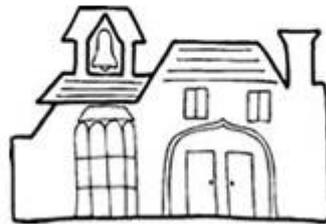


Healthy School Plan: Healthy eating and Healthy thinking

Milton Abbot School



Educate, activate, communicate



Current Policy: January 2021

Reviewed: Annually (for first three years at least)

Governor Committee: Quality of Learning

Governor Lead: Child Protection and Safeguarding Governor

Milton Abbot School - Healthy School Plan

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Section 1: Intentions

Our shared aims: Educate, Activate, Communicate!

At Milton Abbot School we are highly committed to the health and welfare of every pupil in our care, seeking to secure a healthy mindset that lasts a lifetime. We are ambitious that being healthy is not simply a list of 'dos' and 'don'ts' but is a culture that educates and activates every child, so they can make positive choices of their own as they grow and develop. To meet this commitment we will be providing regular opportunities to learn and discuss but also to get active and enjoy the benefits of being active - we want to activate a lifelong love of exercise and the many pleasures to be found in challenging ourselves both mentally and physically. This will involve a commitment from families in their support for our teaching strategies and the practical measures we uphold linked to healthy eating, which requires School to communicate effectively.

This policy outlines the strategies we implement to fulfill this duty and how we intend to communicate and deliver our ambition to educate and activate healthy pupils.

We view this commitment and ambition as a moral duty and an urgent need for every child. Such urgency is further inspired by the Government's call to action with their 'Childhood obesity: a plan for action' (updated January 2017). Such a plan was made even more urgent following the National lockdown during the coronavirus pandemic of 2020.

Childhood Obesity: a plan of action (2016/17/20)

The Government's Childhood obesity plan makes the urgency of a good standard of health education clear, stating:

Today nearly a third of children aged 2 to 15 are overweight or obese and younger generations are becoming obese at earlier ages and staying obese for longer. Reducing obesity levels will save lives as obesity doubles the risk of dying prematurely. Obese adults are seven times more likely to become a type 2 diabetic than adults of a healthy weight which may cause blindness or limb amputation. And not only are obese people more likely

to get physical health conditions like heart disease, they are also more likely to be living with conditions like depression.

The burden is falling hardest on those children from low-income backgrounds. Obesity rates are highest for children from the most deprived areas and this is getting worse. Children aged 5 and from the poorest income groups are twice as likely to be obese compared to their most well off counterparts and by age 11 they are three times as likely.

Obesity is a complex problem with many drivers, including our behaviour, environment, genetics and culture. However, at its root obesity is caused by an energy imbalance: taking in more energy through food than we use through activity. Physical activity is associated with numerous health benefits for children, such as muscle and bone strength, health and fitness, improved quality of sleep and maintenance of a healthy weight. There is also evidence that physical activity and participating in organised sports and after school clubs is linked to improved academic performance.

Long-term, sustainable change will only be achieved through the active engagement of schools, communities, families and individuals.

The plan also introduced a new healthy rating scheme for primary schools, described as follows:

Schools are a vital part of our plan, and have opportunities to support healthier eating, physical activity and to shape healthy habits. Schools also have unique contact with parents and can signpost them to information and advice on keeping their children healthy. [We] will introduce a new voluntary healthy rating scheme for primary schools to recognise and encourage their contribution to preventing obesity by helping children to eat better and move more. This scheme will be taken into account during Ofsted inspections.

The scheme will help schools to demonstrate to parents that they are taking evidence-based actions to improve their pupils' health. Building on existing schemes where appropriate, the criteria for the rating scheme will be developed in consultation with schools and experts but will cover the school's approach as a whole. We will seek to actively involve parents in the rating process so they can be confident their children are attending schools which provide healthy food and opportunities for physical activity.

We are also keen to celebrate schools that can demonstrate healthy approaches towards tackling obesity amongst their pupils, and therefore we will run an annual competition to recognise schools with the most innovative and impactful projects.

