigation expected/certain
4	Major	Permanent injury or illness e.g. RIDDOR reportable injury/ill health retirement/redeployment	RIDDOR reportable Long term sickness Litigation expected/certain

3	Moderate	Semi permanent injury/damage or illness e.g. injury that takes up to 6-12 months to resolve or requires Occupational Health involvement/rehabilitation	RIDDOR reportable, Long term sickness, Litigation possible but not certain, High potential for complaint
2	Minor	Short-term injury/damage or illness e.g. injury or illness that has been resolved within one month	Minimal risk to the Council, Short term sickness, Litigation unlikely, Complaint possible
1	Insignificant	No injury or adverse outcome	No risk to the Council, Unlikely to cause complaint, Litigation risk remote

Risk Score/Action to be taken

LIKELIHOOD	SEVERITY					ACTION
	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic	
1 – Rare	1	2	3	4	5	No immediate
2 – Unlikely	2	4	6	8	10	Action within 3-6 months
3 – Possible	3	6	9	12	15	Urgent action
4 – Likely	4	8	12	16	20	
5 – Almost Certain		10	15	20	25	

