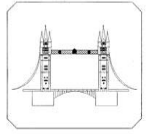




# *The Bridges Federation*



## **HEALTHY SCHOOLS POLICY – July 2017**

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### **INTRODUCTION**

Snowsfields Primary School and Tower Bridge Primary School are committed to promoting the health and well being of its pupils and staff through both physical activity and through a variety of enjoyable activities that promote the well being and health of the whole child both in and after school.

This policy outlines the organisation, teaching and management of physical activity at Snowsfields Primary School and Tower Bridge Primary School and ensures the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, cultural, social, mental and physical development.

### **PHYSICAL EDUCATION**

#### **Ethos and Environment**

Snowsfields Primary School and Tower Bridge Primary School strive to maximize opportunities for children, young people and all associated with the school to be physically active by promoting all avenues for activity. This includes the curriculum, environment and wider community.

#### **Aims**

To ensure that all aspects of physical activity in school are promoted for the health and well-being of pupils, staff and visitors.

#### **Our specific objectives are as follows:**

To enable pupils and staff to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes

To provide and promote opportunities for staff and pupils to be physically active throughout and beyond the school day

To increase physical activity levels of pupils in line with national targets

#### **Staff Development**

Healthy Schools Leader is James Kinneir (this includes PE and Sport, PSHE and School Travel Plan)

Staff are encouraged to attend courses offered by the local authority and partner organisations. Staff recently received training in using Real PE. Our partnership with London PE & School Sports Network (LPESSEN) has widened the school's relationships with external agencies. As a result, local coaches often come into school and work alongside teachers.

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible, for e.g. racing the children at sports day. Staff often play games with children at playtime and demonstrate physical activity during PE lessons. For PE lessons, staff are expected to be dressed appropriately in order to set the example and participate in the lessons.

#### **Community Partners / Links**

The school has established close links with LPESSEN who provide the school with support and assistance with the delivery of PE, assessment and identification of Gifted and Talented pupils.

#### **Equal Opportunities**

All physical activity opportunities offered at Snowsfields Primary School and Tower Bridge Primary School are designed to be inclusive, and cater for different ability levels. For more information please refer to Equality and Inclusion Policy and Gifted and Talented policy.

## **Resources and Curriculum Provision**

Both Snowfields Primary School and Tower Bridge Primary School have a school hall, which is equipped with portable and fixed apparatus for gymnastics. For the teaching of games, there is a large playground, with markings and a multi-sport pitch with football, hockey and basketball markings. An annual audit of all physical education equipment is conducted by the Healthy Schools Leader in order to prioritise any necessary expenditure for the year. Resources for games, dance and outdoor activities can be found in the shed, and planning resources can be found in the staff workroom.

The PE programme is taught by class teachers and teaching assistants.

Each child will receive the following ACTIVE PE time per week:

Foundation Stage: 45 mins x 1 lesson and 20 mins per day of active play activities.

Year 1, 2 and 3: 60 minutes x 2 lessons

Year 4: 60 minutes x 2 lessons when not swimming. 45 minutes swimming for whole year.

Year 5 and 6: 60 minutes x 2 lessons

## **Planning**

The school scheme of work operates on a 2-year rolling cycle, and is based on the progressive learning objectives outlined in the Real PE scheme of work. In both key stages we teach gymnastics, dance, games, swimming and athletics with the addition of outdoor adventure activities in key stage 2. In the Foundation Stage, activities to support learning from the areas of 'Physical Development' and 'Creative Development' in the Early Learning Goals are planned daily.

LPESSEN provide updated schemes of work. The scheme of work offers comprehensive lesson plans from Reception to Year 6 for many of the topics taught in school. It is intended that the plans will be adapted by the teacher in order to suit the needs of their class.

## **Cross curricular links**

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

## **Assessment**

Pupils will self-assess their personal performance against the learning objective for the lesson that is appropriate to their key stage and level of progress. Teachers will monitor and support the children in the self-assessment process. Teachers assess pupils against the appropriate criteria according to the agreed on End of Year Expectations in PE and report to parents annually.

