

# Healthy Schools

## Policy Guidance Document

Note: This draft document is available on the basis that schools using it will send comments to [psdi.team@education.nottscc.gov.uk](mailto:psdi.team@education.nottscc.gov.uk) FAO Cathy. The final version will be posted in the Summer Term. March 6, 2006.

### Healthy Schools' Policy Guidance

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# Healthy Schools' Policy Guidance

## 1. Introduction

This policy guidance document aims to support the writing of policies required for National Healthy School status.

A healthy school:

- works to develop a whole school ethos, environment and curriculum
- enables pupils to recognise their personal qualities, build on achievements, do their best, contribute to their community and manage their health and well-being.

It is recommended that schools develop a single overarching PSHE and Citizenship policy that incorporates all common aspects thus avoiding repetition of content and process. It will also send a clear message to all staff about the importance of issues relating to all aspects of children and young people's lives. This will reflect the principles behind *Every Child Matters*.

Supplements to an overarching policy provide an opportunity to address specific issues relating to individual areas. For example, the legal aspects of sex and relationships education, dealing with drug related incidents in school, the provision of food, anti-bullying procedures and links between physical activity and sports development.

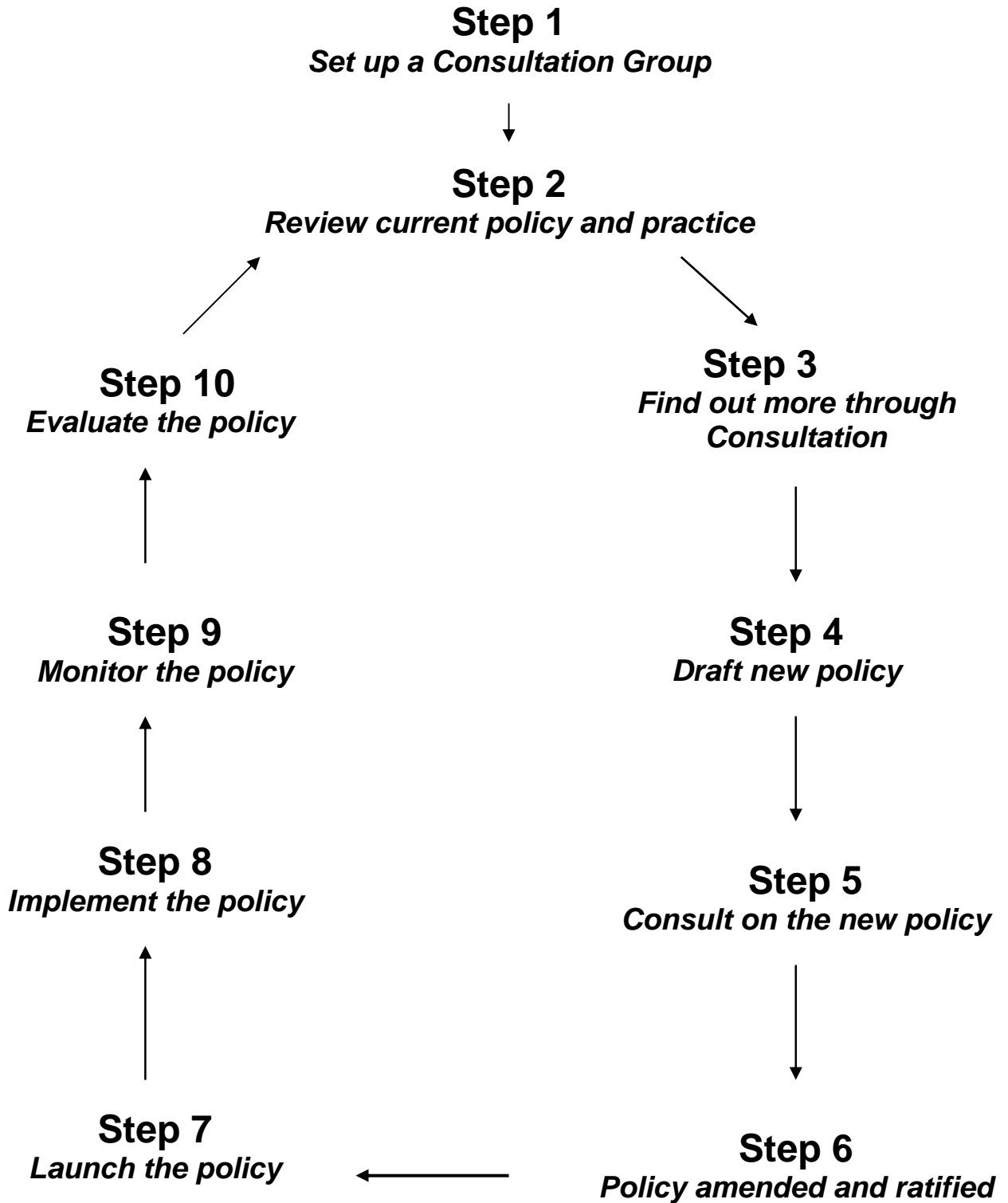
There are many different ways to approach the development of policies. Schools may already have a format that suits them. This guidance is therefore intended to provide schools with an additional tool that can be used to guide them through the process.

