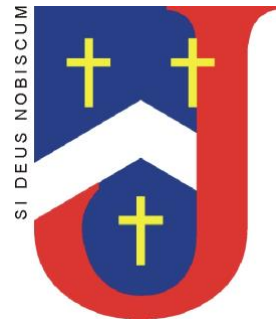


St. Joseph's RC High School  
Ysgol Uwchradd Gatholig Joseff Sant

# Whole School Approach (WSA) Health and Wellbeing Policy

Whole School Approach (WSA)  
Health and Wellbeing Policy



This policy was updated on 23/4/24 by Mr Tim Nunn

This policy was presented and ratified by the Governing Body in the summer of 2024.  
This policy will be reviewed April 2025

**With a strong focus on the impact of the Whole School Approach (WSA)**

# WSA Health and Wellbeing Policy

St Joseph's is a health promoting and conscious school, which actively encourages the core areas of school life which affect health and well-being. Pupils are encouraged take key roles in decision making and participation in order to improve the health and environment of their school.

The school adopts a holistic approach across different health topics: food, activity, mental and emotional health and well-being, personal development and relationships, substance use and misuse and the environment.

The school undertakes to engage with the provisions of the Education Reform Act in that it offers opportunities "to plan for the preparation of pupils for the opportunities, responsibilities and experiences of adult life", in particular by means of the "promotion of quality of life and the physical, social and mental well-being of the individual [including] the provision of what is good and what is harmful and involving the development of skills which will help the individuals to use their knowledge effectively" [quoted from NCC document].

<http://gov.wales/docs/ds/lq/publications/160401-wfg-accessible-guide-for-young-people-en.pdf>

## **1. Food**

St Joseph's is committed to ensuring pupils make informed choices about what they are eating and understands their responsibility in helping them maintain a balanced diet. Our aim is to give all children the support they need to be healthy, stay safe, make positive contributions and continue developing throughout their school years. Further- more we are passionate about working in partnership with our catering partner Chartwells in helping our pupils to develop positive eating habits and choices by providing nutritious, tasty and affordable food.

We fully support the all-important role of nutrition and healthy eating in developing both body and mind and we have a unique opportunity and responsibility to educate our young people. Good eating habits are developed at an early-age, and it is important that our school provides food that contributes to a healthy balanced lifestyle.

It will be the school's responsibility to provide a range of food groups that supply energy and nutrients that help children grow and develop, and it is therefore appropriate that St Joseph's formulates a flexible and diverse range of foods that meets a variety of needs. Furthermore, young people should be encouraged to drink water routinely as an initial drink of choice and to use it as the first choice for hydration.

School meals at St Joseph's are organised in terms of the Welsh Government statutory guidance of June 2014, 'Healthy Eating in maintained schools'.

Two options must be available from the four main groups and:

- a fruit and a vegetable must be available every day.
- where a food from a starch group is cooked in fat or oil, an alternative starchy food not cooked in this way must also be available.
- red meat must be available at least three times a week and fish at least twice a week.

# WSA Health and Wellbeing Policy

## Food Groups

- a) Fruit and vegetables. These include fruit and vegetables in all forms (whether fresh, frozen, canned, dried or in the form of juice).
- b) Starchy foods. These include bread, chapattis, pasta, noodles, rice, potatoes, sweet potatoes, yams, millet and cornmeal.
- c) Meat, fish and other non-dairy sources of protein. These include meat and fish in all forms (whether fresh, frozen, canned or dried) including meat or fish products, eggs, nuts, pulses and beans, other than green beans.
- d) Milk and dairy foods. These include milk, cheese, yoghurt (including frozen yoghurt and drinking yoghurt), fromage frais, milkshakes and custard but not butter and cream.
- e) Food containing fat and foods containing sugar. These include margarine, butter, other spreading fats, cooking oils and fats, oil based salad dressings, mayonnaise, salad cream, cream, chocolate, crisps, biscuits, pastries, cakes, puddings, ice cream, rich sauces, gravies, jam, sugary soft drinks, sweets, sugar and jelly but not any foods falling within any other group.

<http://learning.gov.wales/docs/learningwales/publications/160226-healthy-eating-maintained-schools-en-v2.pdf>

## Healthy school meals:

- Reinforce what is taught in the curriculum.
- Contribute to the daily nutritional requirements of pupils.
- Encourage healthy eating behaviour Improve pupils' physical and mental performance and development.

