



Greenfields School Health & well-being policy 2025-2026

Including Personal & Social Education (PSE), PSHCE and Relationships & Sexuality Education (RSE)

Implemented	By Whom	Last Review	By Whom	Next Review
October 2025	C.Singh	March 2026	R. Redman and C.Singh	March 2027

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
03/10/25	1	Creslyn Singh	Review and amendment
12/03/26	2	Creslyn Singh	Reviewed

This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024

1. Policy Statement:

Greenfields School is an independent specialist ALN and SEMH provision. Ensuring the holistic health and well-being of our learners is fundamental to our ethos, curriculum design and daily practice. Our pupils often present with complex needs, trauma histories, disrupted educational experiences, and significant barriers to engagement. Our Health & Well-being curriculum is therefore:

- Therapeutic and relational
- Developmentally appropriate
- Trauma-informed
- Individually responsive
- Highly structured and safeguarded

Greenfields does not deliver the Curriculum for Wales (CfW). However, our Health & Well-being curriculum is underpinned by the principles of the CfW Health & Well-being Area, including the Four Purposes and the *Statements of What Matters*, while maintaining the flexibility required by an independent school with a specialist population.

2. Statutory and Regulatory Framework

This policy is written with direct regard to:

- Independent School Standards (Wales) Regulations 2024 (ISS(W)R)
- Estyn Inspection Framework (2024)
- Keeping Learners Safe (2021)
- ALN Code for Wales (2021)
- RSE Code (2022)
- Equality Act 2010
- UNCRC Part 1 (Rights of the Child)
- UK GDPR and Data Protection Act 2018

Compliance with these documents is evidenced throughout practice and curriculum design.

3. Vision for Health & Well-being at Greenfields

Our vision is to ensure that every learner:

- Feels physically, emotionally and psychologically safe
- Develops confidence, resilience and positive self-identity
- Builds trusting relationships with adults
- Gains the skills needed for independence, community life and adulthood
- Makes informed and safe choices

- Develops healthy relationships and respectful interactions
- Understands, expresses and manages emotions
- Gains knowledge that protects them from harm
- Achieves positive physical health and activity habits

Health & well-being is not a discrete subject — it is a whole-school approach, integrated into:

- Tutor time
- Behaviour systems
- PSE / RSE curriculum
- PE curriculum
- Outdoor learning
- Therapeutic support
- Pastoral care
- Daily routines

3.1 Pupil Voice and Co-Construction of the Curriculum

Pupil voice is central to the design, delivery and ongoing refinement of Health & Wellbeing at Greenfields. In line with Article 12 of the UNCRC and our curriculum expectations for learner participation, the school actively gathers pupil views through:

- daily emotional check-ins
- restorative conversations and reflective sessions
- semi-structured pupil surveys linked to PSE, RSE and PE
- learner contributions during small-group activities
- targeted pupil-voice work with pupils who have communication or SEMH barriers

Pupil voice directly informs:

- curriculum adaptation and sequencing
- the selection of themes, resources and teaching approaches
- the development of wellbeing routines and regulation strategies
- evaluation of the impact of the Health & Wellbeing curriculum

Where pupils have limited communication or find verbal expression difficult, staff use observation, structured visuals and relational communication strategies to ensure all learners are heard. Feedback is collated through pastoral systems and contributes directly to school improvement and curriculum decision-making.

4. Curriculum Approach (Independent but Underpinned by CfW)

Although Greenfields does not directly deliver the Curriculum for Wales, the curriculum is aligned to its principles in order to provide a high-quality, broad and balanced Health & Well-being offer.

Greenfields draws upon:

- The Statements of What Matters for Health & Well-being
- Progression thinking
- Four Purposes
- Developmentally appropriate learning
- Holistic focus on physical, mental and emotional wellbeing

Our curriculum is fully adapted for ALN/SEMH learners and delivered in small groups, with specialist staffing and therapeutic oversight.

5. Components of the Health & Well-being Curriculum

The Health & Well-being curriculum at Greenfields consists of:

5.1 Personal & Social Education (PSE / PSHCE)

Drawing from our PSE Long-Term Plan, pupils learn:

- Emotional literacy and self-regulation
- Relationships, respect and empathy
- Personal safety (online and offline)
- Consent and boundaries
- Equality, diversity and inclusion
- Anti-bullying
- Digital citizenship and media literacy
- First aid and personal health routines
- Substance awareness (age-appropriate)
- Financial capability
- Careers, aspirations and preparation for adulthood

Content is adapted to cognitive level, emotional readiness and ALN profile.

