



**St. Wilfrid's
Church of England
Primary Academy**

Executive Headteacher: Mr S. Colothan



PSHE Policy

Updated January 2022

'I can do all things through Christ who strengthens me.'

Phillippians 4:13

Our Christian Vision

'I can do all things through Christ who strengthens me.' Philippians 4:13

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



Our Mission Statement



at St Wilfrid's we can

We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

At St. Wilfrid's, we can do all things through Christ who gives us strength.

Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



Intent

Our PSHE curriculum aims to motivate and inspire children through a curriculum that engages and challenges all learners. This aims to meet pupils' needs, preparing them for the challenges and opportunities of adult life. It is designed to enable children to express their emotions, needs and aspirations through a rich vocabulary. Our PSHE curriculum prepares our learners to become healthy, independent and responsible members of a diverse society. The curriculum we have designed supports the children at St Wilfrid's to tackle the many social, moral and cultural issues that are part of growing up. Children are encouraged to have a positive mental well-being and understand their self-worth in their role at home, school and wider community.

Our Christian Values and Distinctiveness, alongside our School Mission Statement of 'Achieve, Believe and Care', are at the heart of our 'literacy-rich' curriculum and all that we do at St. Wilfrid's.

Implementation

Our PSHE curriculum is inclusive and supports the delivery of our broad and balanced curriculum. The PSHE learning objectives are taught based on the three core themes: 'Relationships', 'Health and Wellbeing' and 'Living in the Wider World'.

At St Wilfrid's we have shaped our own curriculum to ensure our children have an opportunity to understand and respect our common humanity, diversity and differences, so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning. PSHE is taught discretely and within the wider curriculum. The statutory 'Relationships, Sex and Health Education' curriculum is effectively delivered by teaching staff and external agencies within PSHE lessons, alongside other subjects including Science, PE and Religious Education. Themed days and weeks are planned in areas such as online-safety and mental wellbeing to enhance our curriculum offer.

A series of stimulating PSHE lessons are planned to enhance their knowledge and increase their vocabulary within each unit. These lessons include a wide range of activities and realistic experiences across and beyond the curriculum, contributing fully to the life of the school and the community. Our children take ownership of their understanding of each lesson by reflecting and expressing their ideas within their own individual workbook, using appropriate rich vocabulary. We use a variety of resources to support us in the delivery of our curriculum, including Coram Life Education SCARF. In Key Stage 1, we aim to deliver a spiral curriculum allowing children to revisit and consolidate their knowledge, understanding and language associated with relationships, emotions and health. In Key Stage 2, we deliver units of work, with each one based one of the core themes: 'Relationships', 'Health and Wellbeing' and 'Living in the Wider World'.

Our curriculum has been designed to include opportunities to link Fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) development, to prepare the children for life in Modern Britain. The children learn key vocabulary and develop a deep knowledge within the PSHE curriculum that can be applied across the wider curriculum. In doing so, they reflect on their own experiences and understand how they are developing personally and socially, tackling many of the issues that are part of growing up as they develop into a reflective and responsible citizen.

Impact

Our well-planned PSHE curriculum ensures that children develop the knowledge, skills and attributes they need to navigate themselves through modern life and become positive role models and effective global citizens. Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

Children will demonstrate a healthy outlook towards life, school and personal relationships. Through the breadth and depth that our curriculum offers, children will develop strong character traits which include being able to stay safe and healthy, develop their self-esteem, resilience and empathy, whilst tackling barriers to learning, raising aspirations, and improving their life chances.

Rationale

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

The policy considers the ages, aptitudes and needs of all of our pupils and seeks to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The School also has a wider responsibility under the Equalities Act 2010 to ensure that the School strives to do the best for all pupils, irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children.

Our school Mission Statement, aims and Christian ethos is reflected in what we aim to achieve within the PSHE and Citizenship curriculum, developing our children to become model citizens. We believe that PSHE & C enables children to become healthier, more independent and more responsible members of society. The children are seen as individuals and their needs and talents are fostered and nurtured, enabling them to have every opportunity to fulfil their potential. The policy reflects the belief that every child's emotional and social well-being, self-esteem, happiness and confidence are inextricably linked to their academic progress and achievements, leading to positive mentally healthy children (*See Appendix 1*). We believe PSHE & C education helps to reduce and remove barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.

The programme of study, as advised from the PSHE Association (2014), covers Key Stages 1 to 2 and is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

In our Christian school, we want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- develop critical thinking skills
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- acquire a knowledge of and respect for public institutions and services in England
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way towards authority and each other
- accept responsibility for their behaviour
- become involved in the life of their community
- know about (and respect) democracy

- respect the civil and criminal law of England
- know how to be active citizens
- know how to show initiative and understand how they can contribute positively to the lives of those living and working in the locality as well as more widely in society
- know about economic wellbeing.