Pupils who are identified in lessons as being 'Gifted' in Physical Education by their teachers will be annually assessed by coaches from LSSPEN (*see PE gifted and Talented Policy*)

## **Extra-Curricular Provision**

Break times / lunch times

Markings on the playground stimulate children at playtimes. Children are encouraged to throw and catch at play, and often use equipment to play games. Playground equipment is put out during lunchtimes for the children to play with at lunchtimes. The children are responsible for monitoring their equipment (stored in a box) and handing equipment out to their friends. In addition, Sports Leaders are encouraged to set up and run small games for the benefit of their peers. (These are closely monitored by an adult.)

After school clubs

We aim to encourage all pupils to take part in a range clubs, and involve them in deciding the clubs we put on offer. Registers of clubs are kept to identify those who do not take part in (extra) regular exercise. A range of other clubs are also offered; these may include gymnastics, athletics and cricket.

## Competition

Pupils take place in a range of intra-school and inter-school competitions organised through the LPESSN. These include football, netball, sailing, multiskills and handball.

## Healthy and Safety

Safety should be paramount when planning PE activities. Health and Safety pointers should be included in lesson plans and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

First aid equipment should be available (Medical box/first aid kits) and staff should know what to do and who to call for assistance in the event of an accident. Inhalers and epi pens for children suffering from asthma and allergies must be readily accessible.

Regular checks should be made on all equipment. The Healthy Schools Leader and Premises Manager should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to them when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked)
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Good class control is fundamental to safety.

## Dress Code

Pupils should be encouraged to change into a kit which is different from the uniform. Teachers also change for P.E into suitable footwear and clothing as a model, to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

For pupils the dress code is as follows:

- Trainers (Outdoor PE and indoor games)
- Bare feet (Gymnastics and Dance)
- Blue Shorts
- White t-shirt
- Swimming Kit
- Blue joggers/sweatshirt for colder weather

For safety reasons it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear trainers, tights or socked feet on apparatus as this can be dangerous.

Children who persistently forget their PE kit should be reminded of the importance of PE and after 2 offences, a text message should be sent to their parents asking for their cooperation. Children should only miss PE lessons on health grounds if this is requested by their parents either by direct contact with the school or in a note to the teacher.

Long hair must be tied back at all times. All jewellery should be removed before the lesson. In the event that jewellery cannot be removed, a sweat band should be worn to cover wrist jewellery. Children will then participate in the activity depending on safety and appropriateness. Their role will need to be adapted and modified to reduce risk of injury. Children who cannot remove earrings will be expected to participate in other suitable activities e.g. completing a P.E focused worksheet by observing peers during the lesson. In the case of swimming, the child will not be able to participate as medical tape or plasters are not allowed in the pool.

Teachers should wear appropriate clothing and footwear to set high expectations, be a good role model and for health and safety reasons.

### **Monitoring and Evaluation**

The Healthy Schools Leader will have lead responsibility for the monitoring of physical activity in the school. A range of measures will be used to evaluate impact of the policy in line with the above mentioned objectives including any participation data collected on behalf of the local authority or Sports Partnership. An annual audit of both staff and pupils will be undertaken to ensure high quality PE is being delivered across the federation.

## **PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE)**

### **Definition and Purpose**

Snowsfields and Tower Bridge Primary Schools teach PHSE, SRE and Citizenship through the curriculum. This might be incorporated into subjects in the National Curriculum such as Science where life processes and the reproductive cycle are taught. PSHE, SRE and Citizenship may also be taught as subjects in their own right eg through initiatives such as through other dedicated curriculum time such as Circle Time.

### **Teaching and learning about PSHE**

PSHE and Citizenship are concerned with knowledge, the development of skills and attitude. The teaching objectives are to:

- develop pupils' confidence and responsibility and make the most of their abilities
- prepare pupils to play an active role as responsible citizens
- develop healthy, safer lifestyles through making informed choices
- develop good relationships and respect the differences between people

These objectives will be achieved through the curriculum, through contributing to school life and through links to the local community.

### **Teaching and Learning will take place in four ways –**

- Dedicated curriculum time – P4C, SEAL, Circle Time
- Links to Topics and other curriculum areas when appropriate
- PSHE and Citizenship activities and school events – e.g. School Journeys, Library Visits, Visitors to the school – such as London Fire Brigade, Police, class sessions from the school nurse, celebrating special days e.g. International evening, Eid, celebration assemblies etc.
- The ethos, organisation, structures and daily practices of the school life such as pupil participation in assemblies, taking responsibilities in the school, lunchtime activities, school council, drawing up class rules and involvement in school development work, SHINE mentoring project and Learning Mentor support.