Our optional early morning breakfast facility runs from 8.30am until 8.50am and there are a range of food choices available, all aimed at ensuring that students have the opportunity to arrive at their first lesson with the necessary fuel to make them ready to learn.

There are two meal breaks, one mid- morning and one at lunchtime when hot meals are served in the canteen in addition to three other locations where hot snacks, wraps, baguettes and sandwiches are available. Areas are supervised by teaching and non-teaching staff, pupils are encouraged to sit and enjoy their food as well as exhibiting excellent behaviour, social skills, being respectful of recycling food and looking after the canteen environment.

The Healthy Eating policy also applies to packed lunches and on all external school trips organised by the school. Pupils must not bring carbonated soft drinks or energy drinks to school and neither must any type of 'fast food' be brought onto school site from the local supermarket or service providers.

It is school policy that reward schemes must not involve unhealthy snacks and drinks, pupils should be rewarded and acknowledged through the praise system, stamps and communication home via the schoolscomms facility. Pupils are encouraged to take responsibility for their own healthy eating and have opportunities to learn about many aspects of food in both Food Technology and through the PSHE

# WSA Health and Wellbeing Policy

programme. Drinking water is available in the canteen area. The school takes part in initiatives concerned with healthy eating such as the Healthy Schools project and actively promotes theme menus, seasonal offerings and raising awareness of food such as fruits and salads as part of the school's regular menus.

We have also invited in Chartwell's staff and chefs to support PE and DT staff in the promotion of healthy eating. In 2022, Chartwells ran a Junior Master Chef over 12 weeks. This very successfully trained over 12 young people in cookery skills. In 2023, we then hosted a regional conference focussing on the environment, sustainability and healthy eating.

## **2. Activity**

St Joseph's regards sport and physical activity to be vital components in promoting health and making people feel good about themselves. Being active can bring people together, develop friendships, promote healthy values, nurture excellent community values and team building, bind our Catholic community together and generate a sense of pride, achievement and fulfilment. Young people who lead unhealthy lifestyles are more likely to be excluded from social activities and education. Giving our young people access to a range of activities and experiences will help them to make positive and constructive choices, and gain skills and emotional competence.

We aim to:

- widen participation in sport and programmes targeted at increasing physical activity.
- increase the number of pupils taking part in physical related activities.
- celebrate and reward endeavour and achievement.
- offer a rich, diverse and rewarding activity programme
- advertise an ethos of 'sport for all' and 'sport for life'.
- educate pupils as to the benefits of being an active person.
- build on the success of physical activity programmes such as Change4Life and 5X60.
- provide well-resourced and structured physical education lessons within our curriculum which provide inspiration opportunities.
- 
- construct active opportunities beyond the curriculum for all abilities and ages ranges.
- offer a range of after-school clubs across a range of sports including inter-school fixtures.

*The 5x60 programme complements existing sport and physical education (PE) provision in schools. It offers a range of activities to all children regardless of ability. A key principle is that the pupils chose the activities themselves. Activities include:*

- *competitive sport*
- *informal activities, such as dance and aerobics*
- *coached activities*
- *outdoor activities.*

# WSA Health and Wellbeing Policy

*The programme is managed by local authority 5x60 officers, based in designated schools. They work with local stakeholders to create opportunities that meet the needs and choices of the pupils. Officers involve parents, students, and local coaches and sports club personnel in developing activities. The programme gives young people opportunities to lead activities in their own schools.*

<http://gov.wales/docs/dcells/publications/130621-sports-and-physical-activity-review-en.pdf>

<http://sport.wales/community-sport/education/5x60.aspx>

### **3. Mental and emotional health and well-being**

An important element in effectively promoting mental health and well-being is to promote the resilience of all children and young people to be able to deal with adverse events and circumstances and also to develop approaches to identify those children and young people who may be at greater risk than others of developing mental health problems and disorders. St Joseph's pastoral support structure and teams work in tight collaboration with support services to identify warning signs and find resolution to promote greater resilience in our community.

School staff take positive action in promoting resilience in their day to day work when they:

- increase self-esteem in all pupils.
- encourage children and young people to make their own sound decisions.
- encourage and model good social skills.
- help children and young people to become effective learners.
- prevent bullying.
- promote friendship.
- listen to the concerns of pupils.
- act on those concerns.
- help children and young people to communicate effectively.
- are supportive and fair.