The most important part of this work is the process that is followed in developing the policy. This can be considered to be as valuable as the content within it. Effective consultation and involvement of the whole school community helps to develop an explicit framework of values, identifies the particular needs of children and their families, identifies strengths and areas for development and clarifies the professional development needs of all staff.

Policy development in PSHE could then be viewed, not as just another job to do, but an opportunity to contribute to whole school improvement and a means of sharing good practice with the whole school community. This will enable schools to make a positive evaluative comment in section 4 of their SEF.

## 2. The Policy Formulation Process

### 2.1 The Development Cycle



## 2.1. Policy Formulation Process

The 10 steps towards formulating a new policy or reviewing an old policy are outlined in more detail over the following pages. They are presented in the form of checklists that can be photocopied and used to help with planning.

### 2.2. Step 1 Setting up a consultation group

**Purpose/Rationale:** A group of individuals to lead the policy formulation process

| Aspect for consideration   | Comments/Actions |
|--|------------------|
| Which senior manager will oversee the work?                                  |                  |
| Which members of staff should/would like to be involved?                     |                  |
| Is it appropriate for a governor to be involved?                             |                  |
| Should any non-teaching staff be involved?                                   |                  |
| Are there any interested parents who would like to be involved?              |                  |
| At what point will pupils or the school council be involved?                 |                  |
| Is it appropriate to invite in any outside agencies and if so who?           |                  |
| How often should the group meet?   |                  |
| How will information be communicated between members of the group?           |                  |
| Does this group represent the whole school community?                        |                  |
| How will the work of this group be communicated with the rest of the school? |                  |

## 2. Policy Formulation Process (continued)

### 2.3. Step 2 - Review current policy and practice

**Purpose/Rationale:** To review the impact of the existing policy on current practice.

| Aspect for consideration  | How do you know? |
|---|------------------|
| Does the existing policy address its stated aims?                 |                  |
| Does it accurately reflect the ethos of the school?               |                  |
| Is it being implemented successfully?                             |                  |
| Does it meet the needs of all members of the school community?    |                  |
| Does it address day-to-day issues?                                |                  |
| Is it accessible to all staff?                                    |                  |
| Does it have a positive impact within the whole school community? |                  |
| Does it appear in school documentation?                           |                  |
| How do you assess the needs and knowledge of pupils (baseline)?   |                  |
| How effectively do you link with feeder schools?                  |                  |
| What other school policies/documents link with PSHE?              |                  |

## 2.1. Policy Formulation Process (continued)

### 2.4. Step 3a - Consultation with Pupils

**Purpose/Rationale:** Consultation with pupils helps them to understand the school's expectations and concerns for their well-being.

| Aspect for consideration   |   | Comments/Actions |
|--|---|------------------|
| How will pupils be consulted?  | Focus groups?   |                  |
|  | Questionnaires?   |                  |
|  | Assessment for Learning?                                      |                  |
|  | School Council?   |                  |
|  | Assemblies?   |                  |
| What do you need to find out from the pupils before drafting the policy? | What do pupils think about the planned PSHE curriculum?       |                  |
|  | What do they think about policy issues outside the classroom? |                  |
|  | Do pupils understand the reason behind rules?                 |                  |
|  | Would pupils like to take more responsibility around school?  |                  |
|  | Do pupils get the support they need?                          |                  |

## 2.1. Policy Formulation Process (continued)

### 2.5. Step 3b - Consultation with Adults

**Purpose/Rationale:** Consultation with Adults from the whole school community encourages a shared understanding of the school's intentions regarding aspects of PSHE. Outside agencies are also able to provide local information to inform policy development.

#### *Parents/Carers*

| Aspect for consideration   |  | Comments/Actions |
|--|--|------------------|
| How will Parents/Carers be consulted?  | Questionnaires/letters?  |                  |
|  | Focus groups?  |                  |
|  | Special Parents meetings?  |                  |
|  | By the use of flip charts at exit of general parents meetings?                             |                  |
| What do you need to find out from the parents/carers before drafting the policy? | Are they happy with the planned programme and resources?                                   |                  |
|  | Do they understand the procedures relating to drug incidents in school?                    |                  |
|  | How does the school cater for parents/carers for whom English is not their first language? |                  |

#### *Staff/Governors/Outside Agencies*

| Aspect for consideration                          | Comments/Actions |
|---|------------------|
| How will this policy impact on staff?             |                  |
| How will the views of all staff be sought?        |                  |
| How will non-teaching staff be consulted?         |                  |
| When/how will the governor's views be considered? |                  |
| Which outside agencies should be consulted?       |                  |

## 2.1. Policy Formulation Process (continued)

### 2.6. Step 4 - Draft the Policy

**Purpose/Rationale:** Using information from consultations and review of existing policy to write a first draft of the new policy.

| Aspect for consideration   |                          | Comments/Actions |
|--|--------------------------|------------------|
| Collection of relevant information in order to write first draft | Results of consultations |                  |
|  | Policy guidelines        |                  |
|  | Key Documents            |                  |

