

Healthy School policy

Summary

Woodham Academy has an overriding concern for the development and well being of its students. We recognise the positive contribution of a healthy lifestyle to good behaviour, self esteem and achievement, and we aim to support our students in making healthy, safe and responsible decisions about their lives through all aspects of our school. We know that some students find it difficult to make healthy choices for a complex range of reasons, and we strive to educate and promote healthy options, equipping all of our students with the skills and attitudes needed to strive for a successful and healthy future. This policy contributes directly to four of the five aims within the Every Child Matters Outcome – “Be Healthy” (Physically Healthy, Mentally and Emotionally Healthy, Sexually Healthy, Healthy Lifestyles). The fifth aim (“Choose not to take illegal drugs”) is addressed through our Drug and Alcohol policy. This Healthy School policy acknowledges the inter-related aspects of healthy food choices, physical activity, social and emotional health and lifestyle choices, in helping our students, their families and the wider community to be healthy and achieve.

Date policy adopted: November 2010

Review date: Bi- annually

Last Reviewed: April 2021

1. Principles

Woodham Academy fully embraces the Every Child Matters agenda and is committed to ensuring that all of our students are equipped with the skills and attitudes needed to make positive healthy decisions about their lives.

“Improving the health and well-being of children is a matter of partnership working, effective prevention and learning from existing good practice”. (DCSF, 2009)

We are committed to the following principles:

- The development and well-being of all of our students is of paramount importance
- Our school is ideally placed to begin to influence and educate the wider community about healthy choices
- A healthy lifestyle and regular sleeping patterns make a positive contribution to good behaviour and self esteem – which in turn make a positive contribution to achievement
- Sharing food is a fundamental experience for all people that can be used to celebrate cultural diversity, build relationships, generate and strengthen inter-generational bonds
- Young people should be given every opportunity to achieve physical fitness, good health and a lifelong interest in physical activity
- Our students will be supported to be emotionally healthy, have a positive self-image and be emotionally literate
- Our curriculum provides opportunities for students to develop positive skills and attitudes and to appreciate the benefits of healthy choices
- We will ensure that vulnerable young people receive appropriate support through the curriculum, pastoral system, student support or through referral to other services
- We will minimise risk factors for vulnerable groups by providing a supportive and safe environment within the school
- The school is committed to the Healthy Schools Standards

2. Aims of the policy

The aims of this policy are to:

- Promote the Every Child Matters outcome “Be healthy”

- Integrate our Whole School Food policy, Physical Activity policy, SRE (sex and relationships education) policy, and SEAL programme into a single coherent policy framework
- To consistently promote the benefits of healthy choices to our students, their families and the wider community
- Ensure that we comply with government guidelines regarding Food standards, Physical activity, SRE and SEAL
- Ensure that we regularly review our progress towards best practice

3. Implementation

A designated member of the leadership group will be responsible for co-ordinating and overseeing the work of the Head of PCC, the Catering Business Manager, the Head of PE in relation to the implementation of this Healthy School policy, and for ensuring a coherent and consistent approach. The Head of PCC will co-ordinate and oversee the work of tutors and outside agencies who support the PCC programme. The Head of PE will maintain responsibility for co-ordinating and overseeing the work of the PE department, coaches, external speakers and other relevant partners. The Catering Business Manager will oversee and co-ordinate the work of the SNAG (School Nutrition Action Group), that includes representatives from the staff, the students, parents and governors. In addition, the Catering Business Manager will liaise with the LA School Meals Advisory service.

The Headteacher and the Governing Body will have overall responsibility for ensuring that all aspects of this policy are implemented.

Other relevant policies which may be referred to are:

- Safeguarding policy (which incorporates Child Protection procedures)
- Drugs and Alcohol policy (including guidance on Smoking)
- Behaviour for Learning policy
- Curriculum Development policy
- Teaching and Learning policy

In addition, the school is committed to the health and well-being of staff through:

- Ensuring that appropriate Health and Safety measures are in place for all staff
- Staff are adequately trained in aspects of Health and Safety
- Ensuring that work-life balance is considered when drawing up the school calendar of events and meetings
- A clear staff review and appraisal system is in place
- A Service Level Agreement with the LA for Occupational Health is in place

3.1 Whole School Food Policy

3.1.1 Context and Environment

The school employs its own highly trained and experienced chef who pro-actively promotes healthy food choices and who seeks to foster an enthusiasm for wholesome, nutritious food and drink throughout the school and its community. There are two food and drink outlets in the school - Brancepeth and Durham dining halls. Both dining halls are pleasant and light spaces with well-planned seating and music. The school has recently extended and refurbished the Durham dining hall to create extra seating and service areas. All students are encouraged to take meals within school, and to share mealtimes as a social activity. The school has installed a new cashless system along with the online parent pay facility. The new system will allow us to continue with the development of school meal service, and will provide us with a more efficient and faster service, in addition, eliminates the need for students to carry cash. This service also ensures that students with FSM are not identifiable, and therefore not stigmatised or disadvantaged.

