

**Sandford Hill Primary School**

# **Health and Wellbeing Policy**



*School website: [www.sandfordhill.org.uk](http://www.sandfordhill.org.uk)*

*Email: [office@sandfordhill.org.uk](mailto:office@sandfordhill.org.uk)*



# Health and Wellbeing Policy

## 1. School Development Vision

At the end of their time at Sandford Hill, our children will take with them the **skills to make safe and healthy choices** throughout the rest of their lives.

## 2. Introduction and Vision

As a community, Sandford Hill deems the health and wellbeing of children to be ***the bedrock from which to nurture happy, aspirational and motivated learners***. Through embedding the principles of a healthy lifestyle in both the curriculum and school environment, children are empowered to become ***responsible individuals that recognise the importance of being mentally and physically healthy***, improving the life chances of all our pupils, including the most vulnerable and disadvantaged.

## 3. Aims

1. To continually identify and develop provisions that support the health and wellbeing of children.
2. To increase activity levels amongst all children, particularly those that do not currently engage in regular activity.
3. To promote a healthy and sustainable food culture within school and encourage children to share this at home.
4. To develop children that are health literate, enabling them to confidently make responsible health choices in the wider world.

## 4. Context

Out of the 326 local authorities in England, Stoke on Trent is one of the most deprived, meaning that children often experience an increased number of barriers when striving to engage with a healthy lifestyle. As it is well established that health literate children are happier, more resilient and more trusting of others, the health and wellbeing of children at Sandford Hill is a both a school-wide and community-wide issue.

*(Association for Physical Education Health Position Paper, 2020; Active Lives Children and Young People Survey, 2019; Stoke on Trent Joint Strategic Needs Assessment, 2019)*

## 5. Curriculum

In order to develop children that are firmly rooted within a healthy lifestyle, the seeds of this must be sewn from the earliest possible age. Consequently, promoting the health and wellbeing of children is considered an overarching curriculum theme that is embedded within teaching and learning across every subject and year group.

**Promoting an active lifestyle:**

EYFS Outcomes:	KS1 Outcomes:	KS2 Outcomes:
<ul style="list-style-type: none"> <li>• Introduction to the principals of playing cooperatively.</li> <li>• Interact with activities and games involving rules.</li> <li>• Move in time to music.</li> <li>• Opportunity to handle a range of equipment but also to engage with activities involving no equipment.</li> <li>• Engage with physically active experiences across the curriculum and at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise the importance of an active lifestyle.</li> <li>• Engage with a range of individual and small-sided activities.</li> <li>• Identify key role-models that represent a physically active lifestyle.</li> <li>• Continue to develop a wide range of movement.</li> <li>• Engage with physically active experiences across the curriculum and at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage confidently with a range of activities, displaying agility, balance and coordination.</li> <li>• Become an active-lifestyle role model for other children.</li> <li>• Encourage others to take part, based on the importance of an active lifestyle.</li> <li>• Lead children and adults within a small-sided game.</li> <li>• Engage with physically active experiences across the curriculum and at home.</li> </ul>

**Promoting an understanding of food:**

EYFS Outcomes:	KS1 Outcomes:	KS2 Outcomes:
<ul style="list-style-type: none"> <li>• Understand the importance of eating three meals each day.</li> <li>• Explore and identify a range of fruits and vegetables.</li> <li>• Understand the importance of food hygiene, notably hand washing.</li> <li>• Recognise how to eat politely and respectfully.</li> <li>• Grow a range of fruits and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a balanced diet from the Eatwell plate.</li> <li>• Recognise how you feel when you are hungry.</li> <li>• Learn basic food preparation skills.</li> <li>• Introduction to preparing food with heat.</li> <li>• Grow a range of fruits and vegetables.</li> <li>• Learn that food has to be farmed, caught or grown.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the nutrient requirements of the body.</li> <li>• Recognise the importance of energy and how this is released over time.</li> <li>• Create a range of balanced meals from the Eatwell plate.</li> <li>• Cook a meal on a budget.</li> <li>• Grow a range of fruits and vegetables.</li> <li>• Develop an understanding of ethical farming and animal welfare.</li> </ul>

## **6. Planning and organisation**

The health and wellbeing of children is underpinned by two clear themes: physical health and mental health. Whilst mental health and wellbeing education is addressed by our PSHE policy, physical health is further separated into engaging with a more active lifestyle and consuming a healthier and balanced diet. Appendix A (Active Lifestyles Progression Map) and Appendix B (Food Education Progression Map) illustrate how these components are embedded at the beginning of education, then progressively built upon to develop children that can make responsible choices towards their own health.

