



Southfields Primary School

Healthy Schools Policy

Date agreed: April 2025

Review Date: April 2027

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Healthy Schools: Vision, Aims and Curriculum Intent

Through a positive, caring environment, we provide every child the opportunity to reach their full potential. We want the children to be ready for the next chapter in their education and their lives by ensuring they are safe, healthy and responsible.

Southfields Primary School recognises that a healthy school is one that is successful in helping pupils to do their best and build on their achievements. It is committed to ongoing improvement and development. It promotes physical and emotional well-being by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognises the need to provide both a physical and social environment that is conducive to learning. We want to build on the children's current knowledge to ensure they have the right skills and knowledge to keep safe, healthy and make responsible decisions. From recent media coverage there is increasing concern about rising rates of obesity, tooth decay and related health problems in children. As a school it is part of our responsibility to help our children, staff and families learn how to live a healthy lifestyle.

Healthy schools can be broken down into four areas; some of the education and activities may cover more than one area. They are:

- Personal, social and health education (PSHE) (Personal social and emotional development in the EYFS)
- Healthy eating
- Physical activity and active travel
- Social, emotional and mental health (SEMH)

2. Healthy Schools: Aims and Objectives

Why do we use the healthy school's initiative at Southfields Primary School?

- To promote a whole school approach to a healthy lifestyle.
- To provide freshly cooked nutritious school meals in line with the school foods standards.
- To encourage children and staff to make informed decisions on a healthy lifestyle based on positive attitudes and up to date information.
- To promote safe working and playing relationships and environment both inside and outside of school.
- To provide high quality Physical Education and School Sport and promote Physical Activity as part of a lifelong healthy lifestyle.
- To increase the children's knowledge and understanding of the importance of water in their diet through the provision of water bottles to all pupils.
- To provide children and staff with the opportunities to make informed choices about a healthy lifestyle based on current information and liaison with outside agencies.

- To develop the teaching of Food Technology aspect of the Design and Technology Curriculum with regard to Healthy Eating and to monitor this to ensure a progression of skills.
- To provide children with more choices as to how they use their playtime by the development of staff to provide such opportunities.
- To encourage children to make healthy choices when bringing in a packed lunch.
- To support the LEA's 'Fruit for School's' initiative by encouraging KS1 children to eat one portion every day at break time.
- To help children develop greater confidence, motivation, self-esteem and have the skills, information and understanding to make important life and health choices.
- To achieve better academic results within a setting that supports their health and well-being.
- For children to learn how to develop good relationships, and respect the differences between people.
- To provide children with the skills and knowledge to keep them safe in all aspects of their life inside and outside of school.
- To provide children with the correct information to help them be responsible to their own healthy lifestyle.
- To give the children a voice to influence change through the healthy schools' pupil voice group.

3. Implications

What does Healthy Schools look like in action at Southfields Primary School?

As a school we will adopt a healthy schools approach to as many areas of the curriculum as we can therefore lots of the evidence will be cross curricular. Opportunities are sought in all topics to further expand on the messages being given. The areas in which this will be covered thoroughly are; PE and Sport, Science and PSHE. We have other opportunities in school to promote health such as; the sunshine room, the welfare and inclusion team, counsellors and extra- curricular clubs to name a few.

3.1 Personal, social and emotional health (PSHE)

We follow the most current thematic approach by the PSHE association. This means that we are fulfilling all of the current statutory requirements The PSHE curriculum is split into three main areas: Health and well-being, relationships and living in the wider world. These are then broken down further and cover the following topics:

- Healthy lifestyles
- Keeping safe
- Growing and changing
- Healthy Relationships
- Feelings and emotions
- Valuing difference
- Rights and responsibilities
- Taking care of the environment

- Money matters

At Southfields we strongly feel that PSHE education is most effective when it uses a wide variety of active learning and assessment approaches and provides frequent opportunities for children and young people to reflect on their own and other people's experiences so they can use and apply their learning in their own lives. Active involvement in the life of the school and wider community should help young people recognise and manage risk and take increasing responsibility for themselves and their choices. This is why children are involved in many projects around the school. For example, there is an active Healthy Schools Committee who arrange events throughout the year and class and School Councils are held regularly to promote pupil voice.

We feel that our curriculum for PSHE meets the criteria as we cover a variety of interesting topics as well as having a clear progression across year groups linked to high quality metacognition teaching and learning which has an exciting and broad range of activities which inspire teaching and learning.

Creativity is at the centre of the school ethos and the staff and school continue to provide a broad range of additional areas and experiences within the school which further enhance teaching and learning. As a school we believe in the need for specific subject teaching to reach high standards as well as endeavouring to make cross curricular and every-day life links to deepen learning and teaching making it more transferable, meaningful and purposeful. Our curriculum is based on a range of thinking skills which develop in a rich range of experiences through Remembering, Understanding, Applying, Analysing, Evaluating and Creating developing low level metacognition to high level. We are proud of our rich range of activities that encompass this philosophy of teaching and learning. Within our teaching of PSHE we believe that our high quality questioning, assessment for and of learning is a strength of the school. In addition to this our refined use of Computing and Resources to scaffold learning is also well developed and used to further improve standards and progress pupils make.

