



Beaufort and Langley Schools

Health Policy



Policy Statement:

Following the demise of the healthy schools standard, Beaufort and Langley Schools recognise and continue to build on the priorities for their pupils. This policy draws together the two areas of food and physical activity although it is recognised that health covers a wider spectrum than this.

AIMS:

- To triangulate good practice that happens in school around pupils health and wellbeing
- To signpost policies and documents which further evidence where other good practice happens across the curriculum, and beyond

OBJECTIVES

- To identify the provision for the pupils' health and wellbeing by bringing together all of the documentation relating to this
- To encourage the pupils to actively look after their health
- To outline, review and enhance practice for the pupils' health and wellbeing in school

ENTITLEMENT

All pupils at Beaufort and Langley school have the right to a healthy life style. Both schools support this regardless of the children's race, gender, culture, class or special need. Beaufort and Langley pride themselves on having an ethos of acceptance, valuing each individual for themselves.

TEACHING AND LEARNING:

<u>Food in the curriculum</u>	<u>Related Policy</u>
Links to healthy eating, food preparation and cooking (compulsory for KS2 from Sept '14), balanced diet (eat well plate/ food wheel), trying different types, textures and tastes of food	Design Technology (including Food Technology)
Links to healthy food choices, healthy living,	PSHE
Links to healthy eating, understanding healthy lifestyles and diets and how food can help us	Science

Teaching pupils about healthy food choices is a priority across the curriculum as some pupils access a limited diet due to their needs. Although this teaching can mainly be

found in these policies it can also be underpinned at a variety of times across the curriculum in other areas.

<u>Physical activity in the curriculum</u>	<u>Related Policy</u>
Links to healthy living and access to wider choices for activities in the community (i.e. local swimming pools etc)	PSHE
Links to becoming more active, understanding how to get more active safely, giving wider opportunities for becoming more active and where appropriate teaching children to understand the need to be active	PE

The large majority of pupils come to school on local authority transport, and some pupils have physical disabilities which could be a barrier to some activities.

<u>Other links in the curriculum</u>	<u>Related Policy</u>
Links to emotional well-being, road safety, and stranger danger (personal safety)	PSHE

Although Emotional well being of pupils is a huge priority, this is addressed separately through PSHE, but can make significant contributions to the 'healthy child'.

Skills for Life: (this is intrinsic to the community of the school and the individual pupils)

IEPs	Choice making and communication around this, developing social skills and self awareness. Awareness of Religious beliefs and choices from ethnic backgrounds. Self feeding and physical exercise.
Lunch time	Lunch time food choices, outdoor play (physical activity), lunch time clubs (social development), and appropriate social skills when/for eating, Risk taking with food choices.
Play times	Social inclusion, outdoor play, activity choices
Hydration	Access to water is available as appropriate
Snack/tuck times	All pupils have snacks at designated times during the day (fruit is available),
Horticulture	Access to developing and understanding where food comes from, empowering pupils to grow their own food, and eat more healthily (delivered through specific lessons or lunchtime clubs)

Teaching pupils about being healthy is a priority across the curriculum, staff work hard to provide pupils with a balance of food at every opportunity.

SUPPORT FOR PARENTS:

Beaufort and Langley schools recognise the part our parents play in the health and education of our children. Both schools are committed to a wider role as part of this, supporting medical appointments in and out of school. Beaufort and Langley endeavour to provide opportunities to meet and discuss healthy lifestyles, for example, through healthy packed lunch workshops.

STAFF DEVELOPMENT:

Staff development is a priority of the school and training is ongoing as required. Members of staff are encouraged to develop their own confidence and expertise.

HEALTH AND SAFETY:

Health and safety is a key consideration in everything at Beaufort and Langley school. Staff are made aware of any health and safety issues and it may be highlighted on planning or through risk assessments. It is the responsibility of the staff to ensure the health and safety of their pupils at all times.

MONITORING:

Outcomes for pupils are monitored termly through IEP reviews, annually through Annual Reviews and curriculum reports. Ongoing reviews will be individually addressed with parents through Home-School contact. Following approval of this policy, governors will be kept updated of any developments and it will follow the schools' review cycle. Ongoing consultation with relevant stakeholders may lead to policy review.

Reviewing of this Policy

This policy has been written in consultation with Wendy Anthony (Consultant), school nurse, dietician and staff from both schools.

It will be reviewed every 3 years by the Executive Head Teacher in consultation with the Senior Leadership Teams, for approval by the full governing body.

Reviewed May 2017



Appendix i Beaufort School

Beaufort School has made a commitment to develop health-related activities.

The School recognises the importance of investing in health, and is proactive in improving standards and raising levels of pupil achievement in all areas.

Although a number of our pupils are on restricted diets for medical, cultural or ethical reasons, others have developed certain personal patterns of eating. Research suggests that restricted diets may contribute to challenging behaviour, tiredness, an inability to concentrate, and hyperactivity. Some pupils at Beaufort have a restricted diet.

