

# **Ysgol Gynradd Herbert Thompson**

## **Herbert Thompson Primary School**



### **Wellbeing Policy**

**June 2015**

*“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area”*

*(Building the curriculum 1)*

Herbert Thompson Primary School’s commitment to ensuring the health and wellbeing of all the pupils, staff, parents and wider community is of an “excellent” standard. As a result of this the school is committed to providing Wellbeing conferences for staff from other school settings through the School Improvement Hub. By allowing the whole school community to enjoy a wealth of health and wellbeing experiences, this will ensure that the school community are successful learners, confident individuals, responsible citizens and effective contributors.

Herbert Thompson takes a holistic approach to Health and Wellbeing. We recognise the importance of promoting and enhancing all the children’s health and wellbeing, in accordance with the new Welsh curriculum- ensuring our children are ‘Healthy, confident individuals’. We pride ourselves in our “family” ethos where everyone cares, respects and is fair to each other.

The school community is given many and varied opportunities to participate and take responsibility for health and wellbeing activities. This will enable the development of knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing required now and in the future. Everyone is able to give an opinion and know that it is listened to and valued to develop any activity further.

Although all areas of health and wellbeing are firmly interlinked with one another, detailed below are activities for Food and Fitness, Mental and Emotional Health and Wellbeing, Personal Development and Relationships, Substance Use and Misuse, Environment, Safety and Hygiene.

All areas within the Wellbeing policy support the school’s equal opportunities policies and practices. In support of the Equal Opportunities Policy, all Herbert Thompson Primary School pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from all of the resources and teaching methods included in this policy.

The school’s Wellbeing policy also supports the schools other stand-alone policies which are:

- Child Protection
- Computer/ Internet/ E-Safety
- Positive Friendship
- Health and Safety

This policy was completed: May 2018

It will be reviewed: June 2020, or in light of any new documentation.

## Food and Fitness

### Introduction

At Herbert Thompson Primary School we are committed to encouraging our pupils to lead active and healthy lifestyle and developing their ability to be Healthy, confident individuals (Donaldson core purpose). We believe that healthy children are best able to take full advantage of the educational opportunities that the school provides. The partnership of home and school is critical in shaping how children and young people behave, particularly where health is concerned.

At Herbert Thompson Primary School we encourage a whole school community approach to food and fitness. The Head teacher, staff and Governing Body will do their best to ensure that food provided in the school and advice given to pupils promotes a healthy and active lifestyle.

We are committed to providing high quality PE lessons and health related exercise. The school works in partnership with PESS, Dragon Sports, and other community sports organisations.

The National Assembly for Wales is determined to help secure, maintain and improve the health of young people, with the introduction of minimum nutritional standards for school meals and by improving the range and quality of opportunities for physical activity available to pupils.

### Aims

- To improve the health of the whole school community by equipping pupils with ways to establish and maintain life-long active lifestyles and healthy eating habits, enabling them to become healthy, confident individuals.
- To ensure that food and nutrition and physical activity become integral to the overall value system of the school and a common thread of best practice runs through the curriculum, the school environment and community links.
- To develop a whole school approach to food and fitness via a whole school policy that:
  - ✓ has a shared vision.
  - ✓ offers coherence in planning and development.
  - ✓ ensures consistency in the delivery of services, curriculum. messages and the supporting environment.
  - ✓ provides the opportunity for discussion.
  - ✓ encourages engagement of stakeholders.
  - ✓ establishes belief and ownership in the aims and objectives it aspires to.

## Objectives of the School's Food and Fitness Policy

### 1. Ethos

- Recognise the significant impact of the informal curriculum on the social and emotional education of pupils as well as their physical health and wellbeing.
- Understand and maximise opportunities for social and educational development through the organisation and delivery of food and fitness activity throughout the day, and promote pupil participation in decision-making.
- Ensure that all activities and services related to food and fitness provided for pupils throughout the school day are consistent with the food and fitness content of the curriculum and appropriate national guidance and regulation.
- Ensure that pupils are involved in the decision making process relating to food and fitness activities, via School Council, Eco-Committee and Play Leaders.

### 2. Curriculum

The school teaches fitness through the PESS, Play 2Learn, Dragon Sports and Val Sabin schemes of work.

Through the delivery of the curriculum the school will ensure that it offers pupils:

#### Food and nutrition

- the acquisition of basic skills in purchasing, preparing and cooking food and an understanding of basic food hygiene.
- an understanding of the relationship between food, physical activity and the short and long term health benefits.
- opportunities to examine the influences of food choices, including the effects of the media through advertising, marketing, labelling and packaging of food, by working towards the Fair Trade award.
- opportunities to learn about the growing and farming of food and its impact on the environment both in the classroom and outside in the countryside, through ESDGC (Education for Sustainable Development and Global Citizenship) lessons.

#### Physical activity and fitness

- opportunities for physical activities. The school is committed to providing two timetabled 45 minute slots per week for each class. During this time there is access to a wide range of PESS (PE and school sport) resources and the hall/playground. One of these slots is taught in PPA time by the PESS coordinator to ensure progression and continuity of skills.
- the opportunity to purchase a school PE kit. Children are informed of the importance of wearing appropriate attire for physical activity.
- All Key Stage 2 classes take part in the 'Daily Mile' initiative.
- a well-planned NC course of study in health-related exercise. This is taught as part PE and part by making good use of opportunities for cross-curricular promotion of physical activity and its relationship to diet and nutrition. Each class has a timetable which enables them to incorporate fitness into their daily

routine through The Daily Mile (KS2), breakfast club activities, playground circles, organised playground activities and after school clubs.

