



Orleton CE Primary School



Kimbolton St James CE Primary School

HEALTHY SCHOOLS POLICY SUITE

This policy will be reviewed and updated by the Governing Body at least annually.
All references to 'the school' imply both Orleton and Kimbolton primary schools.

Date signed off by the governing body: Kimbolton: November 2021

Signed Adam Breakwell, Headteacher

Gill James, Kimbolton Chair of Governors

Camilla Argyle, Orleton Chair of Governors

Date next review due: Kimbolton: November 2022

Introduction

Our vision is rooted in 1 Corinthians 16:13-14: 'Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love'. To this end, it is essential that all policies enable learners to be aware, courageous, bold and loving.

This suite of policies aims:

- to identify ways in which the school can encourage and support pupils to lead healthy lifestyles;
- to put in place effective procedures for helping those who have an immediate need for first aid in school;
- to put in place effective procedures for supporting children in school with specific medical conditions, and those who cannot attend school due to their health needs.

This policy suite contains the following chapters:

[Chapter 1](#): Healthy school, a whole-school approach

[Chapter 2](#): Food policy

[Chapter 3](#): First aid

Other key school documents to refer to are:

- Curriculum delivery suite;
- Equality suite;
- Safeguarding suite;
- Admissions policy.

Complaints and whistleblowing

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns following the school's whistleblowing policy.

Compliance

This policy is set out in line with the legislation, statutory guidance and good practice guidance listed at Appendix 1.

CHAPTER 1: HEALTHY SCHOOL: A WHOLE-SCHOOL APPROACH

For us, a healthy school is one that is successful in helping pupils to do their best and build on their achievements. We believe that the best way to promote health is to build pupils' confidence and self-esteem by creating an atmosphere in which they can flourish, be themselves, and take on board messages about healthy lifestyles.

We promote physical, emotional, and mental health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. As part of this, we:

- promote the links between health, behaviour, and achievement;
- promote physical activity as part of a lifelong healthy lifestyle;
- aim to provide high-quality Physical Education that is readily adapted to pupils' differing skills and abilities so that all feel able to take part;
- given children opportunities to experience dance, gymnastics and swimming, to challenge themselves physically, and to learn about the importance that physical activity has on their physical and mental health;
- promote safe working and playing relationships and a safe environment both inside and outside school;
- promote a healthy diet, including increasing pupils' understanding of the importance of water in their diet through the provision of water bottles to all pupils, and developing their understanding of healthy food choices through PSHE and cross-curricular activities, which is further reinforced by modelling health meals on our school menu;
- develop the school grounds to provide children with choices about how they use their play time;
- provide information to parents/carers to encourage children to choose a healthy snack at morning breaktime and a healthy lunch for those who bring a packed lunch;
- promote and foster positive mental health for both children and staff by helping children develop greater confidence, motivation, self-esteem and the skills, information and understanding to make positive life and health choices, both by promoting a whole-school ethos in which all pupils feel valued and respected and by having a strong pastoral support system (involving TAs, teachers, the headteacher and school counsellor) for those who need additional support.

This is embedded throughout our school planning and ethos and is further reinforced through our wider curriculum, which aims to develop our children's well-being, health, safety, responsibility, and values. The wider curriculum (including Science and PE amongst others) addresses (in age-appropriate ways) issues such as:

- nutrition and healthy eating;
- the importance of physical activity;
- sex and relationships education;
- emotional health and well-being;
- safety and risk education;
- careers and work-related learning;
- avoiding unconscious bias including gender stereotyping.

CHAPTER 2: FOOD POLICY

2.1 Overview

Attitudes to food play a significant role in children's health and have a significant impact on their health as an adult. We therefore take opportunities through school meals and the curriculum to develop healthy attitudes to food. The school willingly complies with the School Food Standards on balanced diets for children and supports NHS campaigns to encourage children to eat more fruit and vegetables, which has been shown to reduce the onset of certain life-threatening conditions as well as being helpful in tackling and preventing childhood obesity.

2.2 Food in school

Breakfast

Both schools have a breakfast club which offers a rotating menu of varied healthy food items on offer. Fruit, water and milk is always provided. The emphasis is on a friendly family meal atmosphere; children eat and talk with each other, and only quiet activities like colouring or reading are allowed. All food meets the School Food Standards and is balanced with the other foods that children will eat across the whole school day and week. Feedback from parents suggests that children who attend regularly eat a wider variety of foods than they generally would at home.