The Welsh Assembly Government Well-being Good Practice document aims to support all schools in promoting emotional health and well-being. Well-being is at the heart of the School Effectiveness Framework (SEF) and is a crucial core element of the work we do at St Joseph's, the WG document offers a summary overview of the key information and issues for schools and education settings in relation to promoting the emotional health and well-being of children.

<https://www.gov.wales/whole-school-approach-mental-health-and-wellbeing-framework-guidance-impact->

<http://gov.wales/docs/dcells/publications/090825staffwellbeingen.pdf>

<http://learning.gov.wales/docs/learningwales/publications/130212multiple-risk-factorsen.pdf>

# WSA Health and Wellbeing Policy

## **4. Personal development and relationships**

St Joseph's personal aims are to provide pupils with information and to raise awareness about themselves and develop respect for others. This philosophy is also replicated in various policies; Anti bullying, Equalities Health and Safety, Child Protection, Behaviour code of conduct, Travelling code of conduct and Behaviour for Learning. Strong and supportive relationships are encouraged and appreciated by all in our Catholic community.

Our school will endeavour to provide excellent practice in order to improve our young people's school attendance, behaviour, motivation, relationships and promote achievement. We will also develop learning experiences outside the classroom so as to promote engagement and achievement in school settings.

Our overarching aims are to provide the following benefits to young people:

- Improve their soft and academic skills.
- High aspirations and engagement with education  
An increased chance of staying in education, employment or training.
- Enabling them to access other qualifications, progression routes and support.
- Improving attainment and attendance levels.
- Reducing disruptions in the classroom.
- Working with other agencies can bring quality, up to date resources to schools and help the best practice and knowledge in terms of care, support and guidance.
- Increasing young people's engagement with extra- curricular activities, voluntary work or community work.
- Better partnerships between schools, youth groups and local community groups.

<http://learning.gov.wales/docs/learningwales/publications/151111-guidance-safe-learning-communities-en.pdf>

<http://learning.gov.wales/resources/browse-all/good-practice-guide-a-whole-education-approach-to-violence-against-women-domestic-abuse-and-sexual-violence-in-wales/?lang=en>

## **5. Substance use and misuse**

St Joseph's aim is to enable pupils to make informed choices by increasing their knowledge about substances and providing opportunities for them to explore their own and others' attitudes. The school works in collaboration with a number of agencies to provide a comprehensive package of support around this action area in order deliver clear and consistent guidance. Individuals who have personal issues are encouraged to engage in bespoke initiatives that can be delivered within or beyond school in a supportive and confidential manner. It is an offence for any individual to consume, produce, give away or sell drugs and alcohol.

Pupils are encouraged to take responsibility when engaging with help but also have the confidence in speaking out and seeking confidential care, support and guidance on behalf of others. Staff are to be vigilant in their contact with young people and receive awareness training in terms of identifying factors or behaviour traits individuals may display from the misuse of drugs, illegal highs or alcohol.

# WSA Health and Wellbeing Policy

## What are the signs of misuse and how can we identify this at an early stage?

- Changes in behaviour
- Abnormal fluctuations in behaviour
- Changes in mood and energy levels
- Time keeping
- Lack of attendance
- Erratic attendance
- Deterioration in relationships with others
- Spending patterns
- Friendships beyond normal age range
- Physical changes that are visible
- Lack of concentration and tiredness
- Persistent use of toilet facilities.

Careful consideration is always given to the course of action required on an individual basis, school will need to distinguish between a one-off incident, occasional/irresponsible behaviour arising from consumption or habitual and potentially serious misuse/abuse. However, drugs or alcohol are not to be brought onto school site or consumed.

The Welsh Assembly Government have also published the following documentation: Guidance for Substance Misuse Education.

<http://gov.wales/40346/images/docicons/pdfDocumentIcon.gif?lang=en>

Further information is available from; [www.drinkaware.co.uk](http://www.drinkaware.co.uk)

[www.drinkwisewales.org.uk](http://www.drinkwisewales.org.uk) [www.drinkwise.org.uk](http://www.drinkwise.org.uk) [www.talktofrank.co.uk](http://www.talktofrank.co.uk) [www.wales.nhs.uk](http://www.wales.nhs.uk)

Newport drug and alcohol services (01633 263263)

All Wales drugs and alcohol helpline (0800 633 5588)

## **6. Environment**

St Joseph's takes every opportunity to enhance the school environment in addition to the local and wider community. We aim to enable pupils to learn how to care for and protect their environment and practice the key concepts of ESDGC. The Eco-Schools committee, which is a high-profile movement within the school, encourages pupils to engage with a variety of environmental and sustainable development issues.