## **7. Inclusion**

Sandford Hill Primary School is committed to improving the life chances of all pupils, including the most vulnerable and disadvantaged. We acknowledge that both children and families may face barriers when striving to engage with a healthy lifestyle and work closely within our community to both minimise and overcome these.

## **8. Resources**

A range of resources is available to support the engagement of children and families with a healthy lifestyle. Each year group has access to a range of equipment to promote increased activity, including scooters, bikes and a range of activity cards that require no equipment. Both year groups and community groups also have the opportunity to learn in our dedicated food technology room, along with using the wide range of food education resources that are situated within this.

All resources are procured with the underlining consideration of value: the extent to which the resource enables the fulfilment of our vision and the material cost of this. The Health and Wellbeing Coordinator maintains a constant awareness of the latest initiatives and shares these, and associated resources, with year groups where appropriate. Appendix C details a calendar of national initiatives that may be of interest to either individual year groups or the whole school. The Health and Wellbeing Action Plan details future resource procurement, along with the strategic direction of our Health and Wellbeing agenda.

## **9. Monitoring and evaluation**

Monitoring, evaluating and developing the provisions to promote health and wellbeing are the primary responsibility of the Health and Wellbeing Coordinator. Nevertheless, all staff are empowered to partake in the process with the combined aim of fulfilling the school vision. Where valuable health and wellbeing experiences are offered, staff record these through photos and videos which are then shared with the wider school community. Along with monitoring the learning environment, resources and experiences that are provided to the children, monitoring is also achieved through pupil and teacher voice.

## **10. Roles and Responsibilities**

### **10.1 Governors**

Governors are responsible for the approval of the Health and Wellbeing Policy and for reviewing the effectiveness of the policy.

### **10.2 The Headteacher**

The Headteacher is responsible for:

- Monitoring the implementation of the Health and Wellbeing Policy and its associated policies such as the PSHE Policy
- Ratifying (in conjunction with the Governing Body) the Health and Wellbeing Policy and Health Schools Coordinator's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving purchase of resources to promote health and wellbeing.
- Monitoring the performance of the Health and Wellbeing Coordinator
- Ensuring any government legislation is being met.

### **10.3 Health and Wellbeing Coordinator**

The Health and Wellbeing Coordinator is responsible for:

- Creating a Health and Wellbeing Action Plan and supporting a long-term vision which feeds into the whole school development plan
- Coordinating the ongoing monitoring of health and wellbeing provisions to ensure that these are effective and well suited to the needs of our children and our vision.
- Monitoring the learning environment to ensure that this consistently promotes our health and wellbeing vision.
- Actively supporting staff by promoting the encouragement of health and wellbeing across all subjects and year groups.
- Raising the overall standard of health and wellbeing across the school and raising the profile of health and wellbeing for all stakeholders.
- Reporting on health and wellbeing initiatives at specific times of the year to the Governing Body/Head/Staff.