Partisan political views should not be promoted in the teaching of any subject in our school and views should be explored through a balanced presentation of opposing views, taking into account the teaching of British Values at St. Wilfrid's Church of England Primary Academy.

We want our children to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Within this policy, we will refer to other key aspects of PSHE & C, namely:

- Promoting Positive Mental Health
- Health & Drugs
- SRE
- Hygiene
- Food & Healthy eating
- Bereavement

In addition, this policy links closely with School policies on:

- Science
- Collective Worship
- Behaviour
- Anti-Bullying
- Equal Opportunities
- Confidentiality Policy

PSHE at St. Wilfrid's will enable children to:

- foster a positive self-image and self-belief.
- express their own feelings, creativity, ideas and imagination, accessing a wide range of activities and working in different teams.
- promote the spiritual, moral, cultural, social, mental and physical development of children and to prepare them for the opportunities, responsibilities and experiences of life in a multi-cultural, multi-faith and diverse society.
- acquire and develop a range of skills and concepts with the ability to use these in all areas, supporting their development as independent learners.
- develop a sympathetic understanding and knowledge of the Christian faith, its beliefs and practices, where pupils are challenged and encouraged to grow into thoughtful and caring individuals.

PSHE Curriculum

Early Years and Foundation Stage

We teach PSHE in Reception Classes as an integral part of our topic work. As the Reception Classes are part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) and Development Matters.

Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception classes, when we teach 'how to develop a child's understanding of the world'.

Key Stage 1 and 2

We teach PSHE in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education (*See Appendix 2*) and SRE (*See Appendix 3*), we teach PSHE and Citizenship as a discrete subject. On other occasions we introduce PSHE and Citizenship topics through teaching in other subjects, such as Science, hygiene (*See Appendix 4*), food and healthy eating (*See Appendix 5*). Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and Citizenship, therefore we deliver a considerable amount of the PSHE and Citizenship curriculum through our religious education lessons, for example bereavement (*See Appendix 6*). Within PSHE, we plan a diverse range of lesson, activities and experiences to ensure that our children are taught British Values. We recognise the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." (DfE)

We also develop PSHE and Citizenship through various activities and whole school events, e.g. the School Council, Eco Council and Healthy Schools task group representatives, from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

Delivery of PSHE within our Curriculum

Our school uses a variety of teaching and learning styles in PSHE. We ensure that there is a mixture of written work, discussion of topical issues and role play. They also learn to work together in groups and pairs to share and collaborate with each other.

PSHE across the Curriculum

Computing

Computing contributes to the teaching of PSHE and Citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the internet. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Science

Certain topics in Science relate to PSHE. In Key Stage 1, pupils learn how to label their body parts and how to look after their body with an emphasis on hygiene and all about healthy eating. In Lower Key Stage 2, children are taught about healthy eating and how to keep their bodies healthy with sleep, exercise and taking good care of their teeth. Learning about reproduction takes place in upper Key Stage 2.

Religious Education

The importance of friends and celebrations together with being a good citizen is a constant theme within our Religious Education curriculum. Our school Christian Values contribute to the children's

understanding of what makes a good citizen. Children also learn about other faiths, to enable them to understand and accept differences between them.

Inclusion

At St. Wilfrid's Church of England Primary Academy, we teach PSHE to all children, whatever their ability and individual needs. PSHE forms part of our school curriculum policy, to provide a broad and balanced education to all children. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, quality first teaching and assessment, differentiated activities as necessary, high expectations, suitable resources and recording formats. We consider the targets set for individual children in their Individual Education Plans (IEPs) and Education Health and Care plans (EHCPs).

Through our PSHE teaching, we provide learning opportunities that enable all pupils to make good progress within each lesson.

We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We believe that the curriculum should be accessible to all children. This is made possible through scaffolded support, small group work, use of Knowledge Organisers and word banks, or extra time to complete learning tasks.

Advice is sought from outside agencies as appropriate, to ensure an inclusive approach. If teaching staff require additional support to meet the needs of any child, they consult our SENDCo.

Equal Opportunities and Diversity

All children at St. Wilfrid's Church of England Primary Academy, are offered a broad and balanced curriculum, differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the curriculum unless specific physical needs or religious/cultural considerations make it inappropriate.

At St. Wilfrid's, we are committed to providing all children with a curriculum that provides equality of opportunity and freedom from discrimination. Staff ensure that all children are treated fairly, equally and with respect. We do not discriminate against any child. All staff challenge any incidents of prejudice or racism. We record any serious incidents on + CPOMS and draw them to the attention of the Executive Headteacher.

