



# Healthy Schools Policy

<b>Written By</b>	<b>Senior Staff</b>
<b>Frequency of Review</b>	<b>2 years</b>
<b>Date reviewed and approved by Governing Body</b>	<b>July 2020</b>
<b>Date of next review</b>	<b>July 2022</b>
<b>Display on Website</b>	✓
<b>Purpose</b>	The School is committed to helping pupils, parents and staff chose a healthy lifestyle including fitness and wellbeing.
<b>Consultation</b>	<b>Governors</b> ✓
	<b>Parents</b> ✓
	<b>Pupils</b> ✓
	<b>Staff</b> ✓
<b>Links with other policies</b>	As an appendix: Pupil Safety policy Sun Safety policy Food Policy Drug, Alcohol and Tobacco Policy

## **BURLINGTON JUNIOR SCHOOL HEALTHY SCHOOLS POLICY**

### **Introduction: School Ethos**

Learning is a lifelong process. We aim to engage our pupils, their families, our staff, governors and the wider community as partners in learning. Together, we raise pupils' aspirations and provide them with the skills to 'build foundations for life'.

Our Vision: Burlington Junior School inspires each individual child on their educational journey towards a lifelong love of learning and knowledge. Staff are committed to:

- Providing a creative inspiring curriculum that provides memorable learning experiences.
- Guiding children on their educational journey towards personal and academic success.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our diversity.

Our inclusive ethos enables every child to flourish academically, personally and as one of our community. We provide a supportive, stimulating and positive learning environment within an atmosphere of shared trust, honesty, caring and respect. Our high expectations for behaviour are consistently respected and fulfilled.

We believe that the cultural, religious and social diversity represented by all members of our community enriches and enhances our educational provision and is at the heart of all we do. Our whole community learns to respect the rights of others and their right to learn undisturbed. Alongside this we promote the need to develop personal responsibility.

It is our belief that every child is entitled to a rich, broad and exciting curriculum, extending beyond the school day, which sets high expectations, develops independent and academic potential and promotes emotional, physical and social well being. Personal, Social, Citizenship and Health Education is integral to our practice.

Our children reach their potential through personalised provision and high quality teaching, supported by positive relationships and excellent partnerships with parents, carers and the local community.

### **Aim**

- To promote health and a healthy lifestyle for all members of the school community through knowledge and understanding, skills and attitudes and beliefs.

## **Key Objectives**

### **What do we mean by a healthy lifestyle?**

To maintain a healthy body every child:

- is clean and aware of basic hygiene
- engages in exercise
- eats a well-balanced and healthy diet
- has enough good quality rest and sleep
- has healthy teeth
- is alert to their body's needs and wants - and knows the difference between the two (e.g. Sun Safety)
- walks, cycles or scoots to school when possible.

To maintain a healthy mind every child should:

- be emotionally literate and express emotions appropriately
- experience caution not fear
- understand that all choices have consequences and can identify these
- be able to articulate difficulties
- be able to 'problem solve' everyday issues
- have well developed self-control
- have high self esteem
- be able to reflect on their areas for development or improvement
- be empathetic
- enjoy leisure activities.

To maintain healthy relationships every child should:

- be socially confident – be friendly with peers and adults
- be able to manage friendship problems
- be able to create friendships
- be tolerant and accepting of others
- be able to give, and take, constructive criticism
- be assertive
- be aware of, and take responsibility for, the needs of others – particularly those less able to care for themselves.

### **Maintaining a Healthy School:**

**through the Curriculum i.e.**

- SEAL/PSHE/ Circle Time, RE and collective worship
- elements of the Science, PE and Food Technology curriculum.

**through cross curricular opportunities i.e.**

- assemblies / drama workshops
- Learning to Learn
- Enterprise Week/Micro Society/Junior Citizen Day
- Police, Fire Service and other agency visits.