#### **10.4 Teaching staff**

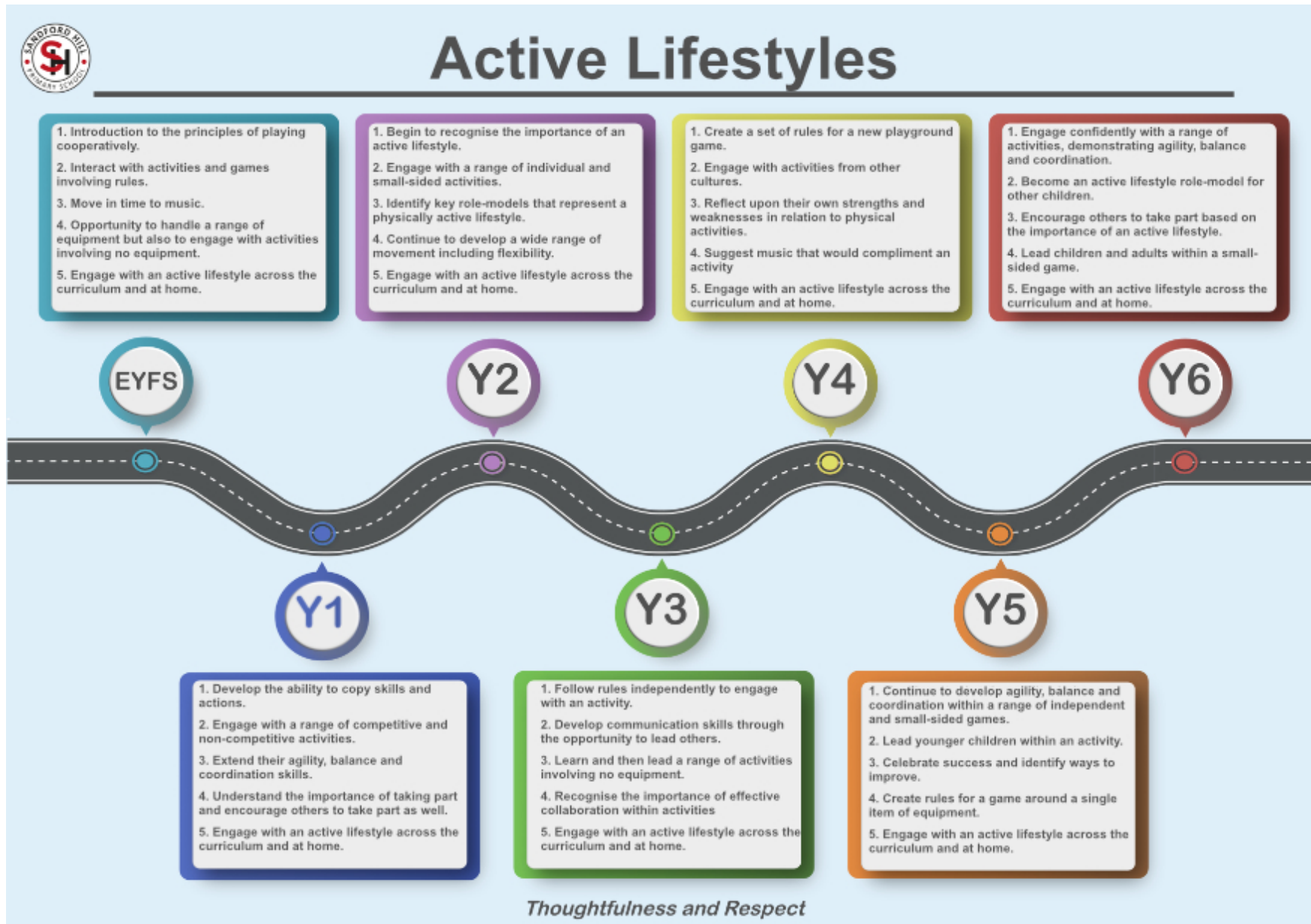
Teaching staff are responsible for:

- Planning and delivering health and wellbeing experiences that fulfil the requirements stated within the health and wellbeing progression maps.
- Promoting the health and wellbeing of children at every opportunity
- Responding to the needs of individual pupils and families