Section 2: Implementation (part 1)

Educate: Health on the National Curriculum

Health education has always been part of our school timetable but from January 2021 (postponed from September 2020), health education became a compulsory part of every school's curriculum.

Our commitment to Health Education is contained within our 'Relationships and Healthy Education' policy, which can be found on our school website: <https://www.miltonabbot.devon.sch.uk/policies-and-procedures.html> Within this policy, is the overview below:

Year group	Autumn	Spring	Summer	
1 2 3 4	Families and people who care for me	Respectful relationships Being safe	Healthy Eating Health and prevention Basic First Aid	
5	Caring friendships Online relationships & internet safety		Year 5	Healthy Eating Health and prevention Basic First Aid + Mental wellbeing: isolation and impact of bullying (whilst Y6 explore below)
6	Mental Wellbeing		Year 6: age-appropriate	Healthy Eating Health and prevention Basic First Aid Drugs, alcohol and tobacco Changing adolescent body

This section now highlights the programmes of study in the National Curriculum that teach the key objectives linked to health education, namely Relationships and Health Education, Physical Education and Design Technology (cooking and nutrition). We have also outlined the additional enrichment opportunities that we intend to provide for our pupils that seek to encourage active engagement with physical and mental health education as part of our culture.

Relationships Education and Health Education statutory key principles (2020) from the Government state:

- The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences.
- This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
- Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.
- Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to

others, including in organised and structured activities and groups are beneficial for health and wellbeing.

- Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices.
- In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.
- Pupils should learn to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Physical Education on the National Curriculum

We plan and deliver **regular PE lessons** as part of our weekly timetable, which includes expert coaching from an FA Sports Coach and a Dance instructor. We are committed to investing in the pupils' physical health through the use of the Sports Premium, which enables us to provide a wide range of resources and sporting experiences.

The National Curriculum for the PE programme of study states:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Key aim:

The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities and are physically active for sustained periods of time. Pupils are expected to engage in competitive sports and activities and to lead healthy, active lives.

Key Stage objectives:

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.

Sample Curriculum Coverage (intent on 20/21)

Class	Autumn focus	Spring focus	Summer
Snowy Owls	Balance and coordination	Body strength and movement	Dance
Barn Owls	Invasion games/dance	Invasion games/gymnastics	Athletics/dance
Tawny Owls	Invasion games/gymnastics	Dance/invasion games	Athletics/swimming
Eagle Owls	Dance/invasion games	Invasion games/gymnastics	Athletics/swimming

Design and Technology - cooking and nutrition

The National Curriculum states that as part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1: Pupils should use the basic principles of a healthy and varied diet to prepare dishes and to understand where food comes from.

Key stage 2: Pupils should understand and apply the principles of a healthy and varied diet and to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They should also understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Science**The Year 6 programme of study for 'Animals including humans' requires:**

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Pupils should be taught to:

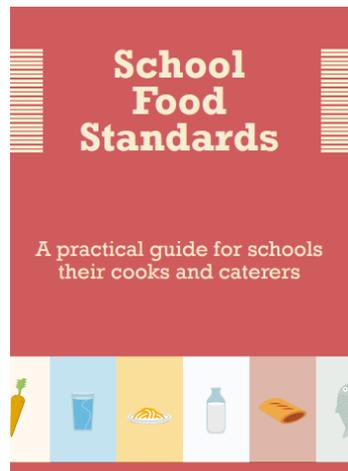
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Section 2: Implementation (part 2)

Healthy Eating

Alongside the teaching and learning objectives in the National Curriculum outlined in Section 1 (above), we also actively seek other opportunities to educate and activate children's knowledge about healthy eating.

We follow the School Food Standards, which came into force from January 2015 and were updated in 2020 following the publication of the latest advice on sugar and nutrition.