Morning Snacks

All our EYFS and Key Stage 1 are entitled to free fruit and vegetables under the free fruit scheme. All EYFS and KS1 classes include a morning break-time snack of washed fruit to all children, which is shared in a family setting for all class members. Children are given responsibility for passing the fruit to others and for helping to clear away. Fruit is stored and checked by the school kitchen. KS2 children bring snacks from home, and we encourage parents to make this a healthy snack.

School dinners

All our school meals are catered by Orleton School Food CIC. Menus and ingredients are prepared in line with the School Food Standards, which ensure a balanced diet for all pupils.

The School Food Standards set out: the balance of macronutrients needed across the menu; portion sizes; levels of fat, salt and sugar; ceiling amounts for processed foods; minimum floor targets for omega oils, and; mandatory minimums of fruits and vegetables. Dinners are provided on a three-week rotating menu which changes every half term and includes seasonal changes. All special diets are fully and safely catered for and a special diet policy is in place.

Packed lunches

Fewer than half of our children bring a packed lunch to school on an average day, and only a small proportion of pupils have a packed lunch every day. A larger number takes a mixture of packed lunches and school dinners. We encourage children to bring in a reasonably well-balanced lunch, including a substantial item like a sandwich, wrap or pasta. As school dinners include a pudding each day, children can also bring a fun item in their lunch box such as a packet of crisps or a cake; we ask that these are eaten with the packed lunch and not taken out for break time snacks. We do not allow confectionery such as Mars bars at any time. As Orleton and Kimbolton are both Water-Only Schools, we ask that only water be sent with packed lunches, although a fruit smoothie may be sent as a pudding item.

Water for all

Both schools are Water-Only Schools, which means that pupils may only bring water to drink at school. Cold water is freely available throughout the school day to all members of the school community and pupils may bring in refillable water bottles as well as use the fountains provided. No water fountains are located inside toilet blocks. Children may drink their water at any time

except during the 15-minute assembly. Class teachers build regular water breaks into the school day and curriculum, and jugs of water are provided at lunchtime.

The dining environment

Lunchtime is a busy period; we aim to ensure that children feel that they have enough time to eat as much as they need to, and also to have time for physical play. We split the lunch period into two sittings to facilitate this – children spend less time queuing and more time being sociable and eating with their friends. Two sittings also reduce crowding and noise levels.

Children who eat a packed lunch are allowed to sit with their friends who eat a hot dinner so that there is no social incentive to choose one type of lunch over another. Children are encouraged to eat a reasonable range of foods from their plate or lunchbox and a reasonable volume of food before going out to play, but without nagging.

Children in Class R are served their food family-style by staff and are helped with basic eating skills. Classes 1-6 queue to collect their food and take it to their seats. Basic manners are encouraged – using cutlery, inside voices, and so on. Organic bread, water and fruit is always provided to fill up with. Children in classes 1-6 take their plates to scrape food waste and stack their plates and cutlery, so that they begin to take responsibility for clearing up after themselves. The dining environment is kept clean and hygienic.

Treats in school

The School Food Standards apply to all food provided by school to pupils with the exception of curriculum-based activities and occasional event-based exceptions. This means that snacks provided by staff on trips, celebrations, themed occasions, after-school activities or sports events should try as far as possible to keep within the School Food Standards and steer clear of snacks high in salt, sugar and fat. Fizzy drinks should be avoided at all times. A common-sense approach is used which takes account of the context of the food, the frequency of the occasion and the age and understanding of the children. Special diets must always be catered for in these choices.

Affordability

We believe that money should not be a barrier to healthy eating. Research has shown that school dinners tend to be more balanced and healthier than average packed lunches, so it is in the interests of the school to encourage as much take up of school food as possible as it is likely to lead to better health outcomes. We encourage all parents of children in classes R, 1 and 2 to take up their Universal Infant Free School Meal (UIFSM) place. We identify and encourage parents who may be eligible for Free School Meals (FSM) to apply, and encourage dialogue with parents who are struggling with food bills. Our caterer, Orleton School Food CIC, is a not-for-profit organisation and tries to keep prices as low as possible for parents. Third and subsequent paying children in large families get a discounted rate, and breakfast places are offered at a discounted rate to those on FSM.

Procurement

Our caterer strives to purchase as much food as possible from local, ethical and sustainable sources, within the School Food Standards guidelines, and buys a large proportion of food from a local butcher, greengrocer and baker.