When delivering the curriculum, teaching methodology that fosters the development of skills and attitudes should be used. Refer to the School's Teaching and Learning Policy.

### **Assessment, recording and reports**

There are two broad areas for assessment:

- pupils' knowledge and understanding, for example information on health or understanding procedures
- how well pupils can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussion, group tasks, resolving conflict, decision making, relating to peers and adults.

Assessment in PSHE should be based on the positive input of pupils as people or citizens, and will be reported in the end of year reports, usually in July. Alongside teacher assessment, the children are encouraged to assess themselves as this mirrors the skills being learnt through the SEAL programme.

## **Values or Moral Framework**

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

## **SEX AND RELATIONSHIPS EDUCATION (SRE)**

SRE is a legal requirement under the new National Curriculum, from KS3 upwards. However the school is committed to the provision of SRE to all of its pupils using the resources from the Christopher Winters Project. The programme aims to respond to the diversity of pupil's cultures, faiths and family backgrounds and hopes to enable pupils to make responsible choices about their health and well-being as they progress through childhood and into adult life.

### **Aims of SRE**

Sex and relationships education should:

- Be an integral part of the lifelong process, which begins in early childhood and continues into adult life
- Be an entitlement for all children and meet the needs of boys as well as girls; those who are heterosexual, those who are lesbian, gay or bisexual; those with physical, learning or emotional difficulties and those with a religious or faith tradition
- Encourage personal and social development, fostering positive self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experiences.
- Enable pupils to develop knowledge, communication skills and understanding in order to assist personal decision making which impacts their health and well being.
- Teach the importance of respect for yourself and others in all situations including different types of relationships with others.
- Build up an understanding of the roles and values of family life.
- Enable pupils to discuss and recognise changes in their bodies and emotions.
- Provide pupils with the skills needed to establish and maintain relationships

### **Provision of SRE**

SRE is provided in school through the following areas:

- Science through studying 'living things and their habitats, Animals including humans and Evolution and inheritance (National Curriculum 2014)
- Personal, Social and Health Education in all year groups, which covers aspects of life cycles, relationships, self esteem and decision making and healthy living, this also links to units of the SEAL material.
- Circle time in all year groups and with the Learning Mentors, which promotes discussion and empathy as a means to resolving conflict and developing relationships
- Specific SRE lessons during health week which use videos and discussion to explore the physical and mental changes which occur during puberty, the reproductive systems in boys and girls, menstruation, and sexual reproduction.
- Children's questioning, which will be answered as appropriate to the children's ages and maturity.
- Questions may be referred to a senior member of staff or parent. All staff have a responsibility for reporting safeguarding concerns to the relevant member of staff.

### **Parental right of withdrawal**

At school, parents and carers have the right to withdraw their child from some aspects of the SRE provision that are not included in the Science curriculum.

Parents will be notified in writing before the use of videos and discussion takes place and will be invited to a parents workshop where they can view the resources and lessons plans. The resources have been chosen to support open discussions, which enable children to raise concerns in a safe and structured environment.

## **Monitoring and evaluation**

Teacher Assessment will inform discussion about successful implementation of the policy. Judgements about the success of the policy will also be made through gathering evidence from school staff, parents, pupils, external agencies and the Governing Body. The Governing body will review this policy every two years and assess its implementation and effectiveness.

## **Working with external agencies/ community links**

The School regularly works with people outside the school eg parents/carers, school nurse, police, fire fighters, health and social care. When working with people from outside the school all staff must discuss working with other agencies with the Leadership Team. This is to ensure that any input can be planned and monitored from other agencies so that it complements the curriculum and school values. Outside visitors should not be left alone with a class group or individual unless this has been agreed and discussed with the Headteacher. Any procedures should complement the school's policy and procedures on Safeguarding (See Safeguarding Policy).

## **DRUG EDUCATION**

### **School Statement**

Snowsfields Primary School and Tower Bridge Primary School recognise the harm that all drugs can have, be they illegal (cocaine, cannabis, heroin etc) legal (alcohol, cigarettes and solvents) or medicines. We aim, through this policy, and it's guidelines to provide clear and consistent procedures, which promote safety and good management.