**through our ethos and pedagogy i.e.**

- Social Skills groups
- Pupil Voice and School Council
- Eco reps including light monitors
- behaviour management strategies
- personalised behaviour systems / class targets
- ELSA support
- valuing diversity
- recognising/rewarding achievements of all kinds
- promoting a healthy diet / health guidelines e.g. school dinners, water, fruit/healthy snacks etc.

**through the school environment and facilities i.e.**

- clean and attractive school buildings and grounds
- after school clubs
- extended school opportunities
- water fountains
- shaded areas/quiet areas
- allotment and pond area
- playground climbing structures and equipment

**by providing:**

- a minimum of two hours physical activity per week
- access to clean drinking water at all times
- a healthy hot lunch or salad option as part of the school meals provision
- guidance for parents and children on health issues, e.g. What's in a healthy packed lunch box?

**by encouraging pupils:**

- to increase their physical activity in a range of clubs and outside interests
- to drink water frequently from a water bottle and to eat fruit at break times
- to have a healthy packed lunch, without sweets or chocolate
- Recycle
- to have sufficient sleep
- to eat breakfast.

## **Additional Information**

### **Special dietary considerations**

- School dinners are balanced and meet national nutritional standards.
- Children's individual dietary requirements/allergies catered for, e.g. no nuts, etc.

### **School Travel Issues**

- Pupils can explain the importance of walking to school in health/environmental terms.
- Children are encouraged to walk to school.
- Two trained Yr 6 Junior Road Safety Officers are responsible for promoting walking to school, holding competitions and delivering messages in assemblies.
- Selected Yr 5/6 pupils undertake cycling proficiency training (Bikeability).
- Successful Bikability candidates can cycle to school, with helmet and bicycle lock.
- Others may cycle (wearing a helmet) with a parent/carer.
- Bike sheds are provided for bike storage during the school day.

### **Drinking water**

- Children are made aware of the benefits of drinking water frequently.
- All pupils are encouraged to bring a bottle of water to school.
- Pupils can also access outside drinking fountains.

### **Sun Safety**

- Implementing the Sun Safety Policy is a high priority. (See Appendix 2).
- Children are encouraged to wear light clothing, hats and sunglasses, apply high factor suntan cream, drink more water and stay in the shade.
- Pupils can explain the importance of sun safety and the health implications.

### **Encouraging healthy eating**

- All pupils can explain the importance of healthy eating and of a balanced diet.
- Pupils are encouraged to eat healthily and are taught this through the curriculum, school newsletters and packed lunches monitoring.
- Chocolate or sweet drinks are discouraged in school dinners and in packed lunches.
- A salad bar is provided daily with hot lunches.
- Children are encouraged to eat at least one piece of fruit each morning.

### **Developing social skills**

- All pupils follow a personal, health and social education through SEAL and assemblies.
- Every year there is a whole school focus for Anti-Bullying Week.
- E-SAFETY
- Social skills groups take place in every year group for pupils with further need.

- A trained ELSA counsellor provides additional support.

### **Promoting extra-curricular clubs**

- BJS offers a wide variety of extra-curricular clubs, some of which are free.
- Children are encouraged to take up at least one club over the academic year.
- Places are allocated subject to a range of criteria.
- Economically disadvantaged pupils are given financial aid to attend clubs.

### **Promoting physical exercise**

- Physical exercise is promoted through curriculum, assemblies, visiting sports coaches and interschool sports competitions.
- Pupils can explain the health benefits of exercise and the potential health risks of obesity.
- Pupils receive 2-4 hrs of weekly physical exercise, including after school clubs.
- Children in Yr 4 are able to take part in Bikeit+, (key bike riding skills).
- Children in Yrs 5/6 are encouraged to take part in Bikeability, (key road safety skills).

### **Sustainability**

- Environmental awareness and sustainability is taught and promoted through the curriculum, assemblies and everyday classroom practice.
- The children grow vegetables and herbs as part of their science topic.
- Every class has energy monitors to turn off all unused electrical equipment, minimising the School's carbon footprint.