3.2 Healthy Eating

- Teaching of healthy eating and balanced diets through Science.
- Learning about food groups and the healthy eating plate.
- Children designing a healthy lunchbox or meal.
- Promotion of bringing a healthy lunch box into school.
- Healthy, home-cooked school lunches.
- DT- Education about healthy eating and balanced diets as well as teaching the children how to prepare and make the food.
- Children have access to their water bottles all day long- they are kept and cleaned in school. Children are encouraged and reminded to drink plenty of water throughout the day.
- EYFS and KS1 have access to fruit at break time every day. The snack trolley in KS2 offers healthy filling choices. Children may bring their own snack but are encouraged to bring items such as fruit and vegetables.

- Work with Mr. Buckingham to learn about fruits and vegetables as well as help to grow and pick them.
- Healthy food choices promoted in the lunch hall by staff and initiatives to try new foods.
- Parents have access to make an appointment with the school nurse.

3.3 Physical Activity and Active Travel

At Southfields Primary School, we recognise the role that PE has to play in promoting a long term healthy lifestyle which is both enjoyable and fulfilling. We aim to provide a high-quality physical education curriculum that inspires all of our pupils to succeed and excel in competitive sport and other physically demanding activities. Through our physical education culture aim to enhance health and well-being of our pupils as well as their academic achievement.

We want to provide opportunities for our pupils to become confident and physically literate in a way which supports their wellbeing. In addition to this, we aim to provide opportunities for children to compete in sport and other activities in order to build resilience and embed values such as team work, fairness and respect.

Our PE and sport aspires to build self-esteem, teamwork and leadership skills enabling each child to be the best they can be by:

- Developing confidence, skills and knowledge
- Pursuing excellence
- Being proud of achievements
- Promoting fair play and respect
- Educating children to improve health and wellbeing
- Providing quality opportunities for children outside of school time

Our Current Provision

- Compulsory PE sessions for all year groups every week.
- Swimming lessons for all year groups.
- Lunch time and after school clubs that are ran by teachers and sports coaches.
- Sports coaches to teach PE to certain year groups on a rolling basis.
- All year groups attend multi-skills events at the local secondary school.
- Children encouraged to find different ways to travel to school such as bikes, scooters and walking.
- School to participate in walk to school week.

3.4 Social, emotional and mental health (SEMH)

At Southfields we work towards positive Social, Emotional and Mental Health in the whole of our school community for adults as well as children. SEMH is delivered predominantly as part of the PSHE and SRE curriculum to all children. In addition, all children attend assemblies where there is a planned programme of whole school assemblies that address a wide range of topics as well as issues that

may arise within the school, locally or nationally. We feel that this is a priority for our children and we aim to embed provision into everything we do.

As a school we believe that SEMH is everyone's responsibility and children are encouraged to talk to whoever they feel they can trust e.g. a friend, class teacher, teaching assistant etc. Each class has a Worry Monster and children are reminded to share their feelings and that their comments will be treated sensitively. The school also has a welfare and inclusion team that the children are regularly reminded that these are adults that they can talk to. It is also possible for staff to approach the team to seek advice or to refer a member of their class for extra support. They will then work with the child for a period of time usually with the involvement of the parents. Nurture groups are also run at lunchtimes by numerous members of staff for children that need extra support with their social skills, self-regulation or other needs. These have been successful.

4. The Sunshine Room

This is a targeted provision that we have set up in school. This has been set up as we believe that the well-being needs of our children are a priority. A room has been set up with a wide array of games, activities and three members of staff with one of them being a qualified counsellor.

The room itself has two purposes:

- To provide counselling and interventions for children who are having difficulties relating to their social, emotional and mental health. This covers a vast array of difficulties that are all personal to the individual children. The interventions and counselling allow for the children to talk about their difficulties and feelings but is also a way for the staff to create a plan for that child and share strategies for them to move forward.
- To provide assistance to children who are in crisis throughout the school day. Any child who meets crisis throughout the day will be met by a member of staff from the sunshine room for de-escalation. Once the situation has been de-escalated there will be time for talk and activities with an action plan before returning to the classroom.

5. Targets

- To identify the needs of the children and their families in our school.
- To involve families in our education programme for a healthier lifestyle to promote this further at home.
- To involve the children in the planning of making our school healthier to ensure they are educated about the theory.
- To provide a pupil voice platform for the children and their families to share their needs with us.

- To encourage the children and their families to get involved with as many of the healthy schools aspects to improve their own health.
- To promote schemes, websites and initiatives that promote mental health as well as support those who need it as well as provide ideas and activities for maintaining positive mental health.