### **Aims**

To help young people resist drug misuse in order to achieve their full potential in society  
To promote and safeguard health and safety of pupils and staff within the school  
To provide a hierarchy of sanctions, for different levels of severity for different drug related incidents  
To endorse a range of learning and supportive responses for those involved in an incident  
To encourage an environment where a supportive response to incidents is not undermined by an unduly punitive response  
To ensure this policy is fully implemented and disseminated to ensure understanding and adopting for all of those connected with the school; pupils, parents, teachers, governors and auxiliary staff.

### **Contents & Organisation of Drug Education**

The school aims to provide a programme of drug education in line with the Christopher Winters'

### **Managing Drug Related Incidents Procedure**

Our definition of drug includes medicines, alcohol and tobacco it is therefore important that all aspects of an incident are considered. The needs and circumstances of the pupils are paramount. We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by: DfE and ACPO drug advice for schools: <https://www.gov.uk/government/publications/drugs-advice-for-schools>

If the situation leads to a medical emergency the school emergency aid procedures will be followed immediately. We will refer to the *DfE and ACPO drug advice for schools* on responding to drug related incidents and in determining the response the implications of any action we take will be carefully considered. The focus of any response will be the student not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.

Responses will be cross-referenced with related school policies such as:

- Behaviour
- Health and Safety
- Child Protection
- School Visits

Unless there are exceptional circumstances we will inform parents /carers at the earliest opportunity so that we can work together to support the pupil and to resolve difficulties.

We have a range of professional colleagues who can give or obtain advice and support in drug or alcohol related situations. These include the school's Education Welfare Officer, the local Police Liaison Officer, members of the local Youth Offending Team (whose roles include supporting young people at risk of offending) our local Drug and Alcohol agencies and counselling services. These colleagues can help with a needs assessment and support us in developing an appropriate response. The pupil/s will always be told when information is being passed on, in accordance with the school's policy on confidentiality.

Our aim is to enable all pupils to fulfil their potential. We will work with the pupil, their parents or carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist. Drug related situations will be considered alongside other circumstances in the young person's life and not in isolation. We accept that it is never appropriate to respond in a way that is more punitive than that which might be considered by the police so that exclusion, whilst it remains an option, it will be used as the very last resort.

Should a substance suspected of being illicit be found on the school premises it will be handed to the headteacher and, in the presence of another member of staff placed in a sealed container in the school safe until it can be delivered to or collected by a police officer. S/he will also be involved in advising the school on the most appropriate response to the situation. The Local Authority School Drug Adviser and Drug & Alcohol Action Team are also able to provide guidance and advice. All staff will be made aware of the legal constraints on gathering evidence and questioning those involved.

### **Smoking Statement**

Smoking is not allowed on the school site.

## **SCHOOL FOOD**

### **Mission/Rationale**

Our food policy ensures children have the opportunities to make healthy choices. Our school vision aims to provide a healthy, safe and friendly environment for all pupils to contribute, take risks, learn and achieve their full potential and develop skills for adulthood. Therefore we aim to ensure that all children eat a nutritionally balanced meal in the middle of the day. All children whose parents prefer them to bring packed lunch will be encouraged to eat the more "sensible" part of the meal first.

### **Aim**

To ensure that all aspects of food and nutrition in school promote the health and wellbeing of pupils, staff and visitors.

### **Objectives**

To ensure that information relating to food and nutrition in the curriculum is consistent and up to date. Nutrition in the curriculum - Link to PSHE policy/curriculum

*For example: Nutrition is part of the PSHE programme and the aspect of 'choices'. In science, pupils study 'health and growth' in year 2, 'teeth and eating' in year 3, 'keeping healthy' in year 5. In RE where other religions are considered – attitudes to particular foods are studied. In design and technology, pupils receive practical cookery skills.*

### **The Eating Environment**

The school provides a welcoming eating environment which is appropriate for the children who use it. Teachers should be aware of influence of role modelling and their presence in the dining room to monitor behaviour/noise.

## **Rewards and Special occasions - Link to behaviour and rewards policy**

Food is not used for rewards – instead we rely on praise, complimentary remarks, stickers, stars and celebration assembly certificates etc. Food is not used for end-of-term presents to pupils.