This guide makes clear the need to take practical steps in an engaging way, as it states:

Eating in school should be a pleasurable experience: time spent sharing good food with peers and teachers. These school food standards are intended to help children develop healthy eating habits and ensure that they get the energy and nutrition they need across the whole school day. It is just as important to cook food that looks good and tastes delicious; to talk to children about what is on offer and recommend dishes; to reduce queuing; and to serve the food in a pleasant environment where they can eat with their friends. As a general principle, it is important to provide a wide range of foods across the week. Variety is key – whether it is different fruits, vegetables, grains, pulses or types of meat and fish. Children love to hear the stories behind their food. Use fresh, sustainable and locally-sourced ingredients (best of all, from the school vegetable garden) and talk to them about what they are eating. Go to www.schoolfoodplan.com/www to find examples of what other schools are doing to encourage children to eat well. Remember to use Government Buying Standards for Food and Catering Services alongside these standards to help reduce salt, saturated fat and sugar in children's diets.

We have a Kitchen Manager who cooks on site and adheres to the standards set by her employer Devon Norse. Within this capacity, she is also flexible and listens to the preferences of the children at times via Mealtime Assistant feedback, to ensure that the healthy options are actually being eaten. For example, when mushrooms were part of a meal as a healthy option the children refused to eat them and so they were exchanged for another healthy option that the children did enjoy. We

believe pleasure in eating is more likely to lead to a more positive and adventurous/risk-taking approach from pupils towards food.

School hall - we endeavour to make the school hall an engaging place to eat at lunch times, as well as seeking to educate with displays and posters.

Our **Mealtime assistants are trained to encourage** a healthy appetite and for children to try new foods, whilst being careful not to undermine confidence and enjoyment of eating.

Healthy Lunch Boxes: Lunch boxes should be monitored as time allows with the expectation that children eat what is in their lunch box or return home with anything they did not like or want, so that they can discuss this with their family. Positive reinforcement should be applied appropriately but should take a sensitive consideration of those pupils who are disadvantaged or vulnerable, so to avoid a positive step having an adverse negative impact on a child's self-esteem.

As part of this refreshed policy with its 2020 focus on childhood obesity, we **intend to educate and communicate with parents what makes a healthy balance in a lunch box** based on the expert advice such as that created by the Public Health Agency, which outlines the following:

Introduction: A healthier lunch box should be based on the eatwell plate food groups (see www.eatwell.gov.uk), which promote balance and variety in the diet. Parents and pupils should try to include something from each of the eatwell food groups in the lunch box and ensure that this includes a drink. Bright and colourful foods with different tastes and textures should be encouraged. Fruit and vegetables do this naturally. If the food looks good then the chances are that children will want to try it. There are many ways to keep the lunch box exciting, for example adopt a colour theme for each day, take inspiration from holidays or different countries and foods that are in season or grown in the school or home garden.

Foods that a healthy lunch box should include:

- A good portion of starchy food, for example wholemeal roll or bread, wraps, pitta pocket, pasta or rice salad.
- Plenty of fruit and vegetables, for example an apple, satsuma, handful of cherry tomatoes or carrot sticks, mini-can of fruit chunks in natural juice or a small box of raisins.
- A drink of semi-skimmed milk or a portion of dairy food, for example individual cheese portion or pot of yogurt.
- A portion of lean meat, fish, eggs or beans, for example ham, chicken, beef, tuna, egg or hummus.
- A drink, for example unsweetened fruit juice, semi-skimmed milk or water.

Foods that should be limited

- Remember, foods high in fat and sugar should be restricted.
- Nutritional standards for school lunches do not allow sweets, chocolate or savoury snacks such as crisps, fizzy drinks and other high sugar drinks to be served at lunch times.

- Treats can be included at lunch time; however, plain or lower sugar varieties should be encouraged.

For more information on what to have in a lunch box refer to the ‘School food: top marks’ lunch box leaflet, Are you packing a healthy lunch? (available at www.publichealth.hscni.net).

