

WARREN FARM PRIMARY SCHOOL

Health & Well-Being Policy 2022



Date of Last review	16/09/2022
Date agreed by governors	10/11/2022
Date of next review	10/11/2023

Warren Farm Health and Well-Being Policy

PSHE

The School (Context)

Warren Farm Primary School is situated in the Kingstanding Ward of Birmingham. The school serves an area of high social disadvantage, high unemployment, high crime and high levels of drug use and drug related crime.

Warren Farm is a one and a half entry primary school with 324 pupils on roll from age three to eleven years. The percentage of pupils eligible for Pupil Premium or Ever6 is above average (45.37%). The percentage of pupils identified as having special educational needs is higher than national averages in our early years due to our early identification processes and comprehensive provision strategies. The range and nature of pupils' special educational needs are largely associated with moderate learning difficulties and speech and language and communication difficulties. We are noticing however an increasing number of ASD related needs. Pupils' attainment on entry to school is poor. Ethnic mix 55% White UK, 12% Mixed Race, 6% Black Caribbean, 12% Black African, 10% Asian 4% Other White Background and 1% refused. 14.5% of pupils have English as a second language. 49% of our pupils are girls and 51% are boys.

We currently have 61 pupils with identified Special Educational Needs (whole school inc EYFS)

EHC (Education Health Care Plan)	=	0.3% (1 pupil)
K (SEN Support)	=	18.5% (60 pupils)
Total	=	18.8% (61 pupils)

The majority of our SEN children have support for language, however many of our pupils have many other barriers to their learning which are emotional and social. Our school has very stable mobility 11% and our attendance levels are good. They currently stand at 96.2%.

Health Authority statistics show that the population of Kingstanding have a lower life expectancy, by up to ten years, through health issues such as cancer and lifestyle issues such as smoking, alcohol and drug abuse (North Birmingham PCT).





The rate of teenage pregnancy in the area is one of the highest in the country (PCT). Drug and alcohol related crime is well above Birmingham averages (72.6% in quintile 1, compared to the Birmingham average of 30.6% (latest Deprivation Information).

(School level data from sims.net September 20221)







Introduction

At Warren Farm we believe that the health, safety, welfare and care of the children is paramount. We are committed to providing the children with high quality teaching and learning opportunities to enable them to feel happy, safe and secure in our care.

Aims





-  To raise awareness of Health and Well-Being with children, staff, parents and governors.
-  To create a caring and health promoting school environment, reflecting our school ethos.
-  To provide children with the necessary skills to become confident, healthy and active individuals.
-  To promote positive attitudes towards health, hygiene and fitness and to encourage children to adopt healthy lifestyles.

Objectives


-  To raise children's feelings of self-esteem, self-confidence and self-worth.
-  To create an appropriate learning environment in which children can develop an understanding of Health and Well-Being, developing their knowledge and understanding of living a healthy lifestyle, enabling them to become responsible citizens.
-  To encourage a respect for others, an understanding of and a tolerance towards the various races, religions and cultures present in our society.
-  To help children develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks. Assisting children to lead healthy and safe lives.
-  Children and staff participate in Healthy living weeks to promote physical activity.
-  Delivery of discrete Emotional Literacy Curriculum and PSHE.

Curriculum Teaching and Learning










Curriculum/Organisation

-  Health and Well-Being is embedded in many curriculum areas, such as IPC, Science, Literacy, PE and RE, (including assemblies.)
-  Assemblies and RE lessons enable children to develop spiritual, moral, social and cultural understandings. They teach children to value each other and adults and to show respect for different religions.
-  It is also taught as a discrete subject (PPA,) and timetabled for 1 hour per week in every year group, (Circle Time,) '**Emotional Literacy Curriculum.**' (See appendix 1.)
-  Children and staff participate in focus 'Health' weeks.

Teaching and Learning

-  A variety of teaching and learning strategies are used to deliver PSHE which take into account pupils' age, development, understanding and needs. Pupils work in a safe, secure climate where they are able to explore their own and others' attitudes, values and skills, therefore at Warren Farm a varied curriculum is offered.

