



LOCATION : CURRICULUM HANDBOOK, DOCUMENT 34

HEALTHY SCHOOLS POLICY

1. Introduction

At Abbey Court School we are committed to the all-round development of all our pupils. We endeavour to ensure that pupils develop academically, physically, emotionally and socially. The health and well-being of everyone is of paramount importance.

2. Aims

The following are our school aims in respect of healthy eating:

- to support pupils in developing healthy behaviours
- to help raise pupil achievement
- to ensure the health and well-being of pupils and staff through a well planned and taught curriculum and lifestyle
- to establish a physical and emotional environment that promotes learning and healthy life styles
- to promote positive behaviours
- to develop effective liaison between home and school
- to work effectively with external agencies
- to enhance the delivery of Personal, Social, Health Education and Citizenship
- to ensure that pupils are given the opportunity to be involved in and contribute to issues which effect their lives, eg. health and well-being
- to reduce the increase in child obesity by promoting exercise and healthy eating
- to educate pupils in general health education and personal development education, eg. sex and relationships, health education, drugs, alcohol and tobacco
- to promote a holistic approach to health, working with other agencies, eg. school health, the school meals service etc
- to encourage pupils to exercise and eat healthily

3. What is a healthy school?

A Healthy School:

- is one that promotes physical, social and emotional health and helps equip pupils, staff and families with the skills and attitudes to make informed decisions about their health.
- is successful in supporting pupils to do their best and build on their achievements; it is committed to ongoing improvement and development.
- recognises the importance of investing in health to assist in the process of raising children and young people's achievement levels.

- involves the whole school community, parents, governors, staff and pupils in improving children's health, wellbeing and happiness, helping them to get the most out of life.

(Healthy Schools; 2019)

At Abbey Court School we have developed a whole-school approach.

3.1 Personal, Social and Health Education

- Through our PSHE&C curriculum we empower pupils with the knowledge, skills and understanding to make informed decisions about their lives.
- We have clear Schemes of Work and coverage plans to enable us to deliver PSHE&C
- Provision of PSHE&C (teaching and learning) is monitored and evaluated both internally and by external consultants
- We assess pupil progress in PSHE&C in line with the 'P' scales and National Curriculum requirements
- We have senior members of staff who are responsible for this curriculum area
- We have up-to-date policies and action plans in place
- We have a whole school no smoking policy
- We work with other professionals and agencies to improve subject knowledge and assist with delivery
- We have effective arrangements to refer pupils to other agencies
- We have systems in place to ensure that pupils are listened to, and their ideas are acted upon
- We ensure that Governors and parents are involved and informed about the healthy schools agenda
- We have a comprehensive file of evidence to validate our provision
- Work in close liaison with the school health team and other professionals to ensure an holistic approach to pupils development

4. Healthy Eating

We encourage pupils to have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available at all times.

As a healthy school we have:

- identified the Key Stage leaders supported by HLTAs to oversee all aspects of lunchtime provision on each site
- adopted the L.A. policy for the provision of school meals in line with Government guidelines and legislation
- involved pupils, parents and Governors in the implementation of healthy eating
- created a welcoming eating environment which encourages the positive and social interaction of pupils
- follow closely the guidance and recommendations of the Food in Schools tool kit
- ensured that healthier food and drink options are available and encouraged in break times and at lunchtimes, as outlined in the Food in Schools guidance
- provided meals that are nutritious and healthy, and meet the national standards
- monitored lunchtimes both internally and by using external consultants to inform policy development and provision
- ensured that pupils have opportunities to learn about different types of food
- have provided easy access to drinking water for everyone
- consulted pupils about food choices and provision

5. Physical activity

Pupils are provided with a range of opportunities to be active and understand how physical activity can help them to be healthy.

As a healthy school we:

- have clear leadership and management to develop and monitor the P.E. policy
- ensure a minimum of 2 hours structured play/break
- provide pupils with an opportunity to participate in a broad range of activities which promote physical activity, eg. sporting events, lunchtime clubs etc
- consult with pupils about the physical opportunities which are available
- are involved with other sports partnerships
- keep Governors and parents informed and updated of developments
- have bespoke fitness programmes for pupils where needed which are monitored and evaluated

6. Emotional Health and Well-being

Promoting positive emotional health and well-being to help pupils understand and express their feelings and build their confidence and emotional intelligence

As a healthy school we:

- provide strategies to support pupils and their families when appropriate
- create a positive ethos to promote emotional health and well-being in school, including behaviour management through clear leadership
- give pupils the opportunity to understand and explore feelings through the appropriate use of resources and teaching and learning styles
- provide confidential pastoral support when appropriate, especially at times of bereavement and other major life changes
- have a clear confidentiality policy
- provide appropriate professional training for those in a professional role
- encourage the health and well-being of all staff

7. Styles of teaching and learning

Aspects of healthy education will be delivered with reference to the Abbey Court School Scheme of Work for PSHE&C.

It will consist of:

1. Discrete provision
2. Delivery through a cross-curricula approach
3. Through whole-school activities
4. As part of the social and emotional development of pupils
5. Through snack and lunchtimes
6. Children's involvement in the life of the school and wider community

8. Health & Safety

The Healthy School Standard and all activities related to it are subject to Abbey Court School's Health & Safety policy. All activities are subject to risk assessments and health and safety procedures.

9. Equal Opportunities

All pupils will be given an equal opportunity to access Healthy School activities (Also see Abbey Court School Single Equality Scheme)

10. Inclusion

Healthy Schools activities will ensure that they take into account the different strength, interests and special needs of our pupils. At Abbey Court School we are committed to responding to pupil's rights and we are a Level 2 Rights Respecting School. The rights of the child are at the heart of planning, practice, policy and ethos. We not only teach about rights but also model rights and respect in all of our relationships. The convention says what Governments must do so that children and young people grow as healthy as possible, can learn at school, receive protection, have their views listened to and be treated fairly. This policy should be read in conjunction with the relevant articles of the United Conventions of Children's Rights.

11. Monitoring and Evaluation

This will be carried out by The Leadership Group, Department Leaders, school staff and Governors. It will also be subject to external monitoring by advisors and consultants.

Paul Horsman – Spring 2007

Reviewed – Spring 2009

Reviewed – Summer 2011

Reviewed – Summer 2013

Andrew Webster – reviewed Spring 2015

John Bosley – reviewed Sept 2017 and December 2019