We will be seeking to regularly communicate and raise awareness with parents about what makes a healthier lunch box, and over time will explore different ways to educate and activate our pupils, including:

- A healthier lunch box assembly.
- A healthier lunch box buffet for parents, children and local organisations.
- Running a theme day at school to motivate parents and pupils. We could try a ‘Fruit Friday’, a ‘Red food day’, a non-sandwich day or a ‘Funky food Friday’.
- Implementing a whole school health day or week. We could focus on all aspects of health, including physical activity.
- Include top tips for parents about healthier lunch boxes in our school newsletter, website, prospectus or brochure.
- Seeking parents’ and pupils’ opinions about healthier lunch boxes. What support would they like? This could be identified through a simple questionnaire or at a parents’ evening.
- Explaining to parents and pupils what you want to achieve and why. For example, you want to ensure that all the children in your school are fit and healthy.
- Stressing the importance of a balanced and varied diet.

As per expert ‘Public Health’ advice, we will not not ban certain food items (unless on grounds of safety, for example peanuts and risk to allergy sufferers) but will be positive and promote best practice, such as promoting a healthier lunch box checklist for parents as well as give ideas and tips on how to keep lunch boxes and drinks bottles clean and safe.

Early Birds Breakfast Club: We recognise that National research has shown how breakfast clubs can contribute to improved attainment, attendance and overall health. We ensure that our breakfast club offers an appropriate balance of food and drink to those who attend and portion size is also considered and monitored. To support our breakfast club leader, we make use of the ‘School Standards’ checklist (see adjacent).

Checklist for school food
other than lunch

NAME OF SCHOOL/CATERER:		YES/NO			
BREAKFAST (B)					
TUCK SHOP/MID-MORNING BREAK PROVISION (M)					
AFTER SCHOOL CLUB (A)					
VENDING MACHINE (V)					
Food group	Food-based standards for school food other than lunch	Standard met (Y/N)			
		B	M	A	V
STARCHY FOOD	Starchy food cooked in fat or oil no more than two days each week (applies across the whole school day)				
FRUIT AND VEGETABLES	Fruit and/or vegetables available in all school food outlets				
MEAT, FISH, EGGS, BEANS AND OTHER NON-DAIRY SOURCES OF PROTEIN	A meat or poultry product (manufactured or homemade and meeting the legal requirements) no more than once each week in primary schools and twice each week in secondary schools (applies across the whole school day)				
MILK AND DAIRY	Lower fat milk and lactose reduced milk must be available for drinking at least once a day during school hours				
FOODS HIGH IN FAT, SUGAR AND SALT	No more than two portions of food that has been deep-fried, batter-coated, breadcrumb-coated, each week (applies across the whole school day)				
	No more than two portions of food which include pastry each week (applies across the whole school day)				

Healthy eating in class - daily strategies:

To deliver a culture of healthy eating, there is an expectation that class teachers will view it as their daily responsibility to advise and help monitor pupils regarding their healthy eating and drinking habits in class. As part of this, teachers are required to communicate with home as appropriate, seeking support from parents and guardians should issues arise.

Break time snacks: The school day can be long and so a snack is important to ensure pupils can maintain concentration and engagement with activities. This policy takes its expert advice on healthy snacks from the British Nutrition Foundation, who recommend the following:

Although some cakes and savoury snacks may be allowed by your child's school policy, these should be included less often and it is a good idea to select healthier options where possible. Below are some ideas for healthier break time snacks.

