

FLITWICK LOWER SCHOOL

Policy

Healthy Schools



Realising the potential of every child in a caring, inclusive environment

Our Vision

We want all children and adults to be healthy and achieve at school and in life. We believe that by providing opportunities at school for enhancing emotional and physical health, we will improve long term health, reduce health inequalities, increase social inclusion and raise achievement for all.

We participate in the National Healthy Schools Programme and by following this and the five outcomes in Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve through learning
- Make a positive contribution to society
- Achieve economic well-being

We are working to achieve the following aims.

Our Aims

- To deliver real benefits for children and adults, specifically:
- To support children and adults in developing healthy behaviours and lifestyles
- To help raise the achievement of children and adults
- To help reduce health inequalities
- To help promote social inclusion
- To increase effective liaison with all parents and carers

This policy also links in with the Whole School Food Policy and the Healthy Schools Programme (located in the staffroom)

The Whole School Approach

We believe that being healthy involves the whole school community, the planned curriculum and the whole school day. Through the 10 elements of the whole school approach we aim to ensure that the Healthy Schools philosophy is embedded.

1. **Leadership, management and managing change:** reviewing where we are now, where we would like to be in a year's time and drawing up an annual Action Plan of how to get there.
2. **Policy development:** regularly reviewing and updating policies in line with current thinking and guidelines.
3. **Curriculum planning and work with outside agencies:** using outside agencies to support and enhance our planning.
4. **Teaching and learning:** embedding the healthy schools ethos into our teaching and learning and using the expertise of outside health professionals to enhance teaching and learning.



5. **School culture and environment:** leading by example, holding an annual Healthy School Week, continuing our work on a values based education.
6. **Giving children a voice:** discussions in PSHE lessons, Circle Time, with the School Council, listening to children's worries and suggestions.
7. **Provision of pupil support services:** seeking advice and support from outside agencies where appropriate.
8. **Staff professional development needs:** health and welfare: encouraging interest in and uptake of relevant courses.
9. **Partnerships with parents/carers and local communities:** involving parents/carers and the local community in new initiatives, policy making, our Healthy School Week.
10. **Assessing recording and reporting children's achievement:** weekly Celebration Assemblies, Parent's Evenings, Annual Reports to parents.

The National Healthy Schools Programme

This has four core themes that relate to both the school curriculum and the emotional and physical learning environment in school.

1. Personal, Social and Health Education

This includes Sex and Relationship Education (SRE) and Drug Education (including alcohol, tobacco and volatile substance abuse). See the separate SRE and PSHE Policies.

2. Healthy Eating

Healthy eating contributes significantly to the being healthy national outcome for children. See the separate Food Policy.

3. Physical Activity

Physical activity contributes significantly to children's health and wellbeing. All children participate in PE lessons and are provided with opportunities to be active at break times and lunchtimes through the use of sports and play equipment and extra-curricular clubs. See the separate PE Policy.

4. Emotional Health and Wellbeing, including Anti-bullying

The promotion of positive emotional health and wellbeing helps children to understand and express their feelings, build their confidence and emotional resilience, and therefore their capacity to learn. Emotional Health and Wellbeing permeates all areas of the planned and hidden curriculum and we aim to enhance it through our values based curriculum, 'Learning Buddies', planned PSHE lessons, Circle Time, Celebration Assemblies and by fostering an environment where children feel able to talk to any of the adults they come into contact with in school. See also the separate PSHE, and Anti-bullying Policies.

Policy Agreed by staff:	S. Giles, C. Mulligan, Y. Barber. L. Bullen and A. Crittenden
Policy Agreed by Governors:	
Last Review Date:	
Next Review date:	
Signed:	

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