Effective PSHE lessons involve a high level of interaction where each pupil has planned opportunities for learning through:

-  The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place.
-  Collaborative work.
-  Circle time activities.
-  Opportunities for reflection.
-  Challenge within a safe environment.
-  Respect for each genuinely made contribution.
-  Negotiation.
-  Accommodating new information and skills.
-  Building on current experience and use first-hand learning to achieve positive ends.

Values Education (key aspects)


An important part of teaching at Warren Farm is teaching through Circle Time activities. Children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour.



It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to.

Children are given the opportunity to acquire the necessary social skills to enable them to live and work together in a harmonious atmosphere. Social skills are taught to children and practised in the safety of Circle Time.






Resources and Outside Providers

Each year group has their own resources, these include:-

-  *Telling Tales, SEAL, Values, Feelings, Social skill/higher order questions, Internet safety and Philosophy for children books.*

-  We also use visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, who make a valuable contribution to the PSHE programme.
-  Their input is carefully planned and monitored so as to fit into and complement the curriculum. Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme.

To enhance our curriculum we also receive support from:-





-  Health Education Unit,
-  Fire Service,
-  Police,
-  Birmingham City Mission,
-  Elim Church.

At Warren Farm a key element of Health and Well-Being/Citizenship teaching is involving children in the running of the school. Giving children ownership over their school adding to the school's positive ethos.

Responsibilities

-  *Peer Mediation – year 4.*
-  *Playground pals – year 3.*
-  *Family group Leaders – year 6.*
-  *Classroom monitors - all year groups.*
-  *School monitors – year 6.*
-  *School council – years 1-6.*
-  *Eco warriors – year 5.*

Health

-  Children who attend breakfast club enjoy a good healthy start to the day.
-  Healthy school meals are cooked in our own kitchen.
-  Children eat healthy food at playtime and have access to water throughout the day.
-  Children have many opportunities to join in healthy physical activities before school, lunch times and after school.

- Health and Well-Being is also developed through various activities and whole school events e.g. Peer Mediation, School Council, Health and Well Being Week, Money Week, Charity fundraising, breakfast club and bike ability.

Monitoring and Review

The Health and Well Being co-ordinator will monitor delivery of the curriculum through observation and discussion with teaching staff to ensure consistent and coherent provision.

Evaluation of the curriculum's effectiveness will be conducted on the basis of:

- pupil and teacher evaluation of the content and learning processes,
- staff meetings to review and share experience,
- Assessment of pupil learning objectives/outcomes.

Training

All staff benefit from Health and Well-Being training in order to enhance their subject knowledge and skills in delivering the curriculum through;

- Staff INSET,
- Individual training,
- Team teaching.

Assessment



Assessment in PSHE includes:

- Observing and questioning the pupils during lessons,
- Looking at displays,
- Discussion in class assemblies,
- Pupil interviews,
- Pupil's work,
- Peer assessment,
- Children's progress in PSHE is reported to parents in their annual reports.

Special Needs/Equal Opportunities




We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

- All learners are valued regardless of culture, religion, race or ability.
- All learners are given every opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment, disability or background.




-  Staff, children and parents are involved in the best ways to support all children's needs.
-  Within each class, teaching and learning styles and classroom organisation will be flexible to ensure effective learning. Grouping children with special educational needs will be part of this process.

Parent Involvement

Parents are actively encouraged to:-










-  Review policy.
-  Attend parent courses.
-  Participate in information sessions regarding SRE and Drug Education.

Early Years Foundation Stage

-  The children's Personal, Social and Emotional Development, (PSED) underpins the whole of the Foundation Stage Curriculum.
-  Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. We ensure support for children's emotional well-being to help them to know themselves and what they can do.
-  Our approach to PSED is responsive to children's needs and incorporates 'SEAL,' 'Lola' stories, puppets and Circle Time activities.

Links with other Policies

These policies should be read:-

-  Sex and Relationship Education,
-  Drug Education (including Alcohol and Tobacco)
-  Teaching and Learning,
-  Equal Opportunities/Inclusion,
-  Child Protection ,
-  Behaviour,
-  Anti-Bullying,
-  Health and Safety,
-  Physical Education.

This policy was written and is reviewed annually with the Health and Well-Being Co-ordinator, Senior Leadership Team and Head Teacher.