- Whole or sliced fruit
- Vegetable sticks, e.g. celery, carrot, pepper, cucumber. Some vegetables are naturally baton shaped which can save you time preparing, for example, sugar snap peas and baby corn.
- Bag of plain popcorn
- Bread sticks
- Rice or corn cakes

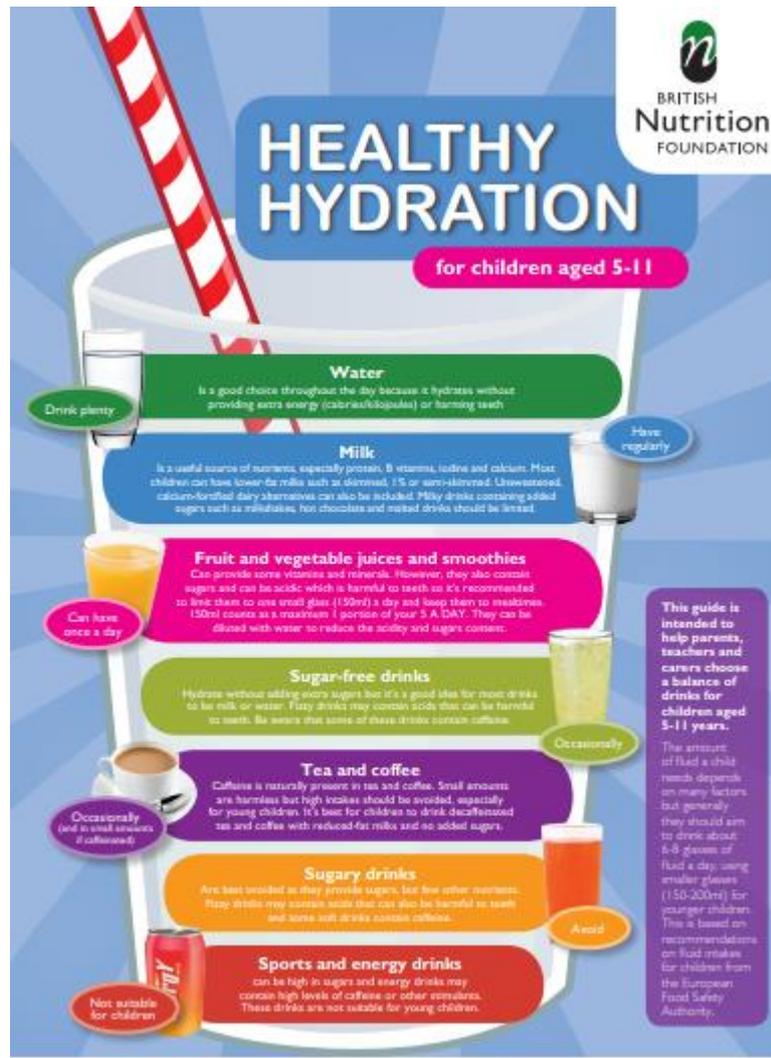
Avoid giving your children dried fruit as a break time snack as they are high in sugar and can be harmful to their teeth, instead only offer at meal times.

The British Nutrition Foundation also recommends unsalted nuts as a snack. However, we are a nut free school due to known allergies, and so we cannot encourage this as a school time snack but offer this as a useful alternative for parents when their child snacks at home.

Water bottles in class

So that children can have easy access to water, to keep hydrated throughout the day, pupils will have their own water bottle in class (provided by the school other than in times of Covid-19). These bottles should contain water for sipping throughout the day, as per the British Dental Association advice which warns against the dangers of sugary squashes and fizzy drinks stating that: '[the] main reason children between the ages of five and nine go to hospital, is for tooth decay.'

The British Nutrition Foundation again offers useful and clear advice for schools and parents, as this poster demonstrates:



Our School view on 'sweet treats':

If a strategy is to be successful it has to have a sense of balance if it is to be long-lasting. Therefore, we welcome parents to send in Birthday treats for the class to celebrate their child's Birthday. We would encourage parents to make this a home-baked snack where possible and avoid sweets with additives or excessive sugar.

'Sweet treats' given out by a child for their Birthday or a teacher as part of a whole class reward system or baking afternoon (which should not be a regular occurrence), will be expected to be taken by a child to their parent or person collecting them so they can supervise the eating of this snack, such as keeping for a pudding after tea.