### 2.7. Step 5 - Consult on the Draft Policy

**Purpose/Rationale:** Share the first draft with members of the consultation group and invite feedback.

| Aspect for consideration  |   | Comments/Actions |
|---|---|------------------|
| Share the draft policy with a representative group of the whole school community or the original working group. | Senior Manager                              |                  |
|   | Pupil representative                        |                  |
|   | Staff representative                        |                  |
|   | Governor                                    |                  |
|   | Parent                                      |                  |
|   | Other agency representatives as appropriate |                  |

## 2. Policy Formulation Process (continued)

### 2.8. Step 6 - Amend and Ratify the Policy

**Purpose/Rationale:** To rewrite the first draft until consultation group, senior management and governors agree with the contents.

| Aspect for consideration                               | Comments/Actions |
|--|------------------|
| Present policy to senior management and governing body |                  |
| Make any amendments                                    |                  |
| Have the policy ratified                               |                  |

### 2.9. Step 7 - Launch the Policy

**Purpose/Rationale:** To make the whole school community aware of the content of the new policy

| Aspect for consideration  | Comments/Actions   |  |
|---|--------------------|--|
| Disseminate the contents of the policy to publicise how it will be implemented and to ensure that any new strategies are explained to all members of the school community. Choose the methods of dissemination. | Presentations?     |  |
|   | Assemblies?        |  |
|   | Bulletins?         |  |
|   | Posters?           |  |
|   | Letters home?      |  |
|   | Tutor time?        |  |
|   | Parents evening?   |  |
|   | Staff meeting?     |  |
|   | School prospectus? |  |

## 2. Policy Formulation Process (continued)

### 2.10. Step 8 - Implement the Policy

**Purpose/Rationale:** How the policy is adopted by the whole school community.

| Aspect for consideration                    | Comments/Actions |
|---|------------------|
| Training arrangements for staff             |                  |
| How are records of incidents being kept?    |                  |
| How are incidents followed up?              |                  |
| How do staff need to change their practice? |                  |
| What new arrangements need to be made?      |                  |

### 2.11. Step 9 - Monitor the Policy

**Purpose/Rationale:** Monitoring is checking that the policy is being followed and it is ongoing. It also provides a collection of evidence of good practice.

| Aspect for consideration   | Comments/Actions |
|--|------------------|
| Who is responsible for monitoring the effectiveness of the policy? |                  |
| Are records kept of examples of good practice?                     |                  |
| What procedures are in place to remind staff about the policy?     |                  |

## 2.1. Policy Formulation Process (continued)

### 2.10. Step 10 - Evaluate the policy

**Purpose/Rationale:** To evaluate how effective the policy has been.

| Aspect for consideration   | Comments/Actions |
|--|------------------|
| How long is it since the policy was implemented?   |                  |
| What evidence has been collected during the monitoring of the policy?                      |                  |
| How can examples of good practice be disseminated to governors, pupils, staff and parents? |                  |

### 3. PSHE – An Overarching Policy

This diagram shows suggested headings for the PSHE Policy. This policy will include areas common to all healthy schools themes. Specific issues can be covered in separate policy supplements as outlined below.

**Context**   **Consultation Process and Policy Formation**   **Links to other policies**   **Aims and Defining Principles**   **The Curriculum**   **Inclusion and Support**   **Staff Development**   **Partnerships with Parents/Carers**   **Monitoring, Evaluating and Review of the Policy**

#### **SRE supplement**

- including
- Legal requirements
  - Dealing with sensitive issues
  - Provision for sanitary protection
  - Parents right to withdraw their children
  - Reference to

#### **Drug Incidents supplement**

- including
- Definitions
  - Details of strategies for dealing with specific incidents
  - Specific support strategies for pupils and families

#### **Anti-bullying supplement**

- Definitions
- Procedures
- Recording incidents
- Sanctions
- Awareness raising
- Reference to PSHE policy for curriculum
- Peer Mentoring

#### **Confidentiality supplement**

- Guidelines for staff
- How pupils are given information on where to access confidential advice
- Links with Child Protection issues
- How parents are informed about policy

#### **Food in School supplement**

- Arrangements for food provision throughout the school day
- Awareness raising
- Arrangements for pupils with specific dietary needs
- Curriculum

#### **Physical Activity supplement**

- Lunchtime and playtime activities
- Training for midday supervisors
- Walking to school campaigns
- Community activities
- Reference to PE policy for curriculum

### 3. PSHE – An Overarching Policy

#### **Useful references**

*Every Child Matters -The Children Act 2004*  
*Healthy Living Blueprint for schools DfES 0781/2004*  
*UN Convention on the Rights of the Child*  
*National Curriculum PSHE/Citizenship*  
*National Behaviour and Attendance Strategy*  
*QCA guidance*

#### **National Healthy Schools Programme**

*Ofsted framework 2005*

#### **Context**

**National Context-** The national requirements and recommendations for PSHE and their contribution to Every Child Matters.(see table)

**Local Context-** a description of any local initiatives and statistics that influence the policy

**School Context-** Description of the school in terms of relevant background information.

#### **Consultation Process and Policy Formation**

*(See policy development section of this guidance for more detail of the process)*

It is recommended that this section includes a record of the formulation process by stating the following information.

#### **Leadership and Management of PSHE/Citizenship**

This should include roles and responsibilities, including monitoring arrangements.