### **Economic Well Being**

Economic well-being and financial capability are promoted and taught through:

- the curriculum (especially in maths)
- Enterprise Week and Micro Society
- assemblies
- fund raising,
- the School Council
- roles of responsibility (reading buddies, House Captains, house points monitors).

All pupils are given the opportunity to hold a role of responsibility within the school during their time at Burlington Junior School.

Reviewed by Healthy School Lead /PSHE leader

### **Pupil Safety Policy**

At Burlington Junior School our PSHE education is mainly delivered in the classroom by the class teacher, across the curriculum in PSHE, Science and Circle Time. We would also seek the advice of the Health team/school nurse and, where appropriate, Education Welfare Social Services and SPA. All the below features are covered within a spiral curriculum, which is visited regularly.

- Safety.
- Support and help.
- Risks.
- Peer culture and pressure.
- Self esteem and self worth.
- Choices and decision making.
- Health and taking care of myself.
- Respect for self and others.
- Skills for assertion/sticking up for themselves.

#### **HIV – AIDS**

The school challenges misinformation and supports the development of understanding and care of those infected and affected by HIV/AIDS.

- To support the raising of awareness of the issue of HIV/AIDS in society by bringing issues to the attention of members of the whole school community.
- To ensure that members of the school community understand that people with HIV/AIDS pose no risk to the health and safety of others.
- To ensure that staff or pupils affected or infected are supported within the school

#### **Asthma**

- To recognise that asthma is a widespread, serious but controllable condition and the school welcomes all pupils with asthma.
- To ensure that pupils with asthma can and do participate fully in all aspects of school life, including art lessons, PE, science, visits, outings or field trips and other out-of-hours school activities.
- To recognise that pupils with asthma need *immediate* access to reliever inhalers at all times. Pupils with asthma are encouraged to carry their reliever inhaler to PE and on school trips. At all other times, inhalers will be kept with the class medical kit in the office. This is however, unless it is deemed necessary to keep that inhaler in class.
- The office to keep a record of all pupils with asthma. Class teachers to be informed of children with asthma in their class or year group.
- All inhalers must be labelled with the child's name by the parent/carer. Parents/carers to check that inhalers are in date on a regular basis.

## **Sun Safety Policy**

The increasing incidence of skin cancer in Britain is an issue for parents and schools. Prolonged over-exposure to the sun and episodes of sunburn under the age of 15 are major risk factors for skin cancer later in life.

Whatever the skin type, babies and small children are especially susceptible to the sun. Young children should always be protected with clothing and hats.

With this in mind the aim of our school's Sun Safety Policy is:

**To protect children and staff from skin damage caused by the harmful ultraviolet rays in sunlight.**

- ✓ Stay out of the sun as much as possible during the middle of the day.
- ✓ Stay in the shade whenever possible – especially at lunch time when the sun is at its hottest. Only play in the sun for short periods of time.
- ✓ Wear loose fit clothes made of tightly woven fabric to keep you cool and keep the sun off your skin.
- ✓ Always put high factor sun cream on before and after school. Bring your own lotion to school for your teacher to look after until you need it.
- ✓ Put on a cap to protect your eyes, face, ears and neck from the sun.
- ✓ Remember to bring your water bottle to school and to drink lots of water throughout the day.

In order to meet our aim the school has adopted the following guidelines:

◆ **SHADE**

During the summer months, the school's playground can be very hot in the middle of the day. To combat this children play on the field as there is more shade available to them under the trees. Although children are encouraged to play and sit in the shade, it is inevitable that the children will still be exposed to large quantities of ultraviolet light from the sun.

◆ **CLOTHING**

This is the first line of defense against the sun's harmful rays. We do have a summer uniform and encourage children to wear more loose fitting clothing at this time.

◆ **HATS**

Children should wear a hat during the summer months to reduce the chance of sunstroke. The hat should shade their face and eyes, and ideally their ears and back of the neck too. School hats can be bought from the office if necessary.