Through a variety of opportunities our school provides classroom based, research driven, practical initiatives or guest speakers to give learners, at all stages of education, an understanding of the impact of their choices on other people, the economy and the environment.

Our focus is to change preconception, increase knowledge and challenge learners to see how they can contribute to the lives of others. This is facilitated through a wide range of subjects and themes:

- the natural environment



# WSA Health and Wellbeing Policy

- consumption and waste
- climate change
- wealth and poverty
- identity and culture
- choices and decisions
- health

<http://gov.wales/docs/dsilg/publications/160401-wfg-easy-read-en.pdf>

<http://gov.wales/docs/dcells/publications/081204commonunderstschoolsen.pdf>

For the last 5 years we have held Platinum Eco-Schools status which is recognition for all the work undertaken to help support and sustain the environment.

## Staff Involvement

### a) Formal or Academic

All members of teaching staff will be responsible, at some time, for delivering certain aspects of Health Education both in terms of knowledge and skills.

### b) Informal or Inter-personal

All staff, teaching and non-teaching staff, will have the responsibility for promoting a healthy, supportive school environment by

- i) always treating others with respect
- ii) encouraging healthy eating
- iii) refraining from smoking and vaping on site
- iv) involving pupils in decisions about the school environment
- v) involving parents/carers, governors, families and the community in health education with the school.

## Student Involvement

It is essential that students are actively involved in any programme of Health Education if it is to succeed. This involvement takes place on two levels:

- a) Pupil participation in lessons is vital. They should be given the opportunity to acquire and practise the skills necessary to make informed and sensible decisions to cope with the rapidly changing nature of present-day society.
- b) Pupils should be involved in decisions about the school environment and should be encouraged to be actively engaged with changes made to this.

## Parent/Carer, Governor and Community Involvement

Healthy living must be an issue of major importance to everyone; adopting healthy lifestyles is the responsibility of every member of the community since all society is affected by unhealthy attitudes.

The home is the primary influence on children in educating them for health; attitudes and patterns of behaviour, for good or ill, are established before the age of five. Any programme of Health Education must

# WSA Health and Wellbeing Policy

be sensitive to the family situations of the pupils whilst accepting the responsibility to counteract influences which are not conducive to good health.

The school undertakes to provide a programme of Health Education which includes opportunities for involving parents/carers, families, governors and the community so that what is learned at school can be supported by appropriate experiences at home and in the community.

## Procedures for delivering health education

Delivery of Health Education will require a combination of methods:

- i) Through the whole curriculum  
Since many elements of Health Education are an integral part of discrete subjects, it is ideally suited for cross-curricular delivery.
- ii) Through PSHE  
Some sensitive or controversial elements may require separate treatment. Also, sessions allow for a variety of learning styles, eg experiential learning, role play, simulation, group work.

At Key Stage 3, the following topics are covered: Health and Fitness (Exercise, alcohol, healthy eating, smoking, personal hygiene, stress, personal safety, mental health, support for health). All topics are delivered in a way appropriate to age group.

At Key Stage 4 the topics above are covered along with: illegal substances (see All Wales School Liaison Care Programme – Police Service), sexual health and relationships (RE department).

- iii) Through a pastoral programme  
Form Tutors should be in touch with the needs and emotional development of the pupils in their care. With time taken to foster good relationships the Form Tutor is in the privileged position of being able to influence pupils into healthy life styles.
- iv) Through the Religious Education syllabus  
Religious Education “has a lot to offer in key aspects of Health Education: the sense of self-worth, and the recognition of the value of every individual as a child of God. Likewise in the moral development of children and the formation of conscience.” [Bishops Conference, Paper 5]. These matters may be stressed explicitly in Religious Education lessons.

## See also Sex and Relationships Education Policy

- v) Through timetable suspensions  
Suspension of the timetable for special activities, visiting speakers, etc.

## Systems of monitoring and evaluation

The Senior Leadership Team, Heads of Year, Heads of Department will at various times in the academic year conduct and report on lesson observations and listening to learner's exercise.