6. Provision:

The provision for Healthy Schools does not fit the usual model. The provision of this initiative comes from many areas and aspects of the school. Contributions to this initiative are widespread around the school. Many parts of this initiative can be taught during curriculum sessions as well as the extended school. This may be in the form of taught sessions, family workshops, assemblies or themed days or weeks in school.

7. Special Needs

Where appropriate; modifications are made to resources, environments or modes of communication to enable all pupils to participate in all areas of the healthy school's initiative. The PSHE element of this initiative endeavours to eradicate any discrimination between pupils and will address any misconceptions.

8. Assessment, Monitoring and Review

Evidence will be gathered by individual teachers and the co-ordinator to ensure that all areas of the initiative are string within school. This will be monitored on a termly basis. A team of staff at school will be created with different roles and expertise within the initiative; this will enable all areas to be developed to a higher standard. The co-ordinator will oversee the running of the initiative and be responsible for organizing in school days and events to promote a healthy school. Once enough evidence has been gathered based on the governments points scheme we may apply for the Healthy Schools award.

Appendix A

Lesson Gradings: measuring impact on pupils' progress

Outstanding lessons

- Information from assessments is used to set tasks that are perfectly matched to the pupils' prior attainment
- The work is pitched at a level that is achievable if individual pupils work hard and try their very best
- Pupils with specific learning needs receive support at the time and level it is required to optimise their learning
- The work includes opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills such as research, co-operative working in a variety of contexts e.g Speaking and Listening opportunities/P4C/real life experiences and links/big picture overview/ cross-curricular links or mantle of the expert
- The tasks themselves enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- The pace of learning is optimised throughout the lesson by the teacher being able to use the time to the best effect in supporting pupils at the time they need such support
- The teacher demonstrates a high degree of subject knowledge when framing and answering questions
- Questions tease out pupils' understanding so that teachers are exceptionally aware of the degree to which pupils are secure
- The work for each individual is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work
- Marking is frequent and regular, providing pupils with very clear guidance on how work can be improved
- The teacher ensures that corrections are carried out and any missing work is completed
- Home Learning is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson itself

Good lessons

- Information from assessments is used to set tasks that are well matched to groups of pupils' prior attainment
- The work is pitched at a level that is achievable for most within the group if they work hard and try their best
- Pupils with specific learning needs receive support that allows them to work independently and make good progress during the lesson
- The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT
- Pupils find the tasks interesting and enjoyable. They concentrate well and pay full attention to their learning
- The pace of learning is good throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input

- The teacher demonstrates a good degree of subject knowledge when framing and answering questions
- Questions tease out most pupils' understanding so that teachers are aware of the degree to which most pupils are secure
- Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work
- Marking is frequent and regular, providing pupils with guidance on how work can be improved
- The teacher ensures that corrections are carried out and most missing work is completed.
- Home Learning is used to extend the learning

Requires improvement

- Information from assessments is used to set tasks that are matched to the needs of the class
- The work is pitched at a level that is achievable for all within the class with extension activities provided for the most able and support mechanisms in place for those who find learning more difficult
- Pupils with specific learning needs receive support that allows them to make satisfactory progress
- The work includes some opportunities to develop pupils' skills of reading, writing, mathematics and ICT, but these are inconsistent in the longer term
- Pupils find the tasks interesting. Most concentrate well and pay full attention to the teacher. However, some may lose interest and need to be reminded to concentrate by the teacher
- Pupils make steady progress throughout the lesson because the work is reasonably challenging. In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole. Pupils may have to wait with their hands up for support
- The teacher demonstrates sufficient subject knowledge to deliver the content and to answer questions correctly
- Questions give a broad overview of pupils understanding
- Misconceptions brought to light through questioning are acknowledged but not addressed within the lesson
- Marking is encouraging and provides the pupil with some guidance on how work can be improved
- There is some evidence in pupils books of corrections being carried out and missed work being completed
- Home Learning is used to extend the learning although this may be irregular

Inadequate lessons

- Information from assessments is not used in planning.
- Tasks are not suitably matched to pupils' prior attainment, so they find the work too easy or too hard
- Pupils with specific learning needs are not provided with appropriate support and guidance to allow them to make progress

- The promotion of basic skills is ignored.
- Pupils are bored by the tasks, and may become disruptive
- The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class
- Subject knowledge is poor, so that incorrect information is imparted or the teacher is unable to answer questions that are of a level to be expected in the lesson.
- Questions are closed and are not used to assess pupils' understanding
- The teacher is unable to adapt the task in the light of such assessment
- Marking is infrequent and/or irregular and/or fails to provide the pupil with guidance on how work can be improved
- There is no insistence that corrections are carried out and any missing work is completed
- Home Learning is not set or is seen as a 'bolt on' with little relevance to the lesson