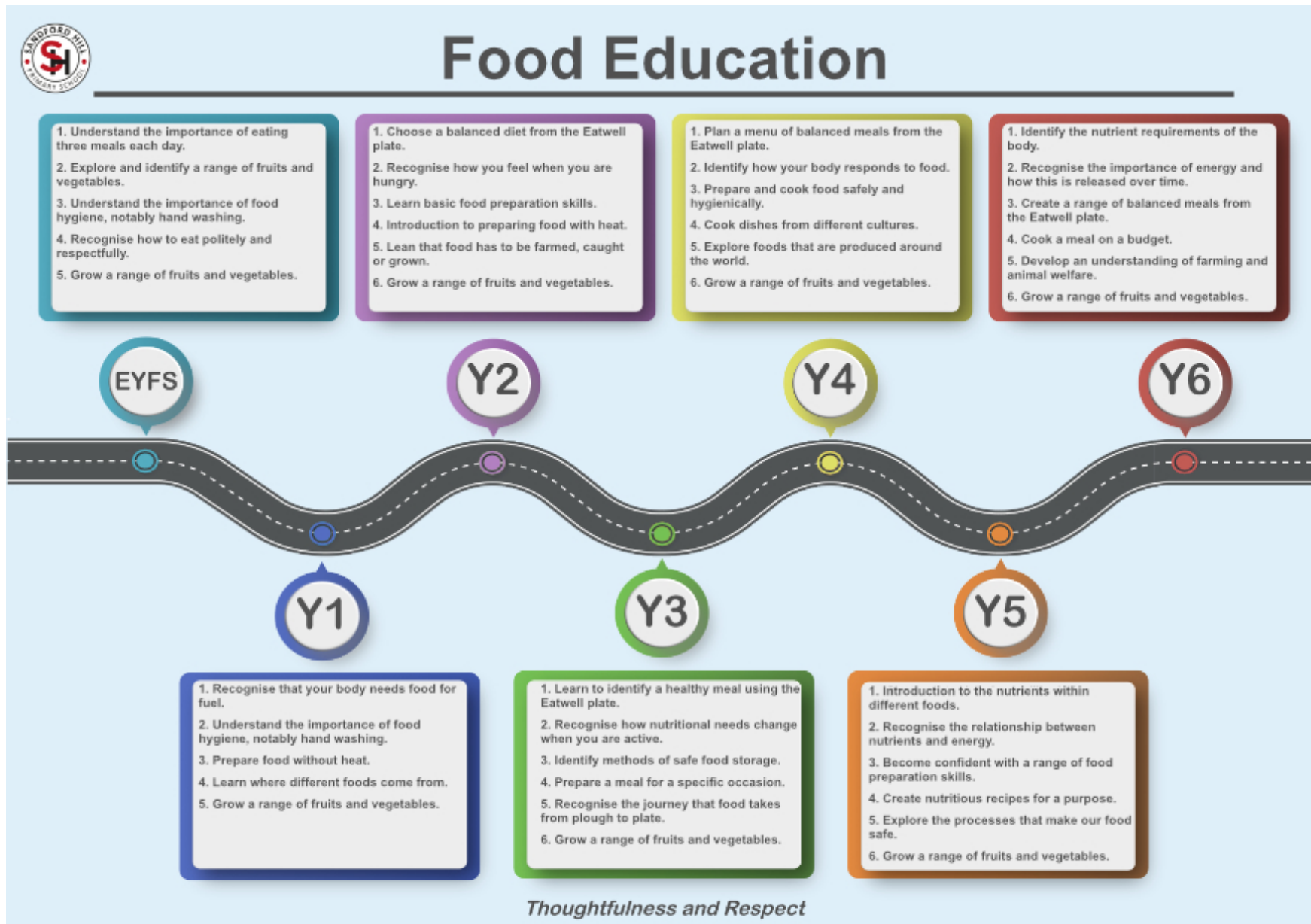
#### **11. Health and safety**

Sandford Hill Primary School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety. Both staff and pupils are trained to handle equipment correctly. Pupils are reminded about the dangers of each resource as appropriate.

Appendix A: Active Lifestyles Progression Map



Appendix B: Food Education Progression Map



**Appendix C: Calendar of Health and Wellbeing Incentives**

<b>Health and Wellbeing Campaigns: 2020 (In School)</b>		
<b>January</b>	Month	Dry January
	20th	Martin Luther King Jr. Day
	30th	National Young Carers Awareness Day
	TBC	National Obesity Awareness Week
	TBC	National Bug Busting Day (Head Lice)
<b>February</b>	Month	National Heart Month
	Month	LGBT History Month
	1st	National Storytelling Week
	3 <sup>rd</sup> – 9th	Children's Mental Health Week
	4th	World Cancer Day
	6 <sup>th</sup>	Time to Talk Day
	11th	Safer Internet Day
	24th	Fairtrade Fortnight
<b>March</b>	5th	World Book Day
	8th	Eating Disorder Awareness Day
	8th	International Women's Day
	9 <sup>th</sup> – 13th	Sport Relief
	11th	No Smoking Day
	13th	World Sleep Day
	16 <sup>th</sup> – 22nd	Nutrition and Hydration Week
	20 <sup>th</sup>	World Oral Health Day
	20th	International Day of Happiness
22nd	World Water Day	
<b>April</b>	Month	Stress Awareness Month
	1 <sup>st</sup> – 7th	World Autism Month
	2nd	International Children's Book Day
	7th	World Health Day
	22 <sup>nd</sup> – 5 <sup>th</sup> May	The Big Pedal