Membership of a working party.

#### **Information Gathering through Consultation**

How an audit was conducted and what were the findings?

How are pupil's needs are identified?

How are pupils are consulted on programme, pupil participation and support issues?

How are parents are consulted?

How are governors are consulted?

What was the outcome of the liaison with feeder primaries/secondaries?

Which outside agencies have been consulted?

#### **Policy Formulation Process**

Boundaries of policy e.g. School trips and to whom the policy applies.

Arrangements for dissemination and implementation of the policy.

Date of review.

#### **Links to other policies**

A statement to say that this policy should be read alongside the following related policies, for example:

Child Protection

Race Equality

Equal Opportunities

Behaviour and Attendance

Health and Safety

Also that specific information regarding other health related topics can be found in the policy supplements which accompany this policy, namely, Sex and Relationship, Drug Related Incidents, Food in Schools, Anti-bullying, Confidentiality and Physical Activity.

## **Aims and Defining Principles**

Include here some general statements that describe the defining principles of PSHE in the school and how PSHE contributes to the 5 national outcomes for children in Every Child Matters. (see section 7)

How PSHE contributes to the core mission of the school

How PSHE contributes to the whole school ethos

How PSHE contributes to whole school improvement strategies and school health issues

### **Possible aims might include:**

To develop a whole school approach to building confidence and self-esteem

To develop skills in language, decision-making and assertiveness

To help pupils gain access to information and support

To prepare pupils for adult life.

To enable pupils to participate in society and to value themselves and others.

## **School Culture and Environment**

This section provides more specific examples of how a whole school approach to PSHE is implemented and how a positive school ethos is encouraged.

**A Morals and Values framework** could be included in this section (see appendix for discussion points.) This will be specific to each school. It provides an opportunity to identify values that underpin positive emotional health and help to combat stigma and discrimination.

A reference to the school's equal opportunities policy or a statement about equal opportunities could be included here.

### **Pupil participation**

This would include pupil responsibilities including peer mentoring and other PSHE opportunities outside the curriculum.

School Council organisation.

Pupil participation in community services.

### **Recognising Success**

The policy on positive behaviour, developing a praise culture, rewards, celebration of pupil success etc. or reference to a separate policy.

## **The PSHE Curriculum**

Describe the organisation and delivery of provision. Who? When? How?

Reference to, or summary of, schemes of work based on the development of skills knowledge and attitudes showing continuity and progression.

An explanation of how the work is planned to build on work started in the primary schools.

A statement to describe how the curriculum is designed to meet the needs of the young people regardless of race, sexuality, religion, ability, family background and emotional needs.

The use of ground rules and ways of establishing a safe classroom environment for discussion.

How the school plans to dealing with sensitive issues in the classroom and issues around confidentiality. (Reference to a separate confidentiality policy)

Teaching and learning or reference to a whole school policy on teaching and learning.

Criteria for resource selection

Cross-curricular opportunities for delivery.

Use of visitors and specialist professionals to enhance the curriculum and reference to a policy.

Procedures for assessment and reporting in PSHE following QCA guidelines including self and peer assessment

Arrangements for monitoring and evaluating learning in PSHE by pupil and teacher.

## **Inclusion and Support**

A statement on inclusion to describe how the curriculum is designed to meet the needs of the young people regardless of race, sexuality, religion, ability, family background and emotional needs.

Details of ways in which pupils are supported including ways of identifying vulnerable pupils.

Internal Support Systems- A description of support systems within school for example: The pastoral support system, Learning Support centres, Peer support, Counsellors, School based health services.

Accessing External Support- The role of outside agencies including the school nurse in providing support and mechanisms for referral to other support agencies.

Arrangements for pupils to be made aware of the support services available within the local community and how to access the support.

## **Staff Development**

Who co-ordinates staff development in all aspects of PSHE including SRE and Drug Education? Arrangements for training and who will deliver?

How are staff consulted on their training needs?

The involvement of staff and school nurses in the national CPD programme in PSHE

Arrangements for the training of midday staff.

## **Partnerships with Parents/Carers and the Community**

The importance of a partnership approach with parents

How the school communicates with parents

Role for parents within school

Parent associations

Support for parents

Arrangements for parent's information giving and awareness raising sessions E.g. for sex and drug education.

Links with members of the local community

## **Monitoring, Evaluating and Review of the policy**

*(See policy development section of this guidance)*

Arrangements for the ongoing monitoring of the PSHE programme including SRE and Drug Education. Who is responsible?

Arrangements for the evaluation of the impact of the policy.

When will the policy be reviewed?

How will the outcomes of the evaluation be disseminated?

Description of how the results can be used to inform future development?