We plan PSHE lessons and activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender, culture, race, special educational needs or disability, and language background. Teachers use a range of strategies to ensure inclusion, and to maintain a positive ethos where children demonstrate positive and respectful attitudes towards others. Care is taken when selecting resources to ensure that a range of perspectives and viewpoints are represented, including those of men and women from different racial, national and religious groups. Careful consideration is taken to avoid stereo-typing, and bias, towards race, gender, role or disability. Through the teaching of PSHE we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people.

We deal with any issues clearly and sensitively, if they arise.

Resources

We keep resources for PSHE and Citizenship in a central cupboard and on the shared T drive. Our PSHE and Citizenship Coordinator holds a selection of reference materials for teaching sensitive issues.

Assessment and Recording

Our teachers assess the children's work in PSHE and Citizenship both by making informal judgements, as they observe them during lessons, and through the children's self-assessments of the work done. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. We do not set formal examinations in PSHE and Citizenship. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

Monitoring and Evaluation

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Head of School Improvement
- PSHE Subject Leaders
- PSHE Governor
- Class teachers

All teachers are responsible for monitoring standards in their class. PSHE Subject Leaders, under the direction of the Senior Leadership Team, take the lead in this. Monitoring will take place according to current school cycle. Using whole school priorities, identified by the Senior Leadership Team, subject leaders are responsible for producing a School Development Plan for PSHE, to allow for progression and development of the subject.

PSHE Subject Leaders will also monitor children's work books and long term and medium-term plans, to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Subject leaders have curriculum release time and directed time, in which to fulfil their role.

PSHE subject leaders are responsible for:

- monitoring the standard of work and the quality of teaching and learning in PSHE and pupils' progress and standards
- supporting colleagues in the planning, teaching and assessment of PSHE (through the use of 'book looks', pupil voice, lesson observations, discussion with teachers, subject audit, data analysis, and other monitoring activities that may be required), providing a strategic lead and direction for the subject in school
- monitoring and reviewing the implementation of policy and units of work
- ensuring there are rigorous assessment systems in place to enable teachers and pupils to monitor progress and attainment in PSHE
- monitoring and analysing assessments, holding teachers to account
- liaising with the Executive Headteacher and Governors to feedback on the monitoring and impact of PSHE across the school

Staff Support and Training

St. Wilfrid's Church of England Primary Academy believes that all staff should be involved in a continuing process of improvement. Our school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. CPD is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment.

This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, Christian Values and vision of the school.

The PSHE subject leader's role is to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Subject Leaders: Mrs. S. Waterworth, Mr. M. Price, Mrs. C. Crawford and Mrs. A. Lochire

Executive Headteacher: Mr. S. Colothan

Date: January 2022

Appendix 1 Promoting Positive Mental Health

Aims and objectives

We recognise that all children need to:

- be able to Connect with others by participating in groups and teams;
- know they are Capable and able to achieve;
- know they Count in their world and can contribute to their community; and
- know they have Courage and can manage risks appropriately.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health. The objectives of this policy are to:

- demonstrate a commitment to being responsive to pupils' and families' needs;
- clearly define mental health and its links in other school policies;
- provide clear guidelines for internal and external referrals; and
- set out our links with external agencies that provide the school with access to support and any other relevant information.

The lead for mental health promotion is the Head Teacher together with the Chair of Governors. However, support and involvement in positive mental health includes everyone associated with the school.

The implementation of this policy for promoting mental health in our school:

- should underpin all policies and practices currently used;
- will strengthen and promote resilience throughout the whole school community and empower everyone to face life's challenges;
- will raise awareness as to how the whole school community can look after their own mental health and that of others; and
- will provide foundations for lifelong learning.

Introduction

Mental health is how we feel, perceive ourselves, how we think and how we behave. At St Wilfrid's we acknowledge the importance of promoting positive mental health for all children, by providing a place where all children feel safe, secure and able to achieve and experience success and well-being.

We consider that all children need to be able to:

- form and maintain relationships with others;
- adapt to change and other people's expectations;
- have fun;
- be open to learning;
- recognise and learn from mistakes;
- develop a sense of right and wrong; and
- develop the resilience to manage ordinary setbacks.

In addition, we accept that all children and staff within the school have the right to be educated in an environment that supports and promotes positive mental health. We recognise too that the mental health of pupils, adults in school, parents and carers and the wider whole school community will impact

on all areas of development, learning, achievement and experiences. At St Wilfrid's we recognise these needs and rights. We are committed to raising awareness, increasing understanding and ensuring that we can and do make a difference.