Beaufort school encourages pupils to develop an understanding of the relationship between food, physical exercise and health by:

- Providing a range of different foods at snack time - including fruit
- Participating in the 'Fruit in Schools' initiative. Emphasising '5 a Day'
- Providing milk for morning snack time (for pupils who can drink milk)
- Sending home Letters / questionnaire / coffee morning for parents on healthy life styles
- Providing pupils with a range of motivators which are not always linked to less healthy foods
- Support and encouragement at lunch time through providing lunch time supervisors with CPD opportunities
- Giving pupils the time and encouragement to eat independently at individuals level, be this on a tray or on a table
- Devising exciting curriculum activities involving tasting different foods
- Discussing pupils' health needs at regular Multi-Disciplinary Team Meetings
- Writing innovative and exciting themes linked to festivals, traditions, multicultural foods
- Growing different foods in / out of the classroom
- Providing curriculum visits to investigate where food comes from
- Providing curriculum visits to investigate how to stay physically active
- Highlighting foods and exercise provision using Makaton signs / symbols on communication aids and through PECS
- Working closely with the School Nurse - having medicals, monitoring pupil weight gain / loss, and making referral to the paediatric dietician and care protocols as necessary
- Working with the school's Physio on developing safe and manageable exercise targets for individual pupils
- Some pupils Individual Pupil Plans (IPPs) will have food or eating related targets
- Provide modified cutlery / crockery for effective pupil use
- Liaise with Speech and Language Therapy service (SALT) to help staff/parents in empowering pupils to eat
- Liaising with lunchtime food preparation staff (from Direct Services who provide meals for the whole site) to ensure the highest standards of meals are adhered to, giving choice to pupils dependant on their individual diets and meeting nutritional standards
- Train LTS, TA and teachers in enabling pupils to be as independent as possible and (where appropriate) to make healthy food choices, become more independent with eating skills and to encourage free play with a variety of exciting and stimulating physical play activities. Independent eating skills are addressed through the provision of appropriate tools to eat, including plates, bowls and specialised cutlery, as required
- Provide outdoor play equipment to encourage physical activity

To raise staff awareness of healthy eating Beaufort school will:

- Provide provision of suitable storage / eating / food preparation areas
- Ensure provision of potable water
- Monitor take - up of school meals
- Act as role models for pupils

Beaufort school will Monitor this policy:

With the subject leaders for Design and Food Technology / PSHCE / Science / PE / Creative Arts and Humanities.

Further monitoring and evaluation will be undertaken by the Leadership Team as part of the school monitoring and evaluation process.

Beaufort actively supports healthy eating and drinking throughout the day.

However, it is recognised that some changes may not become embedded due to the following reasons:

- The development of communication skills is of paramount importance.
- Edible rewards are often used as motivators, to promote communication. The use of Makaton signs, communication aids and symbols enable pupils to make choices and communicate requests for food and drink items.
- A number of pupils have difficulty eating certain foods, due to texture, colour, consistency or habit. Others will be reluctant to try something new or different. These considerations may impact on the contents of pupils' lunchboxes.



Appendix...ii... LANGLEY SCHOOL

Context specific information to support the Beaufort and Langley Health Policy

Water

Cooled water is freely available throughout the school day to all members of the school community. Children have access to water at all times of the day except during Assembly times.

Snack (Tuck)

Nursery/Reception children are entitled to free milk. The Governing Body has allocated money for all children to receive a drink of milk daily at no charge to parents/carers. The children in lower school have breakfast in the morning and are offered a choice of toast with low fat spread, cereal or yoghurt. They are also entitled to a piece of fruit daily through the National Fruit Scheme, which they have during afternoon tuck. Children in Main School also access the Fruit Scheme. Within the Key Stages 1 and 2 classes children may choose from healthy options for their tuck, which might include fruit, vegetables, cereals and brown bread. Staff always ensure that food provision reflects the ethical and medical requirements of the pupils.

School Lunches

All our school meals are cooked on site. Where possible they include the use of fresh fruit and vegetables each day as a choice for the children. They provide a hot and cold option that are nutritionally balanced. From September 2006 schools have been required to comply with the nutrient based and final food based standards for school lunches. Langley is able to demonstrate that the average school lunch meets the required nutrient standards across a menu cycle of four weeks. Staff encourage the children to make a balanced choice from the food available and act as role models by sitting with the children at dinner times. The children eat from plates and bowls and are encouraged to use cutlery appropriately. The choices available address cultural, religious and special dietary needs. School lunches are promoted through newsletters to parents/carers.

Packed Lunches

If children choose to bring a packed lunch we work with parents/carers to ensure that they try to provide a healthy lunchbox. Children are encouraged to choose a school lunch once a week in order to promote a longer term uptake of the service.

Food across the Curriculum

We recognise that it is important that the messages about food and nutrition taught in the curriculum are echoed by the type of food and drink available in school.

In Foundation Stage and Main School, there are a number of opportunities for pupils to develop knowledge and understanding of health, including healthy eating. Food Technology provides the opportunity to learn about where food comes from and consider food choices, preparation and cooking. In RE the children may experience different foods associated with Religious Festivals. In science, the children are able to learn about the types of food available and the importance to our bodies of a balanced diet and exercise.

Food Allergy

Staff ensure that the school has considered the needs of food allergic pupils and has developed appropriate procedures to ensure that affected children are not unknowingly exposed to food allergens during school hours. Staff also consider the needs of food allergic pupils when teaching the

food technology and other curricula. Support and training is available to staff yearly from the Nurse Adviser for Medical Needs in School and the School Nurse is responsible for making sure each child has an up-to-date care plan in place and that staff are aware of any current issues.