Activate! Healthy Eating - cookery lessons

We have a dedicated cookery room and this is expected to be used regularly by the children. We believe that discussing a healthy balance in our diet is enriched by children actually cooking for themselves at school. During these sessions, which link to the National Curriculum subject area of Design and Technology, the lead adult (teacher or learning support assistant) will support the children in preparing meals they have design, introducing different techniques whilst discussing the health benefits of each ingredient.

Throughout the school year, pupils will have additional opportunities to cook or bake, including outside over the campfire as part of our Forest School teaching and also as one of the activities in

our after school club (Big Activity Club). We know how excited and engaged the children are when they get to cook, and how proud they feel when they get to take their meals home to share. Such opportunities are an essential part of our school 'food' culture.



Throughout the school year, teachers plan for a range of activities that require pupils to 'cook for a reason', to further enrich the sense of purpose and excitement associated with cooking.

Section 2 - Implementation (part 3)

Healthy Thinking

As a school team we believe and value education as a caring profession. At no point do we want Milton Abbot School to be nothing more than a 'factory of learning' that is cold and impersonal. As the Government's Relationships Education and Health Education statutory guidance stipulates, teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This begins at Milton Abbot School by ensuring we have time and space in our timetable to listen to our pupils in class, an essential part of feeling valued and understood as an individual; a cornerstone of good mental health.

The teaching and learning of mental health is a compulsory part of the Relationships and Health Education, which we fully support as a School team, knowing the many pressures now often facing a primary age pupil in the modern world. Indeed, an integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment. A principle aim of 'Relationships and Health Education' states:

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

To support these aims and ambitions, schools have flexibility to design and plan age-appropriate subject content, but teachers will begin by planning around the core areas for health and wellbeing on a half-termly basis, stated below.

By the end of the Primary phase pupils should have been taught:

- how physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.
- the characteristics of good physical health and mental wellbeing.
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- the benefits and importance of daily exercise, good nutrition and sufficient sleep
- the language and knowledge to understand the normal range of emotions that everyone experiences.
- how to articulate how they are feeling and, develop the language to talk about their bodies, health and emotions
- to discuss their feelings with an adult and seek support.
- to judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience
- the different ways they can protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems
- the benefits to mental wellbeing of physical exercise and time spent outdoors.
- the benefits of hobbies, interests and participation in their own communities.
- that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups are beneficial for health and wellbeing.
- about the benefits of rationing time spent online and the risks of excessive use of electronic devices.
- in later primary school, why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
- about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Resources: In 2021 we will be delivering the compulsory Relationships and Health Education for the first time and will be exploring the available resources and investing in new materials to ensure that pupils are fully engaging in the objectives above.

‘Magic Minds’ scheme at Milton Abbot

To support and highlight the teaching of mental health and wellbeing, as described previously, we have introduced a scheme entitled ‘Magic Minds’. This consists of a list of ten essential ongoing ‘activities’ that we promote to the pupils on a daily/regular basis, in a child-friendly format:



This scheme reminds children of the essential ways to maintain and develop strong mental health and how this links in with caring for ourselves physically. The essential activities include:

- Talking about our feelings
- Doing something we enjoy and are good at
- Keeping active in mind and body
- Keeping ourselves hydrated
- Eating well
- Staying connected to those who care about us
- Having pride in our very being
- Actively caring for others
- Asking for help

This scheme allows us to talk to the children in a shared language, which we find really helps, especially with some of our youngest children.

Pastoral care and the ‘Thrive Approach’

We are proud of the care we offer our pupils, seeing them as special individuals with rights that need respecting. As Ofsted reported in 2018: *“The emotional well-being of pupils is a priority in the school. This is a strength of the school and appreciated by the pupils. As a result, they develop confidence and resilience.”* We know, perhaps more now than ever before, about what helps to develop healthy curious minds and happy, confident and creative children.



As part of our caring approach, we deliver the Thrive Approach as a whole school culture and on a small group or individual basis for those children who need additional support to self-regulate and whose emotional state has become a barrier to their academic goals or potential. If children have been emotionally thrown off track, either temporarily or over longer periods, we use Thrive to help us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage. As Thrive states:

“Thrive® promotes children’s and young people’s positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.