2.3 Food across the Curriculum

In the EYFS, KS1 and KS2, there are a number of opportunities for pupils to develop knowledge and understanding of health, including healthy eating patterns and practical skills that are needed to understand where food comes from such as shopping, preparing and cooking food.

Literacy provides children with the opportunity to explore poetry, persuasion, argument and narrative work using food and food-related issues as a stimulus, e.g. writing to a company to persuade them to change their unhealthy recipes; describing the tastes of foods; writing marketing information for a new food, or; using imperative language in recipe instructions.

Maths can offer the possibility of understanding nutrition labelling; calculating quantities for recipes; weighing and measuring ingredients; surveying reactions to tastes, or; counting seeds when growing food.

Science provides an opportunity to learn about the types of food available; their nutritional composition; digestion; why hygiene is important for safe food; the function of a balanced diet in contributing to health; how food plants grow and what they need, and; how farming and food production fits into the natural world.

RE provides the opportunity to discuss the role of certain foods in the major religions of the world, and children experience different foods associated with religious festivals.

ICT can afford pupils the opportunity to research food issues using the internet and other electronic resources, and to design packaging and adverts which promote healthy food choices.

Food Technology as part of **Design Technology** provides the opportunity to learn about where food comes from and how foods are designed, manufactured and marketed, and to learn practical food preparation skills through recipe design and cooking.

PSHE encourages young people to take responsibility for their own health and well-being, teaches them how to develop a healthy lifestyle and addresses issues such as body image and environmental ethics. Pupils are able to discuss issues of interest, such as advertising and sustainable development.

Geography provides a focus on the natural world and changing environment, offering the chance to consider the impact our consumer choices have on people across the world who rely on growing food as their source of income. Focussed work on individual areas of the world may also include an emphasis on culture and diet in that region.

History provides insight into changes in diet and food over time and the role of food in different cultures and historical events, such as Roman foods or rationing.

Physical Education provides pupils with the opportunity to develop physically and to understand the practical impact of sport, exercise and other physical activity such as dance and walking, and to connect activity with a healthy balanced diet as part of an overall healthy happy life.

School visits provide pupils with activities to enhance their physical development e.g. to Tesco for food exploration activities; to shops to budget for and buy designed DT recipes; to Pizza Express to make dough; to local farms to understand how food is produced, or; to Acton Scott to understand how farming has changed over time.

CHAPTER 3: FIRST AID

This chapter sets out the school’s first aid procedures, ensuring that there is adequate provision at all times.

3.1 Roles and responsibilities

Role	Responsibilities
Appointed person (s)	Take charge when someone is injured or becomes ill Ensure there is an adequate supply of medical materials in first aid kits, and replenishing the contents of these kits Ensure that an ambulance or other professional medical help is summoned when appropriate
11 (Orleton) / 6 (Kimbolton) first-aiders	Undertake appropriate training Act as first responders to any incidents; assess the situation where there is an injured or ill person, and provide immediate and appropriate treatment Send pupils home to recover, where necessary Fill in the daily accident log sheets and detailed accident reports if required on the same day, or as soon as is reasonably practicable, after an incident
School office	Maintain list of nominated first aiders Display lists of first aiders and locations of equipment prominently around school
Governing body	Approve First Aid policy Oversee and challenge policy implementation
Headteacher	Implement of this policy, including: <ul style="list-style-type: none"> • ensuring that an appropriate number of trained first-aid personnel are present in the school at all times; • ensuring that first aiders have an appropriate qualification, keep training up to date and remain competent to perform their role; • ensuring that all staff are aware of first-aid procedures; • ensuring that parents are aware of first-aid approaches; • ensuring that appropriate risk assessments are completed and appropriate measures are put in place; • ensuring that adequate space is available for catering to the medical needs of pupils; • reporting specified incidents to the HSE when necessary; • ensuring first aid is covered in the school’s insurance policy.
School staff	Follow first-aid procedures Know who the first-aiders in school are Complete daily accident log sheets and detailed accident reports (if required) for all incidents they attend to where a first-aid is called Inform the headteacher or their manager of any specific health conditions or first-aid needs

3.2 First aid procedures

In-school procedures

In the event of an accident resulting in injury:

- the closest member of staff present will assess the seriousness of the injury and seek the assistance of a qualified first-aider, if appropriate, who will provide the required first aid treatment;
- the first-aider, if called, will assess the injury and decide if further assistance is needed from a colleague or the emergency services. They will remain on scene until help arrives;
- the first-aider will also decide whether the injured person should be moved or placed in a recovery position;
- if the first-aider judges that a pupil is too unwell to remain in school, parents/carers will be contacted and asked to collect their child, and will be given recommended next steps by the first-aider;
- if emergency services are called, the school office will contact parents immediately;
- the first-aider will complete an accident report form on the same day or as soon as is reasonably practical after an incident resulting in an injury and submit to Fire and Risk Management Services

Off-site procedures

When taking pupils off the school premises, staff will ensure they always have the following:

- a school mobile telephone;
- a portable first aid kit;
- information about the specific medical needs of pupils;
- parents'/carers' contact details.