A Positive Mental Healthy School

Healthy relationships underpin positive mental health and have a significant impact. A mentally healthy environment is a place where children have:

- opportunities to participate in activities that encourage belonging (Circle time, RE and Citizenship lessons);
- opportunities to participate in decision-making (School Council);
- opportunities to celebrate academic and non-academic achievements (Celebration Assemblies);
- their unique talents and abilities identified and developed (e.g. Extra-curricular clubs, Gifted and Talented register);
- opportunities to develop a sense of worth through taking responsibility for themselves and others (e.g. residential trips, day trips, class monitors, Play Leaders);
- opportunities to reflect (church visits, daily collective worship assemblies and reflection/prayer areas);
- access to appropriate support that meets their needs (e.g. TA support in class or support from Learning Mentor);
- a right to be in an environment that is safe, clean, attractive and well cared for; and
- adults around them who model positive and appropriate behaviours, interactions and ways of relating at all times.

Environment

A mentally healthy environment is a place where the whole school community:

- is involved in promoting positive mental health;
- is valued for the role it plays in promoting positive mental health; and
- contributes towards the ethos of the school.

Our range of lunch-time and after school clubs, as well as our Behaviour and Anti-bullying policy all support and have a positive effect on the mental well-being of our children. Golden book for pupils in Key Stage 1 and merit badge awards for pupils in Key Stage 2, to achieve weekly strengthens relationships and provides different ways of working and involves the wider community. Outstanding Collective Worship within our school underpins positive mental health and has a significant impact on our children's attitudes and relationships.

Year 6 Play leaders are used to encourage team-games and healthy competitions at lunchtimes. This has a very positive impact on all our children and contributes to raising self-esteem, connecting and communicating with others.

Each year we organise a Transition Week for the Year 2 pupils to taste life in the KS2 building prior to moving to Year 3. We ensure that Year 2 pupils have a buddy in Year 3 to help them as they adjust to life in Key Stage 2. We also invite parents to a meeting so that they can meet the Year 3 teachers and find out about the differences that their child may find in Key Stage 2.

Curriculum

In our school a healthy learning environment provides opportunities that promote positive mental health, through the curriculum and extended provision. We are proud of the opportunities that arise from both within the curriculum and beyond. The way our Spiritual, Moral, Social and Cultural (SMSC) Curriculum and the emphasis of our Christian Values within these and other lessons, further enhances positive mental health. Other lesson and activities such as Circle Time, Citizenship lessons, SEAL within a nurturing environment, play, differentiated learning activities, individual timetables, challenging stereotypes, and cross curricular work promoting British Values all support our drive to raise awareness of Social, Emotional and Mental well-being. In addition, the nurturing environment of our school, timetabled support for children with additional needs, interventions in place also contribute to mental well-being.

We place a high emphasis on the importance of physical activity and exercise in promoting mental health. Alongside a full and enriching PE curriculum we also promote daily physical activity breaks and active playtimes. All Year 5 and 6 pupils will learn about puberty in an age appropriate way to ensure that they are well prepared for the changes to their bodies as they grow up. Parent sessions are arranged in advance of such lessons.

A variety of sports clubs run throughout the year to promote physical and mental well-being. Our Healthy Schools Commitment highlights our emphasis on teaching our pupils the importance of a healthy body and a healthy mind.

Appendix 2 Health and Drug Education

Definition

The school uses the word 'drug' to include all drugs whatever their legal or social status, including alcohol, tobacco, solvents and medicines. As a school we aim to help pupils to deal with any drug-related situation by implementing the aims within the drugs education programme.

Health and drug education is incorporated into the PSHE and Citizenship curriculum, whereas aspects relating to health issues are delivered as part of the science curriculum. We regard health and drug education as a whole-school issue and believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Questions about drugs will be answered sensitively and appropriately as they occur.

In lessons, we encourage children to discuss issues that are important to them, and we help children to be aware of the dangers of the misuse of drugs. This is taught at an age- appropriate level. We teach them the difference between legal and illegal drugs. We will provide opportunities to explore issues as to why people take drugs and why drugs are such a problem for society.

The approach to drug education needs to begin with the children's perceptions, attitudes and knowledge upon which we must build. It should be delivered within the broader context of the teaching of health and personal education as a part of a pupil's life skills and preparation for adulthood. It should aim to involve parents by encouraging them to take an interest. It will take account the age, sex and cultural/social background of the pupils at which it is targeted and provide factual and accurate information backed up with consistent advice. Health education provides pupils with knowledge and understanding of body systems and strategies to keep them healthy and to enable them to function efficiently. It also includes topics relating to puberty and reproduction – see attached Appendix 3 setting out our policy on SRE.