## 4.1. Sex and Relationships Education

### Policy supplement

***This supplement provides an opportunity to develop areas that are specific to Sex and Relationships Education. The following points should be considered for inclusion and it should be read alongside the PSHE policy.***

#### **Useful References**

*Sex and Relationships Education Guidance DfES 0116/2000*  
*Sex and Relationships Education, Guidance for Nottinghamshire primary, secondary and special schools.*  
*National Curriculum Science and PSHE*  
*Social Exclusion Unit Report on Teenage Pregnancy 1999*  
*Sexual Health and HIV Strategy Learning and Skills Act 2000*  
*Ofsted Report on SRE 2002*

#### **Context**

- Legal requirements for Sex and Relationships Education ie. Need for a policy in secondary schools or policy statement in primary schools, The National Curriculum Science orders, STI's and HIV/AIDS as a minimum requirement in secondary schools and parents right to withdraw from SRE outside the science orders.
- Local statistics including teenage pregnancy rates.

#### **Consultation Process and Policy Formation**

- This can take place alongside the development of the PSHE policy. If, however, the SRE supplement is added at a later date the consultation and development process will have to be followed before the supplement can be implemented.
- The consultation process should be followed as described to ensure that all specific needs and issues for SRE are addressed
- A description of roles and responsibilities if different from PSHE for example, the role of governors. Arrangements for parents to be involved in consultation either as policy is formulated or to view the draft policy.
- Date of next review.

#### **Links to other policies**

- Reference to PSHE, confidentiality, child protection policies.

## 4.1. Sex and Relationships Education

### Policy supplement (continued)

#### Aims

- A specific definition of SRE placed within the framework of PSHE.
- For example: For pupils to be able to name body parts, describe how their bodies work and be prepared for puberty. Provide information that is easy to understand and that is appropriate to the age and maturity of the pupils.
- To be taught within the context of healthy relationships reflecting the values set out in the PSHE policy.

#### School Culture and Environment

- Provision for young women's menstruation needs.

#### The PSHE Curriculum

- Specific teaching arrangements eg. separate gender groups,  
links between PSHE and the science curriculum.
- How information from the feeder schools is used.
- How the specific needs of boys are met.
- Specific guidance for staff around answering pupil's questions around SRE. A list of anticipated questions and suggested answers can be included as an appendix.
- Dealing with sensitive issues such as abortion, contraception, puberty, menstruation, STI's, sexual relationships, sexual orientation etc.
- Arrangements for pupils who miss lessons.

#### Inclusion and Support

- Access and signposting to confidential advice and services, including school-based health clinics and the role of the school nurse.
- Arrangements for any members of the school community infected or affected by HIV/AIDS.

#### Partnerships with Parents

- Parents and their right to withdraw pupils from lessons including how parents are informed and arrangements for pupils that are withdrawn.
- Arrangements for supporting parents to talk to their children about sex.
- Arrangements for parents to view resources.
- Arrangements for policy to be made available to parents

## 4.2. Drug Related Incidents

***This supplement provides an opportunity to clarify how the school deals with drug related incidents in school. The following points should be considered for inclusion and it should be read alongside the PSHE policy.***

### **Useful References**

#### **Drugs: Guidance for Schools National Drugs Strategy 2002**

*National Curriculum Science and PSHE*

*Managing Medicines in Schools in the Early Years Setting  
DfES/DH*

*Every Child Matters- Change for Children – Young People and  
Drugs*

*The children and young people substance use policy –  
Nottinghamshire County Council*

### **Context**

- The law relating to tobacco, alcohol and illegal drugs. National Curriculum Science orders.

### **Consultation Process and Policy Formation**

- This can take place alongside the development of the PSHE policy. If, however, the Drug Education supplement is added at a later date the consultation and development process will have to be followed before the supplement can be implemented.
- Roles and responsibilities if different from PSHE.
- Date for next review.

### **Links to other policies**

- PSHE, child protection, confidentiality, health and safety.

### **Aims**

- A statement to describe the aims and purpose of a whole school approach to drug education. The schools stance towards drugs including a statement on smoking.
- A specific definition of what is meant by a drug.
- A step by step operations framework.
- The boundaries of the policy and to whom it applies.

## 4.2. Drug Related Incidents (continued)

### School Culture and Environment

#### Management of drugs in school

- Arrangements for the storage and administration of medicines
- Smoking and Alcohol on the premises
- Describe policy when dealing with drug paraphernalia and suspected illegal and unauthorised drugs.
- Outline storage disposal and safety guidance for staff
- Guidance on searches including personal searches and searches of school and pupils' property
- Dealing with parents under the influence of drugs
- Procedures when off site
- Strategies for responding consistently and fairly to incidents and arrangements for exclusions
- Involvement of the Police
- Dealing with the media
- Recording incidents

#### The Curriculum

- Links between the PSHE and Science curriculum areas.

#### Inclusion and Support

- Outline mechanism for addressing the wider pastoral needs of pupils and how they are made aware of internal and external support services.
- Outline relationship with local agencies and how to access support through an agreed protocol for referral.
- Contact details of local services

#### Staff Development

- A policy on staff as roles models in school regarding tobacco and alcohol

#### Partnership with Parents

- Awareness raising sessions for parents.
- Arrangements for passing information onto parents.

### 4.3. Confidentiality

#### Policy supplement

***This supplement provides an opportunity to focus on areas of school life that contribute to the emotional health and well-being of pupils and staff. The following points should be considered for inclusion and it should be read alongside the PSHE policy. This policy could also include an anti-bullying section. (See separate supplement)***

#### Useful References

*Every Child Matters The Children Act 2004*  
*Child Protection Circular 10/95*

#### Context

- The legal situation regarding confidentiality.