5.2 Relationships & Sexuality Education (RSE)

RSE is delivered in full compliance with the RSE Code (2022) and supports:

- Healthy relationships
- Self-identity and respect
- Online safety
- Consent and body autonomy
- Recognising abuse, coercion and unsafe situations

- Puberty and body awareness
- Diversity in relationships and families
- Sexual health (for developmentally ready pupils)

RSE is:

- Factual and balanced
- Pluralistic, non-partisan
- Trauma-informed
- Adapted for ALN
- Incremental and developmentally staged

Families are informed of the RSE pathway and can discuss developmental readiness with staff.

5.3 Physical Education and Physical Health

Using the PE Long-Term Plan, pupils access a developmental and therapeutic PE curriculum focused on:

- Physical literacy and motor competence
- Teamwork and communication
- Health and fitness routines
- Personal challenge and confidence building
- Outdoor learning (climbing, orienteering, sport)
- Safety, risk management and resilience
- Informed lifestyle choices

Qualifications include AQA Unit Awards, NICAS, and Entry Level PE units.

6. Pedagogical Approach: Trauma-Informed & Therapeutic Practice

All staff are trained in:

- PACE
- Emotion Coaching
- Zones of Regulation
- Attachment-aware practice
- Restorative approaches

This ensures a consistent relational environment where pupils feel safe, understood and supported.

Key features:

- Predictable routines
- Co-regulation
- Safe spaces and sensory regulation
- De-escalation strategies
- Reflective conversations
- Relationship-based behaviour support
- Therapeutic reinforcement
- No punitive or shaming approaches

7. Whole-School Environment & Pastoral Systems

Greenfields uses a whole-school model of wellbeing:

- Daily check-ins and emotional regulation
- Pastoral support and mentoring
- Multi-agency collaboration (EP, SALT, CAMHS, Social Care)
- Family liaison and open communication
- Consistent staff availability throughout the day
- Rapid safeguarding response systems

This ensures alignment between curriculum, relationships and safeguarding.

8. UNCRC Integration

UNCRC Part 1 rights explicitly underpin Health & Well-being, including:

- Article 2 – Non-discrimination
- Article 3 – Best interests of the child
- Article 12 – Right to be heard
- Article 17 – Access to reliable information
- Article 19 – Protection from harm
- Article 24 – Health and wellbeing
- Article 29 – Education for development
- Article 31 – Play and recreation

UNCRC links are mapped within our PSE and PE Long-Term Plans.

9. Safeguarding and Health Education

Health & Well-being is inseparable from safeguarding.

The curriculum teaches pupils:

- How to recognise unsafe situations
- How to seek help
- Who to talk to
- How to keep themselves safe physically and online
- How to understand and report concerns
- What healthy and unhealthy relationships look like

Safeguarding teaching directly aligns with Keeping Learners Safe (2021) and school safeguarding policy.

10. Equality, Diversity & Inclusion

Health & Well-being education promotes:

- Respect for all identities
- Anti-racism and anti-discrimination
- Understanding of diverse families and relationships
- Gender-sensitive and inclusive teaching
- Accessible materials for all ALN profiles

This supports ISS(W)R 2024 requirements around fundamental values and impartiality.

11. Behaviour, Regulation and Emotional Safety

Behaviour systems at Greenfields are relational, rooted in:

- Emotional coaching
- Restorative conversations
- Positive reinforcement
- Self-regulation tools
- Calm, predictable environments

These align with Estyn expectations for Well-being, Care, Support & Guidance.

12. Assessment, Monitoring and Impact

Health & well-being progress is monitored through:

- Taith360 (SEMH, communication and developmental progression)
- Therapeutic assessments
- Behaviour logs and emotional regulation data
- Attendance analysis
- Pupil voice
- Pastoral records
- RSE and PSE lesson assessments
- PE and physical fitness tracking

Impact is evidenced through:

- Improved engagement
- Increased emotional regulation
- Decreased behaviour incidents
- Increased participation in learning
- Positive relationships and trust
- Progress against IDP outcomes
- how pupil feedback shapes the adaptation of PSE, RSE and PE content, ensuring the curriculum remains meaningful and responsive to learner need.
- Physical health, fitness, and confidence development

13. Staff Training and Professional Learning

All staff receive regular training in:

- Safeguarding (annual + updates)
- Trauma-informed practice
- RSE Code implementation
- ALN/SEMH strategies
- Physical intervention (MAYBO/Team-Teach as required)
- PE safety requirements
- Digital safety
- Mental health awareness

Training needs are reviewed termly.

14. Policy Dissemination and Monitoring

This policy is:

- Shared with all staff
- Published on the Greenfields website
- Included in ISSR documentation

- Reviewed annually by SLT and governors

Monitoring includes:

- Learning walks
- Book looks (where appropriate)
- Pupil feedback
- systematic review of pupil-voice feedback and how it informs curriculum refinement and wider school improvement.
- Quality assurance of PSE/PE/RSE
- Safeguarding audits
- Data review cycles

Headteacher:	Creslyn Singh	Date:	22 nd October 2025
Proprietor:	Rob McConomy	Date:	22 nd October 2025