◆ **SUNSCREEN**

Children should use a high factor sunscreen (SPF 15 or higher) on any exposed skin, paying particular attention to the ears, neck and face, even if hats are worn. It is anticipated that the children will apply their own sun cream as staff are not permitted or expected to do this. The only exception to this rule would be in the case of a child who is unable to apply its own cream due to a disability or other impairment. In this case the parent must give written permission for a member of staff to apply the sun cream for the child.



Parents should provide each child with their own named tube or bottle of lotion. This must be handed to the class teacher who will keep it safe until required.

◆ **DRINKING WATER**

Children are encouraged to increase their water intake during break times and lunch times. As usual the children have their water bottles which they can drink from throughout the day.

**OUTDOOR GAMES AND ACTIVITIES**

Such events as outdoor physical education, sporting activities and Sports Day, field trips, school outings, picnics and the Summer Fair are times when pupils, staff and spectators are often exposed to the sun. There is a risk of sunburn and heat stroke. Appropriate clothing, hat and sunscreen are particularly important, as children will be outside for extended periods. The school will ensure there is extra drinking water and will remind children of the dangers of exposure to the sun.

**STAFF**

Staff will act as positive role models and will set a good example by seeking out the shade whenever possible and wearing suitable clothing, hats and sunscreen. They should discourage children from sunbathing.

# Food Policy

## **Aim**

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

## **Introduction**

Burlington Juniors is a healthy school. We hold the bronze award.

## **Objectives**

- To ensure that we are giving positive and consistent messages about food and health
- To give our pupils the information they need to make healthy choices
- To promote health awareness
- To contribute to the healthy physical development of all members of our school community
- To encourage all children to eat at least 5-7 fruit and vegetable items a day

## **Snacks**

Children are encouraged to bring a healthy snack to school each day. The children are allowed to bring in a piece of fruit, vegetables or a piece of cheese. They are not allowed to bring in nuts, cereal bars or biscuits. Children are not allowed to bring in sweets to share on their birthdays, but instead it is suggested that they may wish to donate a book.

## **School Lunches and Packed Lunches**

All our school meals are provided by a contracted caterer who has a healthy food policy as part of their tender. This includes the use of fresh fruit and vegetables each day as a choice for the children.

Many children bring a pocked lunch to school. We regularly include items in the weekly bulletin about the contents of these. We do not allow sweets, chocolate covered items, fizzy drinks or drinks other than pure fruit juice or water.

## **Water**

The children are encouraged to bring water bottles to school each day. They may drink from these bottles in lessons. At break and lunch times the children have access to water fountains and water jugs in the hall.

## **Food across the Curriculum**

There are a number of opportunities for pupils to develop knowledge and understanding of health, including healthy-eating patterns and practical skills.

**Maths:** can offer the possibility of understanding nutrition labelling, calculating quantities for recipes weighing and measuring ingredients.

**Science:** provides an opportunity to learn about the types of food available, their nutritional composition, digestion and the function of different nutrients in contributing to health, and how the body responds to exercise (see Science policy and Scheme of work).

**PSHE:** encourages young people to take responsibility for their own health and well-being, teaches them how to develop a healthy lifestyle and address issues such as body image.

**P.E.:** provides pupils with the opportunity to develop physically and to understand the practical impact of sport, exercise and other physical activity such as dance and walking.

**RE:** provides the opportunity to discuss the role of certain foods in major religions of the world.

**Computing:** can offer the opportunity to research food issues using the internet. Pupils can design packaging and adverts to promote healthy food choices.

**DT:** provides the opportunity to learn about where food comes from and apply healthy-eating messages through practical work with food, including preparation and cooking.

**Geography:** provides a focus on the natural world and changing environment, offering the chance to consider the impact our consumer choices have on people across the world who rely on growing food as part of their income.

**History:** provides insight into changes in food and diet over time.

**Curriculum Weeks:** weeks with a focus on sport and health provide time to promote the benefits of healthy eating through workshops and practical activities.