#### Consultation Process and Policy Formation

- This can take place alongside the development of the PSHE policy. If, however, the confidentiality supplement is added at a later date the consultation and development process will have to be followed before the supplement can be implemented.
- It must be made clear how pupils and parents will be made aware of the policy.
- Roles and responsibilities if different from PSHE.

#### Links to other policies

- PSHE and child protection

#### Aims

- An acknowledgment of the school's intention to clarify legal and professional roles and responsibilities associated with confidential advice.
- Ensuring that the needs of the pupils are always paramount.
- Providing clear guidelines for all teaching and non-teaching staff in the event of a disclosure.

### 4.3. Confidentiality

#### Policy supplement (continued)

##### **School Culture and Environment**

- Pupils should be reassured that their best interests will be maintained
  - Pupils to be made aware that teachers cannot offer unconditional confidentiality but they can inform them of where they can access confidential support and information.
  - Teachers to be clear about when confidentiality should be broken.
- Pupils are to be made aware that if confidentiality has to be broken, the pupils will be informed first and supported appropriately.
- Pupils will always be encouraged to talk to their parents/carers and will be given support to do so.
- Noticeboard with information about confidentiality.

##### **The Curriculum**

- Making use of Ground Rules in lessons outlines where the boundaries lie with regard to confidentiality,

##### **Inclusion and Support**

- Pupils to be made aware of confidential advice services that offer confidential advice, for example, the school nurse, counsellor, GP health clinic. Pupils to be made aware that health professional can offer confidential advice in a one-to-one setting but in a classroom situation they should follow the school's policy.
- Any child protection issues should be addressed through the designated teacher for Child Protection if abuse is disclosed.

##### **Partnership with Parents/Carers**

- Parents to be made aware of the confidentiality policy.

## 4.4. Anti-bullying Policy supplement

***This supplement provides an opportunity to develop areas that are specific to the school's anti-bullying strategy. The following points should be considered for inclusion and it should be read alongside the PSHE policy.***

### **Useful References**

*Every Child Matters The Children Act 2004*  
*Don't Suffer in Silence DfEE 0064/2000*  
*Ant-bullying Alliance website*

### **Context**

Reference to Every Child Matters and the National Anti-bullying alliance together with responses to local concerns.

### **Consultation Process and Policy Formation**

This can take place alongside the development of the PSHE policy. If, however, the anti-bullying supplement is added at a later date the consultation and development process will have to be followed before the supplement can be implemented. If this is reviewed separately it provides an opportunity to raise awareness and for a greater impact. Roles and responsibilities if different from PSHE.

### **Aims**

A specific definition of Bullying that includes homophobic and racial bullying. Also, bullying due to gender or disability.

### **School Culture and Environment**

- Guidance for staff, pupils and parents on how to deal with incidents of bullying including step by step procedures to follow and who to tell.
- How incidents should be recorded.
- Sanctions relating to bullying.

### **Inclusion and Support**

Highlight the support structures described within the PSHE policy that form the main support network for bullying issues. E.g. peer mentoring, buddy schemes student support and any other intervention techniques.

## 4.5. Emotional Health and Well-being

### Policy supplement

***This supplement provides an opportunity to focus on areas of school life that contribute to the emotional health and well-being of pupils and staff. The following points should be considered for inclusion and it should be read alongside the PSHE policy. This policy could also include an anti-bullying section.(see separate supplement)***

#### Useful References

*Every Child Matters The Children's Act 2004*  
*Excellence and Enjoyment Primary Strategy SEALS*  
*KSA3 Behaviour and Attendance Strategy*

#### Consultation Process and Policy Formation

- This can take place alongside the development of the PSHE policy. If, however, the emotional health and well-being supplement is added at a later date the consultation and development process will have to be followed before the supplement can be implemented.
- Links to other policies
- Aims – An opportunity to focus on specific principles which focus on the development of emotional literacy.
  - A description of the school's reward system and how a praise culture is fostered. Reference to a positive behaviour strategy.
  - How achievements are celebrated within school
  - Highlight areas of the PSHE curriculum that focus on feelings and emotions together with any cross-curricular links. Reference to the use of SEALS (Social and Emotional Aspects of Learning) materials in primary schools.
  - Highlight the support structures described within the PSHE policy that form the main support network for emotional health issues. Eg peer mentoring, buddy schemes student support, circle of friends, PALS groups, counsellors, The Pace2Be and any other intervention techniques.
  - Arrangements for training for relevant staff team on circle time techniques.
  - Monitoring, evaluation and review of the policy supplement.

## 4.6. Food in Schools

### Policy supplement

***This supplement provides an opportunity to focus on food provision across the school day as well as consistent healthy eating messages. The following points should be considered for inclusion and it should be read alongside the PSHE policy.***

#### Useful References

*Every Child Matters The Children Act 2004*  
*Healthy Living Blueprint for schools DfES 0781/2004*  
*Food in Schools toolkit*  
*5 a Day initiative*  
*School Food Pack*

#### Context

- National and Local responses to government obesity targets.