Drug Related Incidences -See check list below

This process should be followed should any drug related incidences arise in school

- Assess the situation. Seek medical and / or environmental health advice.
- Contact the headteacher. Deal appropriately with substances and / or equipment (use a soft drink can as a sharps box until collection can be arranged.)
- Log information. If a substance is given to the police, place it in a polythene bag and label. Date and sign the label. If the substance is flushed down the toilet a witness is required to observe the procedure.
- Discuss and explore the situation with an appropriate group of colleagues.
- If appropriate, inform parents and invite them into school.
- Contact the school nurse if support is needed. Each case to be examined on its own merits and decisions made.
- If a pupil is transferred to another school, the receiving pupil must be fully informed of the circumstances transfer.
- Process as advised by Headteacher. (LEA, exclusion report, copy on file as advised.)

Appendix 3 **Hygiene**

At St Wilfrid's Church of England Primary Academy, we recognise that the health of children and adults is of vital importance to ensuring the continuity of education. It is the responsibility of all stakeholders to promote a culture where health and hygiene issues are discussed in an open and positive way to promote health and well-being of the whole school community. In schools, where children are in close and frequent physical contact with each other, infectious diseases can spread rapidly. Outbreaks of infection not only interrupt the schooling of affected children but they can also disrupt school's routine and can incur costly control measures.

We believe that there are a number of simple procedures that we implement to help protect children and staff from infections and reduce the risk of outbreaks. These include:

- Rigorous hygiene
- Ensuring children and staff receive appropriate immunisations which will protect them against some severe and sometimes fatal infections
- Keeping infectious children and staff away from school, where appropriate
- Ensuring prompt and appropriate treatment of infections.

Purpose of the policy

This Hygiene Policy should be read in conjunction with the Health and Safety Policy. The document provides an overview of the whole school approach for the clear understanding of the importance of achieving and maintaining high standards of hygiene and personal care.

Aims

It is the aim of the Governors and Headteacher of St Wilfrid's C of E Primary Academy to maintain safe and healthy working conditions, equipment and work arrangements for all employees and to ensure such information, training and supervision as they need for this purpose in line with the Health and Education Act 1974.

We also accept our responsibility for the health and safety of our pupils and for other people who may be affected by our activities.

Our aims are:

- To reduce or eliminate sources of infection
- To prevent the transfer of contamination from these sources
- To educate staff and children about good hygiene practices and be consistent in the message that is delivered
- To maintain a close link with parents and ensure that home-school communication regarding health and hygiene practices and the control of infectious diseases and/or illnesses is clear, consistent and regularly updated

Responsibilities

St Wilfrid's CE Primary Academy recognises the need to identify organisational methods for implementing and controlling the health, safety and hygiene of all persons who work within or visit the school.

In addition to the responsibilities outlined in the 'Health and Safety Policy,' the following is a summary of individual responsibilities, their consequent structure and accountability: -

1. Governors

The Governing Body has the responsibility to ensure that all reasonable steps have been taken to reduce the possibility of infection, supporting the work of the Headteacher and the staff within the school setting.

Governors must endeavor to ensure:

- That risk assessments are undertaken with any activity that has significant associated hazards and that a written record of these assessments are kept and reviewed regularly;
- That sufficient funding is allocated for hygiene issues e.g. training, provision of personal protective clothing etc.
- That a positive health and safety culture is established and maintained.

2. Headteacher

The Headteacher is responsible and accountable for the implementation of this policy and the compliance with all relevant legislation in every area and activity within the school.

In order for this to be achieved, his/her operational duties include the following:

- Ensuring that all members of staff (including new staff, supply staff, probationers and students, voluntary helpers etc.) are aware of the contents of the school health, safety and hygiene policies and all safe working practices.
- If deemed necessary, appointing one or more members of staff undertaking specific duties in relation to hygiene.
- Ensuring that the school, its furniture and fittings are tidy, clean and hygienic.
- Overseeing the documented programme for cleaning the entire school and the protocol for the immediate removal of potentially infectious spills of blood and body fluids (vomit or faecal material)
- Ensuring that cleaning staff are appropriately trained and aware of national guidance.
- Maintaining a list of notifiable diseases and ensuring that all staff are familiar with local guidelines and procedures for notifying the CCDC and EHO of outbreaks of disease.
- Notifying the CCDC should any notifiable disease occur in the school.
- Ensuring that there are established clear routines, rotas and staff responsibilities.
- Taking effective action and/or immediately referring to the Headteacher any health, safety and hygiene problems brought to their attention.

3. Teaching Staff (Including Supply Teachers) and Support Staff

Teachers have a duty of care under Health and Safety Legislation.