Drinking water is freely available to all students throughout the day.

3.1.2 Food and drink provided by the school

The school food regulations came into force on 1st January 2015. These school food standards are to ensure that food provided to students in school is nutritious and of high quality, to promote good nutritional health in all pupils and to promote good eating behaviour.

Some of the standards include:

- More whole grain products
- A variety of fruit and vegetables daily
- A variety of meat, fish, eggs, and other non-dairy sources of protein
- Healthier drinks - limited portion sizes - Ban on fizzy drinks
- Puddings to include 50% fruit
- Restrictions on Confectionary

The regulation is to be followed throughout the day including breakfast time mid-morning break and afterschool clubs. In order to achieve this schools are encouraged to have a whole school approach.

Further information can be found on the school food website www.schoolfoodplan.com/standards

Breakfast

Breakfast club is open to all students daily, and provides a range of healthy breakfast options for students including cereals, wholemeal toast, bagels and fruit juice.

Breaktime

Mid-morning breaktime service is open to all students and provides a range of hot and cold snacks and drinks.

There are no vending machines or “tuck shop” facilities within the school. These were removed in a drive to eradicate “junk” food from the school.

Lunchtime

Healthy options are available and promoted daily. Supervising staff are trained to support students and encourage them to make healthy choices. Menus are rotated on a three-weekly cycle and are designed by the chef to include a wide variety of choice including vegetarian options. All meals are produced in-house, using fresh locally sourced produce where possible. Menus are displayed prominently and will be available on the website and VLE for access by parents. Water, still fruit drinks, fruit juice or carbonated fruit juice with no added sugars or honey are available. Carbonated drinks that have a corn-starch base are not sold through school outlets.

Parents, students and a dietician are consulted with regards to catering for specific medical or allergenic dietary needs. Under the new food information for consumer’s regulations 2014, the school provides information on any of the 14 allergens used as ingredients for food.

3.1.3 Food and drink brought into the school

Students who bring a packed lunch into school will use the same dining areas as those taking school meals. Parents are encouraged to ensure that packed lunches are healthy and balanced through the parents mailing, demonstrations and the website and VLE.

Students will not be permitted to drink sweetened or carbonated drinks in their lessons, and should be discouraged from bringing them onto site. They are often expensive, detrimental to oral health, high in calories and provide little in the way of nutrients. Drinks labelled 'sugar free,' 'reduced sugar' or 'low sugar' can still contain enough sugar to cause damage to teeth, and have the same acids as the standard carbonated drinks. The school therefore recommends that students replace carbonated drinks in the diet with water or other options. Students found to be consuming sweetened or carbonated drinks may have them confiscated by a member of staff until the end of the school day.

Sports drinks should only be brought into school when appropriate, for example for use following a training session or after school activity.

Similarly, students should not bring snacks or food onto site that are high in sugar, fat and therefore calories, but provide little nutritional value.

We recognise and understand that some students will find it more difficult to make healthy choices, and a few may choose to spend their money buying sweets or crisps on their way to and from school. If a member of the school has concerns about

a student having a low quality diet (for example if they are often observed eating lots of sweets or “junk”), parents will be contacted and the concerns will be shared.

Food safety.

All staff working in the kitchens are trained in Health and Safety, Food Hygiene, Allergy awareness and nutrition. All food storage and food preparation areas are compliant with health and hygiene regulations.

3.1.4 Curriculum provided by the school and cross curricular links

As far as possible, all students are given the opportunity to develop an awareness of food hygiene and food preparation techniques. The school has recently invested heavily to refurbish an existing classroom into a new Food Technology classroom. This new specialist facility available within the school, will ensure that all students are able to access their entitlement to Food education. The Catering Business Manager provides opportunities for individuals to explore careers within the Catering industry and supports the school’s flexible learning approach for some Key Stage 4 students.

3.1.5 Working with the community

The school is committed to working with the community and frequently offers community programmes relating to Healthy Food including a successful Let’s Get Cooking programme, healthy food road-shows for local Primary schools, and social events for community groups. In addition, the Catering Business Manager is working towards creating a web based resource that includes hygiene tips, recipe ideas and other food related information.

3.1.6 School Nutritional Advisory Group (SNAG)

Members of the SNAG collectively contribute to the development of this school Food policy and take responsibility for monitoring some aspects of the policy implementation. The SNAG meet termly to discuss aspects of food provision and education to shape and review policy and practice. The SNAG includes representatives from the governors, students, parents and staff, in addition to the school nurse and first aid officer.

In addition, the Catering Business Manager is working with members of the school student council to find out their views on school food related issues.

3.2 Physical activity policy

3.2.1 PE Curriculum

The school has a planned programme of Physical Activity throughout Key Stage 3 and Key Stage 4. The programme is regularly evaluated and reviewed.