#### Consultation Process and Policy Formation

- Different people from those on the PSHE working team may manage this area and so it may be appropriate to develop this policy independently through a separate School Food Action Group with representation from the whole school community including the catering service. This same process of consultation and policy formation is recommended.
- Arrangements for monitoring and evaluation
- Date of next review

#### Links to other policies

- PSHE

#### Aims

- General statements that describe the school's intentions regarding consistent messages to encourage a healthy lifestyle.
- Also the importance of regular awareness raising and the provision of healthy options throughout the school day.

## 4.6. Food in Schools

### Policy supplement (continued)

#### School Culture and Environment

- Provision of food throughout the school day.
- Breakfast arrangements
- Snacks
- School Meals
- Packed Lunches
- Vending Machines
- Water provision
- After school snacks
- Arrangements for any whole school awareness raising initiatives.
- Food and rewards, celebrations, birthdays, school events.
- Arrangements for growing food on the school site or nearby allotment.

#### The Curriculum

- Highlight areas of the PSHE curriculum that focus on healthy eating together with the design and technology curriculum and any cross-curricular links.

#### Inclusion and Support

- Arrangements for pupils with special dietary requirements and those eligible for free school meals.

#### Staff Development

- Arrangements for training opportunities for relevant teaching and non-teaching staff
- Staff as role models in school.

#### Partnerships with Parents

- Raising awareness with parents to reinforce healthy eating messages.

## 4.7. Physical Activity Policy supplement

***This supplement provides an opportunity to focus on physical activity across the whole school day. The following points should be considered for inclusion and it should be read alongside the PSHE policy and the PE scheme of work/department handbook.***

### **Useful References**

*Every Child Matters The Children Act 2004*  
*National Curriculum PE requirements and GCSE and A level Syllabi*  
*Healthy Living Blueprint for schools DfES 0781/2004*  
*PESSCL Strategy (10 outcomes)*

### **Context**

- Describe the relationship between this policy and the school sports development plan, the family-of-schools development plan and the school's PE department improvement plan together with specialist sports college plans, most recent Ofsted report and the school SEF.

### **Consultation Process and Policy Formation**

- This can take place alongside the development of the PSHE policy. If, however the management of this area falls to a different team of people it may be appropriate for it to be developed separately. The process should follow the same method of consultation and policy formation enabling the whole school community to share in the key healthy lifestyle messages.

### **Links to other policies**

- PSHE, Health and Safety, Equal opportunities
- PESSCL (School/Club links)
- Extra-curricular

## 4.7. Physical Activity

### Policy supplement (continued)

#### Aims

- General statements that describe the school's intentions regarding opportunities for all children to participate in physical activity both within and outside the curriculum.
- A commitment to the development of links with other providers including leisure services and parents to encourage involvement in activities beyond the school day.

#### School Culture and Environment

- Lunchtime activities and the role of the midday supervisors
- Extra-curricular provision through after school clubs
  - Walking/Cycling to school initiatives
  - Special events e.g. sports day
  - Celebration of success
  - Pupils' participation rates in out-of-school sport (not related to school provision)

#### The Curriculum

- Reference to the PE curriculum for each year and key stage
- Reference to PSHE curriculum

#### Inclusion and Support

- Procedures to encourage reluctant pupils to take part in physical activity by considering issues relating to gender, disability, special educational needs, ethnicity.

#### Staff Development

- Arrangements for training opportunities for teaching and non-teaching staff.
- The involvement of teaching assistants.
- The involvement of external sport clubs/coaches

#### Partnerships with Parents.

- Special events including the involvement of parents.

## 5. Developing a Values Framework

An explicit Statement of Values can be found on p196 National Curriculum Secondary Handbook and p148 Primary Schools Handbook.

It promotes respect for self, others, society and the environment.

**Valuing ourselves** includes self-awareness, self-respect, self-discipline, taking responsibility, making responsible use of our talents, strive for knowledge, wisdom and understanding.

**Valuing relationships** includes respect for others, caring, earning trust and loyalty, working co-operatively, respecting the property of others, resolving disputes peacefully.

**Valuing society** includes for example, understanding our responsibilities as citizens, support for families and marriage, recognise that love and commitment can be found in families of different kinds, respect for the law, respect for diversity.

**Valuing the environment** includes our responsibility for future generations, preserving the balance of nature and diversity, repair damage by human development.

The National Curriculum document Spiritual and Moral Development – A discussion paper April 1993 offers another list.

School Values should include:

- telling the truth
- keeping promises
- respecting the rights and property of others
- acting considerately towards others
- helping those less fortunate and weaker than ourselves
- taking personal responsibility for one's actions
- self –discipline

School values should reject:

- bullying
- cheating
- deceit
- cruelty
- irresponsibility
- dishonesty

## 5. Developing a Values Framework (continued)

Below is a list of core values. It is not an exhaustive list and the values can be defined in different ways. Schools will need to discuss their understanding of different values as they seek to build a framework that underpins the ethos of the school.