In order to achieve this, their duties include the following, in addition to those outlined in the Health and Safety Policy. Teaching staff will:

- Notify the Headteacher of any reportable illness or disease concerning pupil(s) within their class.
- Help raise awareness of good hygiene practices by teaching pupils about the importance of hand washing, nose wiping and the disposal of tissues, the spread of infection through coughing and sneezing and food and kitchen hygiene.
- Supervise hand washing and toileting for young children and those with special needs.

- Use different colour-coded chopping boards and knives for raw and ready-to-eat foods during cookery sessions and provide basic food hygiene awareness.

Actions

St Wilfrid's promotes a high standard of health and hygiene in its day-to-day work with children and adults. This is achieved in the following ways:

• Illness

- If a child becomes ill during the school day they will be assessed by one of Senior First Aiders and/or Headteacher and/or Deputy Headteacher to decide if they should go home. If so, parents or other nominated contacts are telephoned.
- Parents are asked to keep their children at home if they have an infection, and to inform the school of the nature of the infection. The Headteacher will alert other parents of the risk of infection if necessary.
- Parents are asked not to bring into school any child who has been vomiting or had diarrhoea until at least 48 hours has lapsed since the last attack.
- Cuts or open sores are cleaned and covered with sticking plaster or other dressing.
- The Headteacher and First Aiders have responsibility for ensuring that first aid equipment is kept clean, replenished and replaced as necessary. Sterile items are kept sealed in their packages until needed. Travel First Aid packs are taken on visits out of school. Materials are disposed of using yellow sacks.

• Personal Hygiene

To prevent the spread of infection, adults will ensure that the following good practices are observed:

- Thorough hand washing after using the toilet, after touching any potentially contaminated surfaces (e.g. drains, cleaning cloths, waste bins, soil), after helping a child to use the toilet, after contact with blood or body fluids including after coughing, sneezing, or caring for the sick, after touching animals, their cages, feeding utensils or toys, immediately before handling any food and immediately after handling raw food, before and after dressing a wound, giving or applying any medication, or applying contact lenses.
- Children are not allowed to wear earrings within school.
- A box of tissues is available and children are encouraged to blow and wipe their noses when necessary. Soiled tissues are disposed of hygienically.
- Children are encouraged to shield their mouths when coughing.
- Hygiene rules related to bodily fluids are followed with particular care by all staff and volunteers, according to PCC policy and guidelines.
- Parents should provide sufficient suitable sanitary wear for girls as required.

- **Food**

The school will observe current legislation regarding food hygiene, registration and training. In particular, each adult will:

- Always wash hands their under running water before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas.
- Prepare raw and cooked food in separate areas.
- Keep food covered and either refrigerated or piping hot.
- Ensure waste is disposed of properly and out of reach of the children. Keep a lid on the dustbin and wash hands after using it.
- Wash fresh fruit and vegetables thoroughly before use.
- Any food or drink that requires heating will be heated immediately prior to serving and not left standing. No food or drink for children will be reheated.
- Tea towels will be kept clean and stored in a dust-free place, e.g. closed cupboard or drawer. Cracked or chipped crockery will not be used.

Responsibilities of Children

All children are expected to:

1. Exercise personal responsibility for the safety of themselves and their fellow pupils.
2. Wear school uniform, PE kit for sports and exercise, indoor footwear when in the school building, and appropriate footwear for outdoors.
3. Observe all the safety rules of the school and in particular the instructions of the teaching staff in the event of an emergency;
4. Use and not wilfully misuse, neglect or interfere with things provided for safety purposes.

Intimate Care Plan

Pupils that need intimate care during the school day such as changing and feeding must have an Intimate Care Plan. This plan must be written with the agreement of the parents/guardians and signed, dated and reviewed annually.

Appendix 5 Food and healthy eating

Introduction

In our school we are committed to giving all our pupils consistent messages about all aspects of health to help them understand the impact of particular behaviours and encourage them to take responsibility for the choices they make. This policy should be read alongside the school PE and Dance policy.

The school encourage children to eat fruit and vegetables a day, which has been shown to reduce the onset of certain life-threatening conditions as wellbeing helpful in tackling and preventing childhood obesity.

It is important that, as a school, we consider all elements of our work to ensure that we promote health awareness in all members of the school community. We can provide a valuable role model to pupils and their families with regard to food and healthy eating patterns.

Through effective leadership, the school ethos and the curriculum, all school staff can bring together all elements of the school day to create an environment which supports a healthy lifestyle.

Aims and Objectives

- To ensure that we are giving consistent messages about food and health.
- To give our pupils the information that they need to make healthy choices.
- To promote health awareness.
- To contribute to the healthy physical development of all members of our school community.

