



**THE CHERWELL SCHOOL**

**HEALTHY SCHOOLS POLICY**

### **Statement of current provision and Action Plan towards being a Healthy School**

The national audit was carried out in consultation with students on the school council, Governors of the Pastoral sub committee, SLT and teaching staff via Heads of Faculty.

The School Council is the major outlet for the student voice and is involved at different levels in all decision making in the school ranging from appointing staff to suggesting change and setting up schemes for improvement (e.g. most recently Our School Environment). More information about the structure of the school council is enclosed.

#### **Personal Social and Health Education**

All aspects of PSHE are delivered through the RS/PSHCE department in a program of study that is carefully structured across both key stages 3 and 4. This program is constantly reviewed evaluated and restructured in response to student opinion and whole school concerns. There is room for flexibility and adaptation in order to meet student needs. For example the SRE program has recently been adjusted so that students are taught about contraception in Year 8 rather than Year 9 in response to student's comments.

Students complete end of module assessments which are graded and recorded in line with QCA guidance.

Members of the department attend training courses to make sure they are up to date with developments in all aspects of PSHCE. In addition students in Year 8 and Year 9 participate in 'Drugs and Stuff' and 'LifeBytes' days run by external agencies.

The school nurse holds regular drop in sessions and runs awareness displays and information 'stalls' at lunchtimes. The most recent example of this was on smoking held in term 5.

The school's policies on all aspects of PSHE can be found in the staff shared area on the school network ensuring that they are easily accessed and referred to by all members of staff.

#### **Healthy Eating**

The Cherwell School has recently undergone a complete change in its food provision in line with government legislation. The School Council played an active role in selecting new catering services (Food for Thought ) and the

Governors sent a questionnaire to parents/carers asking for their opinions on menu selection and price range. They were very pleased with the response (enc). Students can have breakfast if they want and the canteen is open at morning break and lunchtime where a range of hot and cold snacks and drinks can be purchased as well as full meals. All meals are healthy and behaviour has improved with the removal of fizzy drinks. There are no vending machines at Cherwell and students are not able to purchase chips or chocolate or sweets. Instead healthier options are available (please see example menus).

The canteen has recently been improved at students request by purchasing round tables to encourage social interaction and comfort. A water fountain has recently been installed in this area.

Students learn about healthy eating and the importance of a healthy diet through PSHCE, Food Tech and PE lessons.

#### **Areas for development:**

A policy designed to encourage students to drink water regularly is in progress starting with allowing students to have spillproof bottles of water on their desks during lessons. (Health and Safety issues permitting).

#### **Physical Activity**

The Cherwell School's PE department provides a broad and balanced curriculum aimed at promoting inclusion and participation – there are very few students who forget kit or bring notes to be excused from these lessons (please see their policy). Every student has 2 hours of PE every week and in addition there is a comprehensive extra curricular program that is marketed via the 'Club Xtra' newsletter. Activities range from competitive team games with regular fixtures against other schools to more recreational activities like trampolining. Participation rates are high.

There have been a range of staff activities that run according to demand. Most recent have included Yoga, Tai Chi and ballroom dancing!

67% of students walk or cycle to school and the school has an ongoing Travel Plan. (enc)

#### **Emotional Health and Well-Being**

Issues relating to emotional health and well-being underpin all aspects of Teaching and Learning at The Cherwell School. Evidence can be found in all Schemes of Work and Programs of Study available on the shared area of the school's network.

In addition to this, vulnerable individuals and groups are identified and in-house and external support is tailored to meet their needs. Careful liaison with Partnership Primary schools ensures that support is consistent and seamless as students move between Key Stages 2 and 3.

Students have a form tutor who they meet every morning and who offers support and guidance. In Year 7 students have a fortnightly Tutorial session which addresses many aspects of emotional health and well-being through circle time and group work.

The school ethos is clearly stated in the Prospectus and in Student Planners and students are aware of the systems in place to support them. (enc)

There is a clear procedure for dealing with Child Protection issues (enc) and staff are aware of this.

Celebrating success is a big part of life at The Cherwell School and as well as celebration Assemblies students work hard for Merits, Mega Merits, Commendations which eventually lead to Head Teacher's Commendations where students receive a certificate from Mr James on a Friday lunchtime (students have told us that taking good news home on a Friday is very popular as it ensures a good start to the weekend).

Year 12 offer a Peer Support facility which is very much appreciated by KS3 students. Year 12 are trained by external agencies and provide email contact as well as personal contact to our younger students. They have been instrumental in resolving minor conflicts, offering advice and referring students to appropriate staff if the problem is too much for them. They are clearly visible around the site at lunchtimes and even attend assemblies and Year 7 tutorials.

The list of internal and external provision for supporting vulnerable individuals and groups is huge and can be found enclosed as well as an outline of support provided by our BASE, Dolly (our Counsellor) and our School Health Nurse.

Three members of staff have attended courses on Restorative Justice and Restorative Practices and have passed their knowledge onto others through Inset. These principles are used increasingly to resolve conflict. As a result there is very little bullying, and both parents and students have commented how efficiently any problems are addressed fully avoiding repercussions. As you would expect in a multi faith city school that actively celebrates uniqueness and individuality, racist incidents are very rare - there were only 6 incidents of racism (verbal) reported across the entire school last year. These were generally as a result of comments thrown in the heat of an argument that was not about race at all.