Risk assessments will be completed by the lead teacher, and approved by the headteacher, prior to any educational visit that necessitates taking pupils off school premises (see standard template in Estates policy suite). There will always be at least one first-aider with a current paediatric first aid certificate on school trips and visits.

Out-of-hours procedures

When the school is running out-of-hours activities, the headteacher remains responsible for ensuring adequate first aid provision in line with this policy.

Where the school is let out for use by others, it is the responsibility of the person renting the space to ensure that adequate first aid provision is in place.

3.3 First aid equipment and facilities

A typical first aid kit includes the following:

- Face coverings / masks
- Hand sanitiser
- Regular and large bandages
- Sterile eye pads
- Triangular bandages
- Adhesive tape
- Safety pins
- Disposable gloves
- Antiseptic wipes

- Plasters of assorted sizes
- Scissors
- Cold compresses
- Eye wash fluid
- Burns dressings (in kitchen first aid kits)
- Leaflet giving general advice on first aid

No medication is kept in the first aid kit.

First aid kits are stored outside the staff room and in the hall (Kimbolton) and in the disabled toilet and reception office (Orleton)

The disabled toilet (Orleton) and the space outside the staff room (Kimbolton) have been designated as the area for medical treatment.

3.4 Record-keeping and reporting

The daily accident log-book held with the first-aid station will be maintained and an accident form will be completed (if the accident is severe enough) by the first-aider on the same day or as soon as possible after an incident resulting in an injury. As much detail as possible should be supplied when reporting an accident, including all of the information included in the accident log / form and photos of where the injury took place.

A copy of the accident report form (if the accident is severe enough) will also be added to the pupil's educational record by the school business manager. Records held in the first aid and accident book will be retained by the school for a minimum of 3 years, and then securely disposed of. First-aiders' training will cover how to assess the severity of an injury, and what level of recording is necessary.

Reporting to the HSE: the headteacher will determine whether the injury is sufficiently serious to report the accident to HSE and will then report it to the local authority.

Notifying parents: the school office will inform parents on the day of the incident about any significant accident or injury sustained by a pupil, and any first-aid treatment given.

Reporting to Ofsted and child protection agencies: the headteacher will notify Ofsted of any serious accident, illness or injury to, or death of, a pupil while in the school's care. This will happen as soon as is reasonably practicable, and no later than 14 days after the incident.

3.5 Training

All school staff members are able to undertake first-aid training if they would like to. All first-aiders must have completed a training course and hold a valid certificate of competence to show this. The school will keep a register of all trained first-aiders, what training they have received and when this is valid until. Staff are requested to renew their first aid training when it is no longer valid. At all times, at least one staff member will have a current paediatric first aid (PFA) certificate which meets the requirements set out in the Early Years Foundation Stage statutory framework and is updated at least every 3 years.

3.6 Risk assessment

First-aid arrangements will be part of the headteacher's annual risk assessment covering staff, pupils and visitors. This will identify whether any further measures need to be put in place, in addition to those outlined in this policy, and will be conducted using the school's standard risk assessment template (see Estates policy suite or Appendix 2). This will identify:

- sites within school where ready access to a first-aid kit and first-aider is most crucial;

- an appropriate number of staff to be trained to ensure adequate numbers of trained staff are always likely to be on-site and on-duty (taking into account lunchtime arrangements, potential for sickness absence, being off-site on trips, or out-of-hours activities);
- access arrangements for emergency services;
- any activities or sites that pose specific risks/increased likelihood of injury;
- staff or pupils with specific health needs or disabilities;
- accident statistics, which will be used to inform the assessment of risk.

Appendix 1: Legislation and Statutory Guidance

[School Food Standards: resources for schools](#)

[DfE Guidance on First Aid in Schools](#)

[HSE guidance on First Aid](#)