For exceptional events such as school discos and cultural occasions, food rules may be relaxed with the consultation with the Headteacher. On these occasions, healthy options will continue to be provided and encouraged.

## **School food and drink provision**

The Department for Education have published the new school food regulations now to give schools, caterers, suppliers and food manufacturers time to familiarise themselves with the changes and to make any necessary preparations. The standards will become statutory from January 2015.

The standards are based on the following food groups:

- Starchy food
- Fruit and vegetables
- Meat, fish, eggs, beans and other non-dairy sources of protein
- Milk and dairy
- Foods and drinks high in fat, sugar and salt
- Plus, healthier drinks

The general principle of the new standards emphasises the importance of providing a wide range of foods across the week. Variety is key – whether it is different fruits, vegetables, grains, pulses or types of meat and fish. Offering a wider range of different foods provides a better balance of nutrients.

### **In addition:**

- School food other than lunch (breakfast, mid-morning break, after school club food) required to meet the revised standards.
- Menus will be made available to pupils and parents
- Packed lunches –guidance sent home to parents and how packed lunches are stored / monitored
- Food provision outside of lunchtimes e.g. after school clubs, trips meets the revised food standards
- Our school meals do not contain nuts. Epipens are kept in the school office. When pupils are enrolled, dietary requirements are requested via a questionnaire and catering are informed appropriate.



**Revised standards for school lunches**

Food group	Food-based standards for school lunches
<b>STARCHY FOOD</b>	One or more portions of food from this group every day
	Three or more different starchy foods each week
	One or more wholegrain varieties of starchy food each week
	Starchy food cooked in fat or oil no more than two days each week <i>(applies to food served across the whole school day)</i>
	Bread - with no added fat or oil - must be available every day
<b>FRUIT AND VEGETABLES</b>	One or more portions of vegetables or salad as an accompaniment every day
	One or more portions of fruit every day
	A dessert containing at least 50% fruit two or more times each week
	At least three different fruits, and three different vegetables each week
<b>MEAT, FISH, EGGS, BEANS AND OTHER NON-DAIRY SOURCES OF PROTEIN</b>	A portion of food from this group every day
	A portion of meat or poultry on three or more days each week
	Oily fish once or more every three weeks
	For vegetarians, a portion of non-dairy protein three or more days a week
	A meat or poultry product (manufactured or homemade and meeting the legal requirements) no more than once a week in primary schools and twice each week in secondary schools, <i>(applies across the whole school day)</i>
<b>MILK AND DAIRY</b>	A portion of food from this group every day
	Lower fat milk and lactose reduced milk must be available for drinking at least once a day during school hours
<b>FOODS HIGH IN FAT, SUGAR AND SALT</b>	No more than two portions a week of food that has been deep-fried, batter-coated or breadcrumb-coated <i>(applies across the whole school day)</i>
	No more than two portions of food which include pastry each week <i>(applies across the whole school day)</i>
	No snacks, except nuts, seeds, vegetables and fruit with no added salt, sugar or fat <i>(applies across the whole school day)</i>
	Savoury crackers or breadsticks can be served at lunch with fruit or vegetables or dairy food
	No confectionery, chocolate and chocolate-coated products
	Desserts, cakes and biscuits are allowed at lunchtime. They must not contain any confectionery.
	Salt must not be available to add to food after it has been cooked
	Any condiments limited to sachets or portions of no more than 10 grams or one teaspoonful.
<b>HEALTHIER DRINKS</b> <i>applies across the whole school day</i>	<b>The only drinks permitted are:</b>
	<ul style="list-style-type: none"> <li>• Plain water (still or carbonated)</li> <li>• Lower fat milk or lactose reduced milk</li> <li>• Fruit or vegetable juice (max 150mls)</li> <li>• Plain soya, rice or oat drinks enriched with calcium, yoghurt drinks</li> <li>• Unsweetened combinations of fruit or vegetable juice with plain water</li> <li>• Combinations of fruit juice and lower fat milk or plain yoghurt, plain soya, rice or oat drinks enriched with calcium; cocoa and lower fat milk; flavoured lower fat milk</li> <li>• Tea, coffee, hot chocolate</li> </ul> Combination drinks are limited to a portion size of 330mls. They may contain added vitamins or minerals, but no more than 5% added sugars or honey or 150mls fruit juice. Fruit juice combination drinks must be at least 45% fruit juice