|               |                 |
|---------------|-----------------|
| Acceptance    | Integrity       |
| Caring        | Justice         |
| Commitment    | Kindness        |
| Choice        | Love            |
| Creativity    | Patience        |
| Compassion    | Potential       |
| Confidence    | Protection      |
| Democracy     | Reconciliation  |
| Diversity     | Respect         |
| Empathy       | Resolve         |
| Empowerment   | Responsibility  |
| Enquiry       | Rights          |
| Equality      | Safety          |
| Forgiveness   | Self-awareness  |
| Fulfilment    | Self-discipline |
| Generosity    | Self-esteem     |
| Good conduct  | Sharing         |
| Happiness     | Trust           |
| Hope          | Understanding   |
| Honesty       | Unity           |
| Individuality |                 |

Taken from  
Sex Education, Values and Morality (Lenderyou and Porter 1994)

Faith, Values and Sex and Relationships Education (Blake and Katrak, Sex Education Forum 2002)

## 6. PSHE and the 5 National Outcomes of Every Child Matters

A whole school approach to the development of PSHE contributes significantly to Every Child Matters and the 5 national outcomes for children.

| National Outcome                      | Healthy Schools area            | Explanation of how the school's healthy school's work contributes to the national outcomes  |
|---------------------------------------|---------------------------------|---|
| <b>Be healthy</b>                     | Healthy Eating                  | The school will be achieving 2 hours of physical activity a week for each pupil and providing links to community provision.   |
|                                       | Physical Activity               | Pupils will also be provided with healthier food options across the school day.   |
|                                       | PSHE                            | Parents, carers and families are involved in promoting healthy choices through their involvement in policy development and participation in aspects of school life.   |
|                                       | Emotional Health and Well-being | Pupils will understand themselves and their feelings. Pupils and staff will know how to seek help for their emotional needs.  |
|                                       | Anti-bullying                   | Pupils will understand and have the skills and awareness to deal with bullying. Work to develop self-esteem will mean pupils are less likely to be afraid of bullying.  |
|                                       | SRE                             | Pupils will have received sex and relationships education that is appropriate to their age and maturity   |
|                                       | Drugs                           | Pupils will have received drug education including skills development that is appropriate to their age ability and level of maturity.   |
| <b>Stay Safe</b>                      | PSHE                            | The PSHE curriculum includes the teaching and learning of personal and social skills, awareness and assertiveness that enables them to identify possible dangers and know and be able to seek help when necessary.  |
| <b>Enjoy and achieve</b>              | PSHE                            | Pupils experience a welcoming and positive ethos and environment that is conducive to learning and where parents and carers are welcomed and have been involved in the educational, social and cultural activities of the school.   |
| <b>Making a positive contribution</b> | PSHE                            | The school involves pupils in decision-making and promotes participation. The PSHE curriculum prepares pupils for significant life changes and challenges. Parents and carers are invited to serve on working parties to participate in the social and cultural life of the school. |
| <b>Achieve economic well-being</b>    | PSHE                            | The PSHE curriculum including careers education, covers the teaching and learning of personal and social skills and awareness of attitudes that are likely to help in the work situation.   |

## 8. Key Documents

### ***PSHE General***

Every Child Matters - The Children Act 2004  
Ofsted Inspection Framework 2005  
National Curriculum PSHE/Citizenship DfEE and QCA (1999)  
PASSPORT – A Framework for Personal, Social Development (Lees and Plant 2001)  
National Healthy School Status – a guide for schools  
[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

### ***Participation***

UN Convention on the Rights of the Child  
Working together – giving children and young people a say  
Promoting children and young people's participation through the National Healthy School Standard

### ***Sex and Relationships Education***

Sex and Relationships Education guidance (DfEE 0116/2000)  
National Healthy School Standard - Sex and Relationships Education (DfEE 2001)  
Sex and Relationships Education – A Step-by-Step Guide for Teachers (Simon Blake 2002)  
Ofsted report on Sex and Relationships Education -(Ofsted 2002)  
Sex and Relationships Education –guidance for Nottinghamshire primary, secondary and special schools.  
Faith, Values and Sex and Relationships Education (Blake and Katrak, Sex Education Forum 2002)  
Teenage Pregnancy: Report by the Social Exclusion Unit (1999)

### ***Drug Education***

Drugs- Guidance for schools (DfES 2004)  
National Healthy School Standard – Drug Education (DfEE 2001)  
A policy for U&S -Children and Young people–Substance Use policy (Nottinghamshire)

### ***Confidentiality***

Child Protection Circular 10/95

## 8. Key Documents (continued)

### ***Anti-bullying***

Bullying – Don't suffer in Silence (DfEE 0064/2000)

### ***Emotional Health and Wellbeing***

KS3 Behaviour and Attendance Strategy

Excellence and Enjoyment Primary Strategy SEALS

Promoting emotional health and wellbeing through the National Healthy School Standard (DH 2004)

### ***Healthy Eating***

Food in Schools toolkit (DH 2005) [www.foodinschools.org](http://www.foodinschools.org)

School Food Pack (Nottingham School Food Action Group 2003)

### ***Physical Activity***

The National Curriculum Handbook – Physical Education (DfEE and QCA 1999)

The Active School (British Heart Foundation 2000)

Primary Playground Development (DfES)

The Active Club (British Heart Foundation 2005)

PE & Sport Out-of-School hours Learning Guide (Youth Sports Trust)

High Quality PE & Sport for young people (DfES)