The Thrive Approach® is appropriate for parents and carers as well as anyone working with children and young people - such as in education, social care, healthcare, community groups and local authorities.

Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.”

For more information, you can visit the ‘Pastoral Care’ page on our school website or visit the Thrive page: <https://www.thriveapproach.com/>

We are also keen to develop the Boxall approach being introduced by Devon County Council and will update this policy when this has taken place.

Section 3: Implementation

Activate: Additional Enrichment to aid physical health

Alongside the statutory PE programme of study, we also offer a range of additional physical activities throughout the year to aid the development of good physical health.

Daily Physical Exercise - as well as two to three 'Wellbeing Breaks' each day, which includes a drinks break as part of our 'Magic Minds' scheme described above. We also encourage classes to enjoy additional daily physical exercise, including laps around our large Multi-Use Games Area (MUGA) or the Front Lawn. In the Summer we also offer a before school Scooter Club, which is very popular and has proven impact on concentration and engagement in class during the day.

'Every Child Endeavouring' - we are highly committed to participating in annual tournaments and festivals, with the ambition that **every child will have represented Milton Abbot School in a sporting competition** before they move onto their Secondary Phase of education. We believe that learning to feel competitive can aid good mental health and positive self-esteem - even if we don't win, though we do have an impressive track record of local school success. We refer to this scheme as 'Every Child Endeavouring' because our expectation is that every child will give it their best, and enjoy annual swimming galas, cross-country events, football, hockey, cricket, tennis and rugby tournaments. **We usually have an after school club associated with an upcoming competition and try to recruit as many as we can - we find boys and girls participate well at our school.** We track those children who do take part, with a keen focus on our more vulnerable children.

After School Clubs - under normal circumstances, Milton Abbot enjoys offering a wide range of after school clubs of varying interest, including sports clubs. This is described in the section above, but we also have clubs that do not link to competitions, such as Mountain Bike Club and Scooter Club (before school on the MUGA), which have always been very well attended.

We also track the **'Talents and Passions'** of children, and any that identify themselves as keen on sports or if we recognise potential in them, then we actively seek to provide opportunities for them to enjoy and compete against other talented pupils of sport. This is obviously good for the individual but by extension we are also highlighting **strong role models** for other pupils, who we find are often more inspired by their peers than adults.

'Adventures Together' in Key Stage 2 - each summer our Key Stage 2 children enjoy going on adventures, as required by the National Curriculum. Year 6 attend a residential trip which involves a wide range of adventurous activities such as abseiling, canoeing and archery. During this time, Year 5 enjoy a night away camping at a local site. From this campsite they then enjoy a range of activities, which in recent years has included horse-riding, fishing and kayaking. All pupils report enjoying this experience and the mental health and personal development benefits are always evident to the pupil and the class teacher. These activities always require personal courage, as well as building teamwork skills.

Geography

Each class completes a termly Wild Walk, visiting local sites to explore the environment and to develop their field work skills such as compass points and using ordnance survey maps. We are always surprised how so few of the children regularly visit this natural resource and so we find that this opportunity offers them physical exercise and knowledge that it is available as they grow older.

Art

In the summer term each class visits Dartmoor to develop their pen and ink drawing skills. This is based on the work of a local artist and we find that taking the time to explore and observe nature in detail has positive benefits for a child's mental health and mindfulness levels, as well as providing some physical exercise.

Section 3: Impact

Monitoring systems and accountability

Ofsted already evaluate a school's success in promoting and supporting pupils' knowledge of how to keep themselves healthy, including through exercising and healthy eating. Inspectors expect to see pupils making informed choices about eating and physical activity and the school's culture promoting this aspect of pupils' welfare. This evaluation informs inspectors' judgement on pupils' personal development, behaviour and welfare.