Mr Jones | Health and Wellbeing Coordinator

	24th	On Your Feet Britain
<b>May</b>	Month	National Walking Month
	Month	National Smile Month (Oral Health)
	5th	Global Hand Hygiene Day
	5 <sup>th</sup> -11 <sup>th</sup>	Red Cross Week
	4 <sup>th</sup> – 10 <sup>th</sup>	Sun Awareness Week
	11th	World Fair Trade Day
	18 <sup>th</sup> -24 <sup>th</sup>	Mental Health Awareness Week
	21 <sup>st</sup> -27th	Dementia Awareness Week
	21 <sup>st</sup> -26th	Walk to School Week
<b>June</b>	Month	The Ginormous Teddy Bears Picnic
	5th	World Environment Day
	8 <sup>th</sup> -12th	BNF Healthy Eating Week
	15th	National Bug Busting Day (Head Lice)
	18 <sup>th</sup> -24th	Carers Week
	18 <sup>th</sup>	National Clean Air Day
	30th	World Social Media Day
	TBC	Child Safety Week
	TBC	Healthy Eating Week
	TBC	The Big Lunch
	TBC	My Money Week
	TBC	National School Sport Week
<b>July</b>	12 <sup>th</sup> -21st	Love Parks Week
	20th	World Clean Air Day
	30th	Friendship Day
<b>August</b>	7th	National Play Day
	8 <sup>th</sup>	Cycle to Work Day
<b>September</b>	Month	Planting for Pollinators Month
	2 <sup>nd</sup> -8th	Organ Donation Week
	8 <sup>th</sup>	International Literacy Day

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	9 <sup>th</sup> -15 <sup>th</sup>	Know Your Numbers Week (Blood Pressure)
	10 <sup>th</sup>	World Suicide Prevention Day
	13 <sup>th</sup>	World Sepsis Day
	21 <sup>st</sup>	National Doodle Day
	23 <sup>rd</sup> -29 <sup>th</sup>	National Fitness Day
	26 <sup>th</sup>	World Concentration Day
	27 <sup>th</sup>	World's Biggest Coffee Morning
<b>October</b>	Month	Stoptober
	Month	National Cholesterol Month
	Month	Black History Month
	Month	International Walk to School Month
	1 <sup>st</sup>	International School Library Month
	1 <sup>st</sup>	International Older People's Day
	1 <sup>st</sup> -5 <sup>th</sup>	National Work/Life Week
	3 <sup>rd</sup>	National Poetry Day
	6 <sup>th</sup>	Silver Sunday (Elderly)
	7 <sup>th</sup>	World Habitat Day
	8 <sup>th</sup> -12 <sup>th</sup>	Back Care Awareness Week
	10 <sup>th</sup>	World Mental Health Day
	14 <sup>th</sup> -20 <sup>th</sup>	World Infection Prevention Week
	15 <sup>th</sup>	Global Handwashing Day
16 <sup>th</sup>	World Food Day	
<b>November</b>	Month	November Mens Health Awareness
	2 <sup>nd</sup> -6 <sup>th</sup>	UK Parliament Week
	4 <sup>th</sup> -8 <sup>th</sup>	Stress Awareness Week
	7 <sup>th</sup>	Outdoor Classroom Day
	12 <sup>th</sup> -16 <sup>th</sup>	Anti-Bullying Week
	12 <sup>th</sup> -16 <sup>th</sup>	Alcohol Awareness Week
	13 <sup>th</sup>	Kindness Day UK
	18 <sup>th</sup>	Road Safety Week
	23 <sup>rd</sup>	National Tree Week
TBC	National School Meals Week	

December	10th	Human Rights Day
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