### **Partnership with Parents and Carers**

Parents and carers are regularly updated on our water, snack and lunch-box policies through the bulletin. We ask parents not to send in fizzy drinks and we remind them that only water may be drunk during the school day, except at lunch when children may drink fruit juice.

We also ask parents not to give children sweets or fizzy drinks whilst on the school site at the beginning and end of the day.

### **Role of the Governors**

Governors monitor and check that the school policy is upheld and can also offer guidance where a member of the body has particular expertise in this area.

### **Monitoring and Review**

The Headteacher and PSHE co-ordinator are responsible for supporting colleagues in the delivery of the food policy. This policy will be reviewed in light of new developments.

## **DRUG, ALCOHOL & TOBACCO EDUCATION POLICY**

### **Introduction**

1.1 At Burlington Junior School we feel it is our responsibility in education to help children gain more knowledge, develop social skills and explore attitudes concerning drugs and drug-taking, appropriate to their age and needs. Drug, Alcohol and Tobacco Education is an important component of PSHE&C (Personal, Social Health Education & Citizenship) and aspects of it are included in the statutory requirements for Science.

### **Aims and Objectives**

2.1 We feel that Drug, Alcohol and Tobacco Education is not only about acquiring knowledge about substances but also about developing personal and social skills. Our aim is for the children at Burlington to explore their own attitudes and values.

### **Drug, Alcohol & Tobacco Education Curriculum Requirements**

3.1 The National Curriculum Science Order requires the following elements of drug education to be taught in Key Stage 2:

- KS2: 7-11 year olds should be taught about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.

3.2 However the science curriculum does not provide a comprehensive drug education on its own. At Burlington Junior School, we feel that children need to explore beyond the physiological effects of drugs and be able to consider the impact of drugs on their lives and others.

### **Teaching and Planning**

4.1 At Burlington Junior School we feel that the teaching of Drug, Alcohol and Tobacco Education should enable children to develop skills and help them make informed choices that will support them to lead happy, healthy lives. Each year group uses lesson plans which follow key themes, in line with the National Curriculum requirements. The themes (which parents can view in our termly newsletters) are as follows:

<b>Year Three &amp; Year Four</b>	<b>Year Five &amp; Year Six</b>
<ul style="list-style-type: none"><li>* Dealing with unhelpful pressure</li><li>* Making good decisions</li><li>* Medicines and keeping healthy</li></ul>	<ul style="list-style-type: none"><li>* Tobacco</li><li>* People and legal/illegal Drugs</li><li>* People, drugs and stereotypes</li><li>* Dealing with peer pressure</li><li>* Alcohol</li><li>* Dangers in the home (solvents/bleach/named medicines)</li></ul>

### **The right of withdrawal**

- 5.1 Parents have a right to withdraw their child from any Drug, Alcohol and Tobacco Education lessons whose content falls outside of the National Curriculum. These are known as the non-statutory elements of Drug, Alcohol and Tobacco Education. However the majority of Drug, Alcohol and Tobacco Education lessons at Burlington are designed to cover content taken from the Science National Curriculum, these lessons are compulsory and parents have no right of withdrawal.
- 5.2 To withdraw a child from these Drug, Alcohol and Tobacco Education curriculum parents must write formally to the Head Teacher expressing their intention that their child is withdrawn from these lessons. We have the right to request that parents provide alternative work or activities for their children if they choose to withdraw them from these areas of the curriculum.
- 5.3 We ask, however, that before parents ask to withdraw their child from a lesson that they speak to a class teacher about its content and to look at the planning, as they may find that it is a lesson that they are happy for their child to take part in.
- 5.4 We would like to encourage parents who do withdraw your child from a particular lesson to talk with their child about the material that would have been covered, staff will be happy to give advice on how to go about teaching the lesson at home. We are also happy to provide any information and resources needed for this to happen.
- 5.5 Parents and carers are welcome to come into school and view lesson plans, resources and materials that we use in order to teach Drug, Alcohol and Tobacco Education at Burlington Junior School at any time.