Snacks

Reception pupils have the opportunity to purchase milk which is organised by the class teacher. All Foundation Stage and Key Stage 1 classes include a morning break time. Pupils receive a free piece of fruit or vegetable from the school 'fruit and vegetable' scheme.

Key Stage 2 pupils can bring fruit or toast for their break time snack.

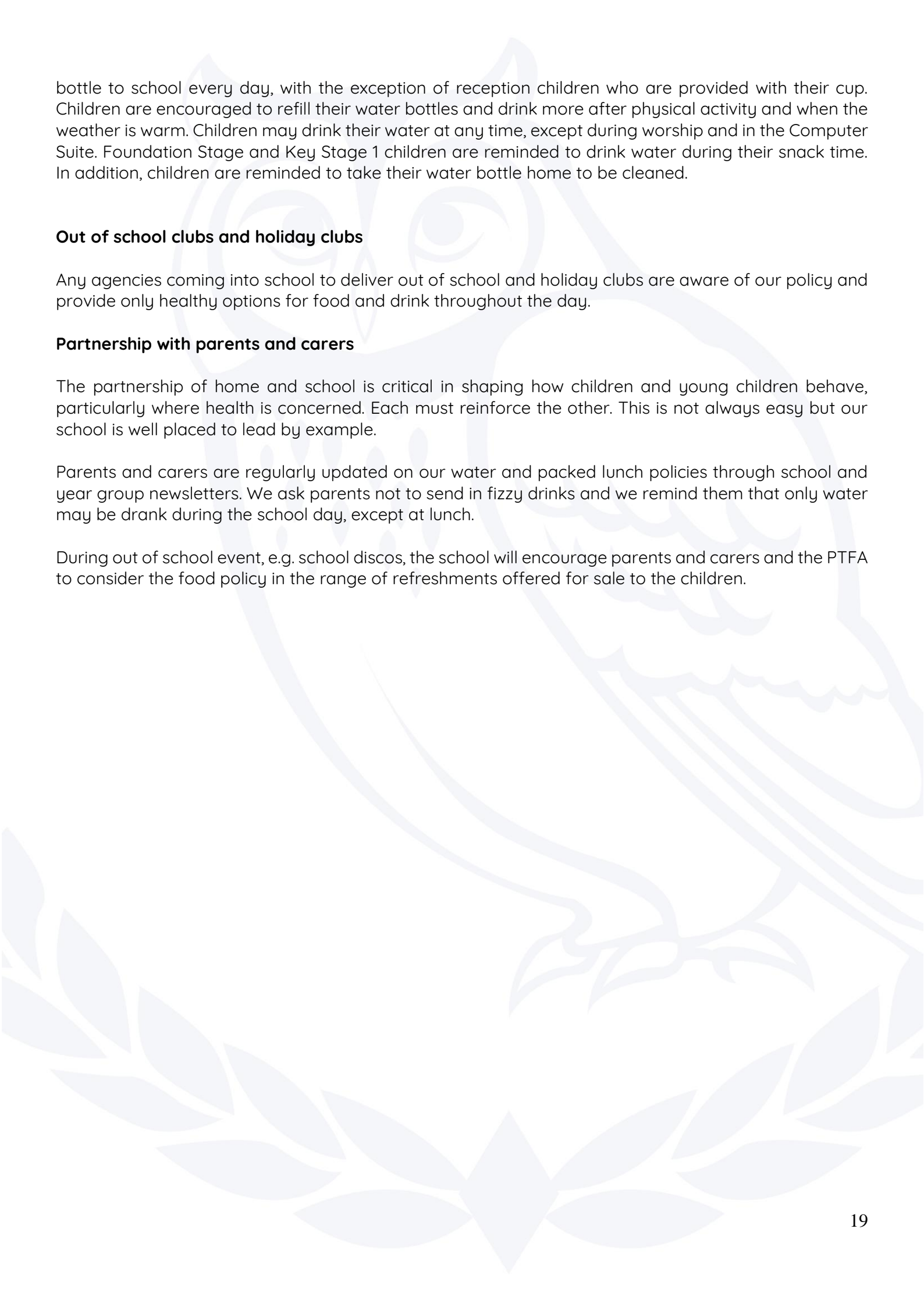
School lunches and packed lunches

All our school meals are prepared and cooked on site. These meet the school meals standards. This includes the use of fresh fruit and vegetables each day as a choice for the children. They provide hot and cold options, which follow the Balance of Good Health. We actively encourage children to have a school meal. School meal managers attend new parent intake evenings to promote healthy school meals.