In addition, schools have been advised that Ofsted will also undertake a thematic review on obesity, healthy eating and physical activity in schools. The review will provide examples of good practice and recommendations on what more schools can do in this area.

Milton Abbot School is committed to taking part in any National rating scheme and will evaluate itself against the standards set out in this. In 2021 we will continue to develop this area, but currently use the School Food Standards Checklists and advice to monitor and evaluate the standard of healthy foods in school, and the Education Inspection Framework (Ofsted) for standards of physical and mental health and wellbeing.

School Leadership - there is a dedicated 'Beliefs and Values' Leader in school, who is currently Mr. Chris Luxford (Headteacher), who coordinates the social, moral, cultural, spiritual and physical wellbeing of the pupils in our care. This role encompasses PE, and is required to complete Deep Dive evaluations of this compulsory area of learning in the same way all other subjects at Milton Abbot School are, including a regular review of planning, sequencing, teaching and long-term retrieval skills. We operate a plan-do-review model for all subjects, including Health Education. This role also requires the leader to promote core ambitions and objectives across school, via assemblies, in staff meetings and in communication with parents.

Governing Body links - 'The Child Protection and Safeguarding' Governor is currently Jane Byrne, who is responsible for termly data collection and reviews of safeguarding systems and matters in school. From 2021, this will include a review of our 'Relationships and Health Education' during her visit, during which she will question and challenge the effectiveness and quality of our offer to pupils. This will be based on the key learning objectives being taught and the objectives laid out in the Education Inspection Framework (see below). The Lead Governor will then complete a report for the Full Governing Board to read and challenge or question at the next FGB meeting. The Headteacher will be responsible for answering any challenge or questions from Governors and coordinating all required changes.

Ofsted Inspection links - for reference, please find below a list of the related links to Health Education in the Education Inspection Framework:

- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

Behaviour and attitudes

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- learners have high attendance and are punctual
- relationships among learners and staff reflect a **positive and respectful culture**.

- Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum **extends beyond the academic, technical or vocational. It provides for learners' broader development**, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and **help them know how to keep physically and mentally healthy**
- at each stage of education, the provider prepares learners for future success in their next steps

Section 5

Research and reference

In the creation of this policy, the following organisations and documents have been extremely helpful, especially as we seek to deliver within an area that requires expertise that is arguably beyond that of a trained teacher.

Child Obesity: a plan of action

<https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action>

This documents lists the following useful references:

1. Department of Education. *Nutritional standards for school lunches: a guide for implementation*. Belfast: DE, 2008.
2. Department of Education. *October 2008 school meal census*. Unpublished.
3. Safefood. *An investigation into the nutritional balance of school children's packed lunches: An all-Ireland study*. Unpublished.
4. Food Standards Agency. *School lunchbox survey*. London: FSA, 2004.

School Food Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/847621/School-Food-Standards-Guidance-FINAL-V3.pdf

Public Health - Healthy Lunch Boxes

<https://www.publichealth.hscni.net/sites/default/files/Healthier%20Lunch%20Boxes.pdf>

British Nutrition Foundation

<https://www.nutrition.org.uk/healthyliving/helpingyoueatwell/healthypackedlunches.html?start=3>

NHS advice

<https://www.nhs.uk/live-well/healthy-body/kids-teeth-sweets-fizzy-drinks-faqs/>

British Dental Association - advice against sugar

<https://bda.org/sugar>

Ofsted: Education Inspection Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

Resources: *these may be helpful at home - please let us know of anything you find and we can add it below for others to use.*

BBC Bitesize: KS1 - Healthy Eating

<https://www.bbc.co.uk/bitesize/clips/zrd4d2p>

BBC Bitesize: KS2 - healthy eating and nutrition

<https://www.bbc.co.uk/bitesize/topics/z4d82hv/resources/1>

Food detectives toolkit (KS2) - Public Health England

<https://campaignresources.phe.gov.uk/schools/resources/Food-Detectives-KS2-Toolkit>