



FOUNTAINS

PRIMARY SCHOOL

Always achieving our potential

Keeping Healthy Policy

Written: August 2022

To be Reviewed: January 2024

Policy Owner: Mrs Sally Millman- Jones

Ratified: Mrs Nicola Price (Headteacher)



ALWAYS ACHIEVING OUR POTENTIAL



Purpose of this Document

The purpose of this document is to set out guidelines and principles for all children on how to 'Keep Healthy' at Fountains Primary School and at home. This policy complies with the most recent Government recommendations including: *DfE guidance Promoting and supporting mental health and wellbeing in schools and colleges 2021*; *Childhood obesity: a plan for action Chapter 2018*, the 'World Health Organisation', 'DfE' and the *Ofsted Inspection Framework 2022*. All of this documentation outlines the importance of a child's emotional and physical health and mental wellbeing. All sources state that the quality of the teaching of this has a positive impact on cognitive development and general learning ability. It also improves a child's physical and social health leading to better mental wellbeing in adulthood.

As outlined in the Ofsted Inspection Framework 2022 schools also have a responsibility to support learners to develop their character, including their resilience, confidence and independence whilst helping them to know how to keep physically and mentally active. Our aim is to ensure that what we teach has a lasting effect into adulthood and helps to guide the child into the lifelong principles of 'Keeping Healthy'. This policy incorporates Healthy Eating, Mental Health and Wellbeing and Physical activity.

Aims

Fountains aims to give all its' pupils the healthiest school-life as possible.

We aim to:

- Ensure that all pupils have access to a healthy and nutritional meal at lunchtime.
- Promote healthy lunch boxes within school and encourage children to have an input on what they have in their lunch boxes.
- To educate our pupils on healthy eating and the importance of being active.
- Provide a 'whole school' approach to nutrition and physical activity, encompassing views from all stakeholders such as children, parents and staff.
- Ensure all pupils have access to fresh drinking water throughout the school day
- Encourage staff to model healthy eating and physical activity where they can be observed by pupils at mealtimes and at playtimes
- Assist parents in creating healthy lifestyles at home through 'Keeping Healthy' workshops teaching the parents the importance of mental health, healthy eating and physical activity.
- Encourage all children to be more active at playtimes, aiming to meet government guidelines of 'Active 30:30', 30 minutes of additional, structured activity throughout each school day with 30 minutes being held away from school.
- To promote the importance of mental health and well being for all staff and pupils,
- To provide an environment that promotes respect and values diversity whilst supporting everyone's well being.
- To promote resilience and support personal, social, health and emotional learning through the school values which lead to PLTS.
- To target support and intervention for those pupils who need support to become 'healthier', either physically or emotionally.

Healthy Eating

At Fountains, we ensure that all our pupils achieve their potential through a wide range of learning opportunities, promoting successful outcomes for all. Our school educates our children about food and nutrition through different subjects (For example PE, Design and Technology and Science) whilst also giving children opportunities to explore fresh ingredients alongside their peers, this may be through touch, taste or smell. We teach the importance of following a healthy diet and incorporating exercise into our daily routines to help keep us healthy.

As advised by the DfE schools have a fundamental role to play in helping equip children with the knowledge they need to make healthy choices for themselves, and in creating a healthy environment for children to learn and play. Our catering providers already have to comply with detailed Government guidance on reducing sugar consumption and strengthening the nutritional standard in all meals.

Tackling obesity requires us to look at all factors that influence our food choices and because of this we regularly remind parents that they are able to claim for Healthy Start food vouchers' if they are eligible via texts and newsletters. One way of helping our pupils achieve this is by providing them with a balanced and nutritional diet, which plays a large part in the child being more able to focus on their learning.

The school holds regular assemblies on healthy eating, some of which are attended by parents. The school also has in place 'Healthy Eating ambassadors'. These ambassadors are responsible for the promotion of healthy eating in school and supporting the younger children with their choices in school whilst encouraging all stakeholders to eat healthily and try new foods.

Throughout the school day - Pupils will have the daily opportunity to snack on healthy foods. Either parents can send in £1 weekly for a healthy snack (which will be bought by school) or they can choose to send in piece of fruit or vegetable, healthy snack bar, or yogurt. All pupils must send in a water bottle where they will be offered water or low sugar squash throughout the school day. **Sweets and fizzy drinks are no longer permitted. These will be sent home, along with a note explaining healthy swaps for future.**

At times children may experience different foods to enhance their understanding of a certain subject e.g. religious festivals, cultural lesson. These lessons may involve the preparation and eating of foods. Where appropriate, these foods will be as healthy and nutritious as possible.

Lunchtimes (school lunches) - Our school caterers meet the food standards set by the government and produce a healthy and nutritional meal for our children. Their food menu can be found on our school website. Our caterers recognise that some of our children have rigid diets and will work hard to cater to their needs, whilst still aiming to meet nutritional guidelines.

Lunchtimes (packed lunches) - If you send your child with a packed lunch your child will not be allowed to bring into school fizzy drinks or sweets, only one small chocolate bar, wafer or biscuit bar is permitted. Children can bring crisps but we would like these to be the healthier option, e.g. baked crisps, mini popcorn bags are a great alternative (not toffee), we would also like to ask that children are provided with a suitable drink of diluted squash, fruit juice or water.