Many children bring packed lunches to school. Termly Newsletters remind parents of our School Food Policy. We do not allow sweets, fizzy drinks or chocolate, and discourage other chocolate products. Balance of Good Health leaflets, encourage parents to follow the advice for a balanced diet.

Water for all

Water is freely available throughout the school day to all members of the school community. Point of source water coolers are located for easy access in Key Stage 1. Every child should bring their own water



bottle to school every day, with the exception of reception children who are provided with their cup. Children are encouraged to refill their water bottles and drink more after physical activity and when the weather is warm. Children may drink their water at any time, except during worship and in the Computer Suite. Foundation Stage and Key Stage 1 children are reminded to drink water during their snack time. In addition, children are reminded to take their water bottle home to be cleaned.

Out of school clubs and holiday clubs

Any agencies coming into school to deliver out of school and holiday clubs are aware of our policy and provide only healthy options for food and drink throughout the day.

Partnership with parents and carers

The partnership of home and school is critical in shaping how children and young children behave, particularly where health is concerned. Each must reinforce the other. This is not always easy but our school is well placed to lead by example.

Parents and carers are regularly updated on our water and packed lunch policies through school and year group newsletters. We ask parents not to send in fizzy drinks and we remind them that only water may be drank during the school day, except at lunch.

During out of school event, e.g. school discos, the school will encourage parents and carers and the PTFA to consider the food policy in the range of refreshments offered for sale to the children.

Appendix 6 **Bereavement**

Aims and objectives

This school is committed to the emotional health and well-being of its staff and pupils. We are dedicated to the continual development of a 'healthy school'. We work towards this in all aspects of school life, and provide an ethos, environment and curriculum that supports and prepares pupils for coping with separation or loss of a loved one, either through death, divorce or any other type of separation or loss. By addressing bereavement and loss in our school it is intended:

- To give the individual child strategies for coping with loss
- To help each child recognise and appreciate loss as experienced by others
- To create a caring environment where loss is recognised and supported.
- To understand that God is there to comfort them.

This document enables everyone to have a clear understanding of what bereavement means and to be aware of the different stages of bereavement. In addition, it is in place to help children and adults cope with bereavement as well as possible and it guides us on how to deal professionally, sensitively and compassionately with difficult matters in upsetting circumstances. It sets out a course of action agreed upon by staff and the governing body to ensure that all pupils and staff members faced with bereavement, separation and/or loss are provided with support to meet their individual needs. It recognises that everyone reacts differently to bereavement and that the break-up of a family through separation or divorce can be a traumatic bereavement for a child.

Bereavement, separation and loss is an integral part of the Citizenship and Religious Education curriculum that we have in place.

Introduction

Many children within our school are likely to encounter some kind of bereavement, separation or loss, which can occur in a variety of forms.

- Death, illness, injury or loss of a family member.
- Parent/carer leaving the family.
- A child moving into the Care system.
- Death of a pet.

Children need to feel especially valued and supported during this time.

The underlying Principles in addressing Bereavement and Loss at St Wilfrid's are that:

- Loss is a natural part of life and is experienced in many different ways from birth to death
- We need to be given permission to grieve and opportunities to talk freely about our feelings of loss without fear or ridicule.
- Our school community recognises loss experienced by others, care about their loss and support others in their loss
- Our school community creates a Christian understanding of hope and celebration where all members are valued
- Our school aims to develop strategies to enable children to cope with crises or imminent need before they occur

Normal reactions to these incidences are set out below:

- Open distress
- Tears
- Panic
- Withdrawal
- Aggression
- Anxiety
- Fear
- Refusal to co-operate
- Any other signs of stress / change of mood, which may be expressed in an unexpected ways e.g. nervous giggling, stoical bravery, untypical aggression, becoming the class clown, or even total denial.

Strategies for Dealing with Loss

- Pray with children
- Reassure and comfort
- Recognise that loss hurts
- Make children feel comfortable
- Make children feel valued
- Offer physical comfort if needed
- Allow children to cry
- Talk
- Encourage talk about feelings without imposing any feelings
- Involve parents in discussions
- Talk in concrete terms
- Be honest and answer questions directly
- Be patient and understanding
- Listen sensitively

Support

- Appoint an active listener to provide continuing support
- Discuss how whole community can help
- Identify people we can turn to for help internally and through external agencies
- Keep personal journals, scrap books of photos, records.
- Use games and drama as a means to cope with the loss

Celebrate

- Celebrate life of people and animals we have lost
- Recognise strong emotions – write about them, bring in things which remind us of them
- Collate an anthology of poems, stories, artefacts connected with the losses
- Use drama, music, dance to explore feelings and celebrate memories