



Hyde Park Infant School

Healthy School Policy

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Hyde Park Infant School approach to a healthy lifestyle is a whole school approach, involving pupils, staff, parents, governors, the wider community and external agency support. This policy provides a co-ordinated approach and links with other school policies to create a school which is warm, happy, secure and where everybody feels valued and respected and where all learners can thrive.

We aim to support children and young people in developing healthy behaviours

We aim to raise pupil achievement

We aim to help reduce health inequalities

We aim to promote social inclusion

We aim to improve behaviour and attendance

We aim to develop an ethos and environment that supports learning and promotes the health and well-being of all and consults and encourages participation of all within the school

The policy is divided into 4 core themes, each of which link to other policies in the school and provide an integrated approach to supporting children and their families in adopting and maintaining a healthy lifestyle as exemplified in the Every Child Matters Agenda. The themes are (1) Healthy Eating (2) Physical Activities, (3) Personal, Social, Health and Emotional and (4) Curriculum and Resources

Healthy Eating

Children are encouraged to have the confidence, skills and understanding to make healthy food choices. Access to healthy food and drink is encouraged through the promotion of fruit snacks, water in classrooms, guidance on the contents of a packed meal and the provision of meals from Plymouth City Council Education Catering Services of a healthy school meal that meets all the Governments current standards.

We have a

- Water policy
- Healthy packed lunch policy
- Fruit snack policy

Children enjoy a school meal that is cooked on the school premises using locally sourced produce where possible. Weekly menus are available to parents and published in the local Evening Herald every Tuesday. Parents are all provided with information about entitlement to free school meals and our free school meal voucher system doesn't differentiate between those who pay and those who have a pre-paid free school meal entitlement.

Food produced in school is of a healthy option with vegetable soups, fruit salads and smoothies replacing biscuits, buns and sweet treats.

Physical Activities

Children are provided with a range of opportunities to be physically active. They understand how physical activity can help them be more healthy and how physical activity can improve and be part of their everyday life. Parents support our healthy school agenda and have completed questionnaires listing physical activities that their children participate in after school.

In school we provide

- P.E. curriculum
- Positive and healthy play experiences at break and lunch times
- Extra-curricular activities
- Brain Gym
- Healthy School days

- We support Walk to School in our School Travel Plan
- We have trained MTA staff and a specially trained MTA active play initiator and supervisor
- Our PSHE+C policy, Behaviour and anti bullying policies as well as our SEAL initiatives all contribute to children having active and positive play experiences.

Personal, Social, Health and Emotional

The children are provided with the knowledge, understanding, skills and attitudes to make informed decisions about their lives. Children are supported in their emotional health and well-being and helped to understand and express their feelings, build confidence and emotional resilience and therefore their capacity to learn.

The school has a range of policies and practices that support children in their personal, social, and healthy (physical and emotional) development which are embodied in the school logo and in the provision list below:-

- Behaviour policy including a policy on bullying
- PSHE+C policy and named co-ordinator
- Inclusion policy
- Equal opportunities policy
- R.E. policy
- Sex and relationships policy
- Fresh Air policy (no smoking)
- Drug education policy and management of drugs in school policy
- Confidentiality policy
- Child protection policy and procedures
- SMILE TIME procedures to accommodate the child's views
- Circle Time
- SEAL support materials
- Bronze ECO status
- Close liaison with outside agencies to help support children cope with bereavement, separation of parents, behaviour and any other concerns and worries
- Reward systems, stickers, certificates and awards to celebrate children's achievements in their PSH and E development
- Comprehensive incident reporting system covering playtimes as well as class sessions.
- Support systems in place so that children feel safe such as badges for visitors, a gated playground, security cameras ,a no dogs on premises policy and regular fire evacuation drills.
- Behaviour support strategies and tracker systems to support children's emotional health and well-being.
- VAK learning styles and use of Learning Trees to support children in their learning and encourage positive self-esteem

Curriculum and Resources

The healthy school agenda permeates throughout the work of the school and is fully participative. The Every Child Matters agenda has supported the school and its personnel in embracing and catering for the needs of each and every child. The creative and cross-curricular nature of the curriculum on offer to children in Foundation Stage and Key Stage I gives daily opportunities for the children to receive healthy messages through the curriculum. Children learn about their bodies, their feelings, how to relate to others, how to look after themselves, who to turn to for help that they can trust, how to have fun, to share things and to become increasingly aware of all their needs and those of others around them.

The children benefit from special days such as charity involvement days, sponsoring Hoponti in India, International Languages Day, Healthy Days and Sports Days.

Visits from theatre groups, artists, musicians and story tellers all help to promote health and happiness. Visits to farms, places of worship, the local environment, theatres and museums all support the child in their development, enjoyment of learning and nurture an understanding of themselves and their own importance and value.

The school has a wide range of resources to support a healthy lifestyle ranging from a well stocked library with fiction and non-fiction materials, SEAL resources, SEBS puppets, games and class activities, PSHE + C teacher resources, 'e' books and 'e' resources, games, toys, indoor and outdoor games, wet playtime activities and the trunk of Querks and physical resources such as the friendship bench in the playground and the celebration board in the main hall.

To conclude, this policy should be read in conjunction with the aims and ethos of the school which are attached below as the healthy school agenda permeates throughout the life and work of the school.

Our aim is to provide an inclusive, warm, caring and stimulating environment where every child can gain self-confidence and learn to become independent. It is important that the children are not only encouraged to have self-respect but that they are given the opportunity to appreciate the value of others. Each individual child is helped to develop his/her own personality within a secure environment whilst always being aware of the needs of others.

We firmly believe that children learn effectively in a secure, caring atmosphere where they have access to a wide range of first hand experiences. We aim to develop in the children a sense of responsibility, self-discipline and a thoughtful attitude towards others. We deliberately create situations in which they can show initiative, self-reliance and consideration. Opportunities are given for working co-operatively with other children and adults as well as on individual tasks.

We have high expectations of the children and encourage them to set themselves high standards of work and behaviour. Our broad and balanced curriculum meets and extends the requirements of the National Curriculum, providing continuity and progression; this means that we are concerned with the acquisition of knowledge, the understanding of concepts, the skills of problem solving, aesthetic appreciation, physical development and the application of these to every day situations. We are committed to a child centred educational approach, which enables the individual to develop their own potential so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.

This list is by no means complete but might go some way to show the enormous task we willingly undertake. It is important to remember that children are individuals and do not all develop at the same pace and that they must be valued for what *they* are, not for what *they* have achieved. We recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process in a partnership style.