Physical Activity

At Fountains Primary School we highly value the importance of regular physical activity and the effect it has on the body and mind to remain healthy. We are committed to the Active 30:30 project. This project encourages all children to do 30 minutes of structured physical activity in school and 30 minutes outside of school time.

Therefore, at Fountains we have several planned opportunities for children to be engaged in physical activity in and around the school day. Each school day the children (wherever appropriate) have a 15 minute daily mile/sensory circuit timetabled into their day. As well as this, each teacher has to plan in '15 minutes of active learning' into their teaching timetable. This active learning is additional to the child's usual playtimes, PE and swimming lessons. These sessions could be a forest school lesson, a trip out in the community, an active starter/plenary to a Maths/English lesson, an active phonics session or an educational visit. This planned opportunity will ensure that parts of lessons will be as active as possible, encouraging the children to exercise whilst they learn.

All children at Fountains also get weekly PE lessons and regular swimming sessions. We have consistent after school clubs which also promote physical activity as well as various online opportunities we use to encourage the children to remain active at home or in school during a wet playtime.

Examples of physical activities Fountains Primary School currently offer are:

- **Fitter Future** – www.fitterfuture.com
10 minute workout videos accessed through a personal log on
- **Go noodle** – www.gonoodle.com
Short, repetitive videos to encourage children to become more active and get ready for learning
- **Just Dance** – youtube
Lots of videos based on children's films, TV shows and music
- **BBC Supermovers** - <https://www.bbc.co.uk/teach/supermovers>
Videos created using football team mascots as starters for English and Maths
- **Cosmic kids yoga** – youtube
Enjoyable, recognisable stories linked to yoga moves

Mental Health and Wellbeing

Fountains Primary School is a nurturing school (as recognised by Nurture UK 2020) because of this our school follows the 6 principles of nurture which are:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

As well as this there a strong culture of well-being amongst all staff and mechanisms in place to support everyone's mental health and wellbeing. An active Early Help Team is in place at Fountains Primary School as well as at an Academy level (The Fountains Primary School is part of the Esteem Multi Academy Trust). At a school level, we have a Well Being team who are trained to deliver a range of interventions such as Therapeutic Forest school sessions, Draw and Talk, Lego therapy; Hope and ELSA individualised or small group work with children and support for families as and when required. This support ensures that not every child or family needs an Early Help Referral to the MAT.

It is recognised at Fountains Primary School that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. Staff are also given a comprehensive induction and training package which highlights the mechanisms within school to raise any concerns as well as encouraging their own resilience and ability to deal with conflict. Performance Management/appraisal and half termly planning meetings also allow time for discussion. Staff are also given the opportunity to self-refer to the Thinkwell or Westfield Health counselling service, if they feel they need more specialist support. A member of staff has been identified as the First Aid Mental Welfare champion. It is their responsibility to promote well-being in school and report to the Senior Leadership Team any issues identified within school.

Classroom practice – Within school all children, wherever appropriate, have a dedicated PSHE/RSE lesson. These lessons follow the Jigsaw programme and teach the children a range of approaches to help them support their own resilience and emotional health/ wellbeing. As well as this the promotion of our school values (which are guided by Personal Learning and Thinking Skills) teach the children to be effective self managers; effective participators; creative thinkers; reflective learners; independent enquirers and team workers.

All staff have a responsibility to promote the mental health and emotional wellbeing of pupils and staff. Within leadership team meetings the well-being of staff and pupils is discussed with action plans set up if needed such as a referral to the well-being team or the staff Thinkwell counselling service. Pupil voice is heard, acknowledged and actioned in regular School Council, Eco and online safety meetings.

If a child makes a disclosure regarding abuse or about their own mental health (or that of a friend) the normal safeguarding procedures within school will be followed.



Interventions

At times children may need an intervention to help support their diet, promote physical activity or strengthen a child's emotional resilience/well-being. The school is able (through an early help offer) to refer the family for help from a variety of professionals such as a dietician, disability social worker or our school well-being team to help support parents/carers at home. Sometimes, this level of support may have been directed by a Child in Need meeting; the child; the class teacher or the family themselves. In these situations, parents will be made aware of individual circumstances, which have led to their child having a personalised intervention. These interventions have impact and outcome measures, which will feed back into school-based programmes and normal procedures. All intervention packages will be led by appropriately trained staff.

Roles and responsibilities, monitoring and review

Everybody has a role to play to ensure children are as healthy as they can be. Naturally, we cannot achieve this without the support of Parents/Carers, staff and pupils by working together we can all achieve the best possible outcome for all pupils. Monitoring of this policy will happen formally and informally, usually during learning walks throughout the school day. Lunchboxes will be monitored during lunchtimes and notes sent home on the same day to parents/carers encouraging healthy swaps for children, if needed. We will continually monitor the effectiveness of this policy ensuring that training and resources are available and up to date. We also encourage all stakeholders (child, parents, carers, staff and governors) for feedback at any time.