



Policy for Healthy Schools

Last Approved by Governing Body : July 2017

Date of next review : July 20120

Mission Statement:

'With Gods love at our roots, we will nurture and guide every unique individual to grow in a caring and secure Christian environment'

This policy was written in line with the National Healthy School Standard in consultation with the whole school community. Our Health Education, both discrete and through the whole school curriculum and ethos aims to meet the requirements of the Healthy Living Blueprint for Schools and for schools the green paper, 'Every child matters'.

Introduction

At St Anne's Primary School we aim to encourage children to make healthy life choices, educating them on the benefits of healthy eating and regular exercise, SRE (Sex and Relationship Education), DAAT (Drugs, Alcohol And Tobacco) and their emotional health and well being. Optimum learning occurs when the personal, emotional and health needs of children are recognised and planned for.

Purposes

We believe that children should be taught within a framework which models and encourages the following values;

- Respect of ourselves and for others,
- Honesty
- Self-awareness
- An understanding of the rights of ourselves and others
- A sense of responsibility
- An acknowledgement and understanding of diversity regarding religion and culture.

Time spent in our school should prepare our children for their future lives, encouraging them to make positive contributions to local, wider and international communities.

Aims

Pupils in our school learn about themselves as developing individuals and as a member of the various communities to which they belong.

We aim to help them to build on their own experiences. They learn the basic rules for keeping themselves healthy and safe and for behaving well. We provide our children with the opportunities they need to show their developing sense of responsibility for themselves, their environment and the people around them.

As a member of a variety of communities, class, school etc. the children are aided in their development of social skills such as how to share, take turns, play, help others and resist bullying.

We encourage our children to take an active part in the life of our school and its neighbourhood. Children take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the life of our school and community.

Skills and attitudes

The skills and attitudes we aim to develop in our children are,

- 1) To develop a sense of confidence and self esteem.
- 2) To reflect on their experiences and begin to understand their own personal and social development.
- 3) To develop respect and a responsible, caring attitude towards our environment.
- 4) To learn to understand and respect our common humanity, differences and diversity.
- 5) To find out about their responsibilities, rights and duties as individuals and members of our community.
- 6) To prepare them to play an active role as citizens, finding out about the main political and social institutions that affect their lives.
- 7) To help them to develop a healthy, safe lifestyle.
- 8) To develop a good relationship with and respect for other people.
- 9) To behave responsibly and make the most of their abilities, being responsible for their own learning.
- 10) To work well with others

Implementation

School Meals

We recognise the importance of providing a variety of healthy choices with a limited number of unhealthy choices on occasion. Through the support and expertise of school kitchen staff and our school cook we help the children to recognise and make healthy choices. Food served meets the new Government food based standards. A daily and weekly menu is on display outside the kitchen and a salad bar is always available. We hold food tasting sessions for parents each year to enable them to see the healthy foods available each day and provide the opportunity to ask questions about relevant policies, e.g. Food policy, Healthy School Policy.

Free School Meals Children who receive free meals are anonymous to their peers and children eat the same food, at the same time as other children.

Monitoring the Lunch Break; Our lunch breaks are monitored to ensure children are eating enough, playing in a positive way and having time to eat their food. Our Lunch time supervisors work hard to make lunchtimes a positive experience. Play ground resources are provided and children are encouraged to play actively and fairly. Each week, one child from each class is chosen by the supervisors to sit on the Captains Table with the Head teacher and have an early lunch at a decorated table to celebrate their achievement, e.g. playing nicely, helping others, good manners. Certificates for these children are then awarded in a family assembly. Children are also rewarded daily for making healthy choices and eating all of their dinner.

Packed Lunches

We actively encourage our parents to provide healthy food in lunches brought from home. Chocolate, sweets, chocolate covered biscuits / cakes and crisps are not

allowed to be brought in. Low sugar cereal bars and drinks are recommended. The senior mid-day supervisor along with the healthy school co-ordinator monitor lunches brought in from home to ensure they meet new standards. A verbal reminder, note then formal letter will be sent home to ensure standards are met. Children are rewarded with daily certificates for having healthy lunches.

Through the PSHE&C curriculum, parent's weekly newsletter, the Healthy School termly newsletters and school prospectus we encourage parents and children to understand the importance of a varied and healthy lunch.

Break Time

At break times we focus on helping our children to meet the 'five a day' aim of five portions of fruit and vegetables a day by only allowing fruit and vegetables to be eaten at this time.

We compost all remains at the end of every break.

Water

Children need to be 'hydrated' to think and learn effectively. All children are encouraged to have their own water bottle which they can drink at any time and fill at one of the two water coolers in school.

The Curriculum

The Healthy Living Lifestyle is promoted through our PSHE&C curriculum, other curriculum areas, extra curricular activities and through the whole school ethos.

SRE & DAAT

We have a comprehensive programme for delivery of DAAT and SRE. See related policies and PSHE&C and Science schemes of work.

Physical Exercise

The benefits of physical activity are promoted in our school through the PE curriculum in which all classes have three allocated sessions a week. Children in the Foundation Stages participate in outdoor play every day. We have a number of after school clubs e.g. dance, netball, cricket, football etc and special sports events such as a sponsored run/ skip are held to support charities.

Extra – curricular Activities

A range of extra – curricular activities are offered at lunch time or after school, such as, football, cricket, dance, netball, rounders, gymnastics, gardening, cookery, french, recorders, art, chess, choir.

Multi Agency Approach

We are supported in our work to promote healthy life choices by, the Communication and Cognition team, Vision and Hearing Impaired, Educational Psychologists, DAAT team, Healthy school Coordinators, School nurse, Local Police, Crucial Crew, Drama companies, Sports professionals, Primary school sports coordinator initiative. The Primary Strategy team from the LEA.

Emotional, Mental Health & Bullying

At St Anne's we recognise that children cannot learn effectively if they are unhappy. Through PSHE&C, school expectations and class codes, Positive behaviour policy, consequences and rewards, Anti Bullying week, racism awareness and opportunities for children to talk about their feelings, circle time and SEAL we aim to help children develop a positive self image, behave positively and have confidence.

Special Educational Needs

Individual children develop at different rates. All the children at our school are given equal access to all activities. Planning and organisation take into account IEPs and the need for differentiation. Activities are structured to ensure success for all children whatever their ability.

Equal Opportunities

Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

Monitoring and Evaluation

Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.

The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.