- Physical Activity is given at least the recommended time within the curriculum at both Key Stages.
- The PE curriculum has been designed to be broad in appeal, cater for as many interests as possible, and therefore be inclusive.
- PE resources and facilities are reviewed as often as possible within the limits of the school’s budget.
- Students’ fitness is measured and monitored regularly within the programme at each Key Stage.
- The PE curriculum challenges students to take responsibility for their continual physical improvement throughout their time at school.
- Opportunities are available for young people to gain sports and sport related qualifications.
- The contribution of Dance and Drama to physical development is recognised.

3.2.2 Extra-curricular activities

- All students are encouraged and given the opportunity to engage in extra-curricular physical activity.
- Staff are encouraged to lead physical activities for students, and are given support for doing so.
- Success and achievement in sport and exercise are recognised, celebrated and rewarded through assemblies, parent’s mailings, press releases and articles on our website.
- Informal, non-competitive, fun activity is encouraged and facilitated through a calendar of events that reward participation and “having a go” rather than winning.
- The school sports teams participate in all local and regional leagues and cups.
- The introduction of non-contact and contact American Football in addition to more “traditional” sports activities has resulted in an increase in participation in extra-curricular activities.

- The range of activities on offer is regularly reviewed
- Woodham Sports Academy is set up to offer elite coaching and club links across a range of eleven sports including, swimming, water polo, handball, football, table tennis, gymnastics, dance, basketball, cricket, American football, softball.
- Woodham leadership Academy promotes sports leadership skills and recognise the positive impact that volunteering can have on a healthy lifestyle and sports participation.

3.2.3 Staff development and leadership

- Staff are supported in attaining qualifications and certificates that will enable them to coach young people in sports and physical activity.
- Staff are supported in joining regional and national conferences and courses held to promote physical fitness and well-being.
- The school assists young people to obtain certificates and leadership qualifications in sport and physical activities (e.g. the Community Sports Leadership Award).

3.2.4 Whole school dimension

- Sports and PE are used as a model for developing leadership and coaching skills and raising aspiration through the Leadership Academy and the Thailand Experience
- The PE Department is represented on the school's Healthy Schools Committee and contributes to policy development and review
- The school seeks to develop an environment conducive to physical activity and physical recreation.
- Healthy travel to, and from, school is encouraged and facilitated through the provision of pedestrian and cycle facilities, entrances and exits.
- Physical activity is a core element of the school's Travel Plan.
- Groups and individuals of the community are able to access and use the school's sports and fitness facilities.
- Students, parents and governors are regularly consulted for their views about the school's facilities, opportunities and plans for physical activity.

3.3 Sexual and Relationships Education policy

The school has a planned programme of sex and relationships education throughout Key Stage 3 & Key Stage 4. This programme is regularly updated and reviewed as part of the PCC programme. The programme will be delivered through Science lessons and enhanced through the use of Specialist Days. This policy should be looked at in conjunction with the SRE policy

3.3.2 Information through other National Curriculum Subjects

Parents must be aware that, through other National Curriculum subjects such as English, RE, and History, controversial issues may come up and therefore require a certain amount of discussion. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the sex education programme and therefore not subject to parental right of withdrawal. However, the school holds the belief that staff will deal both sensitively and professionally with any issues which arise in the classroom.

These issues may include:

- Birth, contraception, child-rearing, abortion and technological developments which involve consideration of attitudes, beliefs, values and morality
- Awareness of the availability of statutory and voluntary organisations which offer support in human relationships, such as Relate
- Awareness that feeling positive about sexuality and sexual activity is important in relationships and understanding the changing nature of sexuality over time and its impact upon lifestyles, such as the menopause
- Awareness of partnerships, marriage and divorce and the impact of loss, separation and bereavement
- Discussion of issues such as sexual harassment in terms of their effect on individuals

3.3.3 The Parental Right of Withdrawal from lessons where these issues are being addressed

Parents have the right to withdraw their children from their sex education although not from those elements which are in National Curriculum Science. If a parent wishes to withdraw a child from these classes, they should discuss it with the

Headteacher or Deputy Headteacher to be clear about what the student will do when withdrawn. It should be made clear, however, that if students who are withdrawn from sex education ask questions at other times, these questions will be answered honestly by staff.

3.3.4 Use of Outside Visitors

It is anticipated that professionals from outside the school will be involved in teaching the sex and relationships education programme at certain times. Every visitor or professional speaker involved in this programme will be made aware of the sex education policy of the school.

3.4 School Nurse

Our school nurse is able to run a drop in centre that offers advice on a wide range of health issues.

4. Monitoring and Evaluation

A member of the Leadership Group (Assistant Headteacher) has responsibility for overseeing the implementation of this Healthy School policy and will review school provision against the Healthy Schools criteria. The SNAG will be used to provide information and evidence on a regular basis through the Catering Business Manager that informs the further development of Section 3.1, in conjunction with feedback from the school Student Council. The Head of PE will continue to monitor and evaluate the PE curriculum and report through line management meetings and through the departmental SEF to inform further development of Section 3.2. The Head of PCC will monitor and evaluate the SRE programme to inform further development of Section A nominated member of the Governing Body will act as a link between the school and the Governors in ensuring the implementation of the policy.