- given the opportunity for year 6 pupils to acquire the Young Leaders Award. This will be continued in year 7 and 8 when the children attend Cardiff West Community High School.
- Herbert Thompson Primary celebrates physical activity through an annual Sports week, culminating in an ‘Olympic’ sports day at NIAC/ Leckwith.
- rewards in the form of stickers, dojos, warm fuzzies and certificates for their involvement in daily physical activities.
- ‘Herbies Heart’ Award given to one class each week in KS2 who have shown excellent participation in PE lessons- linked to Article 6: You have the right to life and to grow up to be healthy and one of the 4 core purposes- Healthy and Confident individuals.

#### Other areas

- rewards and treats in the form of Golden time, dojos, warm fuzzies, stickers and certificates. No food rewards are given.
- the school canteen takes part in themed days in conjunction with the school caterer eg: Royal wedding lunch.

### 3. Environment

The operation, scope and delivery of the food service and the provision of a range of safe, stimulating sport and recreational activities outside the formal curriculum plays a significant role in the pastoral care and welfare of pupils. In light of this the school will:

- acknowledge that effective management of pupils is more, rather than less, challenging during breaks, lunchtimes, before and after school, than within the classroom. The school plans and resources the supervision of pupils accordingly via the role of the Health and Fitness coordinator. Adults from Ely and Careau play centre come in and spend alternate weeks on the infant and junior yards at lunch, providing a range of activities for the pupils.
- recognise the importance of the involvement of catering staff and lunchtime supervisors in planning the lunchtime provision and linking with activities available to pupils, via the Health & Fitness/PESS coordinator.
- work with school caterers and training providers to ensure that all staff supporting pupils in making healthy choices are well informed.
- offer a broad range of safe, stimulating indoor and outdoor sports, play and recreational activities.

The school will liaise with caterers so that the food service is supplied on a ‘whole school/whole day’ approach. The school provides:

- a free breakfast club that complies with the *Appetite for Life* guidelines.
- healthy, nutritious, affordable and attractively presented lunch choices.
- the dining room has adequate chairs and tables for all pupils to sit and enjoy a balanced school meal.
- the dining room is warm, clean and promotes healthy eating messages.
- Queues are managed to reduce queuing time and promote positive behaviour. SNAG identified previous queuing issues and lunch time is now staggered and classes are rotated to allow sufficient time for each pupil to enjoy a healthy, balanced school meal.
- no pupils are allowed off site at lunch time.
- suitable space has been provided for the consumption of packed lunches in the dining room.

- information is provided annually for parents on nutritionally balanced packed lunches.
- children and staff are rewarded with stickers every Thursday if they have a healthy lunchbox.
- all pupils have access to free, fresh water at all times of the day. Children can purchase water bottles for use in school at the school's office. Water coolers are available in the staff room and PESS room.
- displays and materials within and around food and fitness areas that promote the positive relationship between food and physical activity are located around the school.
- engagement with pupils, where appropriate, in consultation on food and fitness activities, through School Council and Eco-Committee.
- procurement and menu planning that recognise the importance of purchasing locally, seasonality, and environmental sustainability.
- guidance on healthy food for children and parents.
- encouragement to eat fruit and drink water or milk as snacks by selling them in the tuck shop at play and lunch times.
- confectionary, crisps and sugary drinks are not available to buy in school and pupils are encouraged to restrict the amount of these products in their lunchboxes.
- the school provides an environment in which breastfeeding is seen as the norm.
- It is requested that pupils do not bring birthday cakes or confectionary into school.
- It is requested that pupils do not bring confectionary on school trips.

The school will not advertise branded food and drink products on school premises, school equipment or books, and will ensure that any collaboration with business does not require endorsement of brands or specific company products high in fat, sugar or salt.

The school will review and develop the out of school hours program of opportunities within food and physical activity to complement and extend those offered in curriculum time and will aim to provide a broad range of safe, stimulating indoor and outdoor play and recreational facilities which incorporate healthy active lifestyle activities. These include:

- Cardiff City after school club
- HIIT lunchtime club
- Various seasonal sports clubs
- Young Leaders Award for all year 6 pupils.

The school will aim to provide:

- safe equipment and facilities available for recreational use and ensure high levels of maintenance.
- eye catching displays around the PESS dept and public areas of the school, promoting opportunities for sport and physical recreation and the positive relationship between physical activity and food.
- secure storage for equipment.

### Resources

- PESS schemes of work
- Val Sabin schemes of work
- Play to Learn equipment and scheme
- PESS equipment

- Playground equipment
- Dragon sports
- Cooking trolley
- Tuck shop/ staff room cooking areas

### Management and organisation

#### **Governors**

- To ensure the legal framework is followed.
- To implement the Food and Fitness Policy through the Head Teacher.
- To implement the 'annual' reviews.
- To make, and keep up to date, a separate written statement of the school's policy with regard to Food and Fitness.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of Food and Fitness in the School Prospectus.

#### **Head Teacher**

- To implement the Food and Fitness Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed annually.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

#### **PESS coordinator**

- To teach 45 minutes of PESS curriculum to each class once a week during PPA cover. (Nursery-year 6)
- To provide breakfast club and after school sports club opportunities for pupils.
- To train year 6 pupils in the Young Leaders Award.
- To organise structured playground and wet play activities.
- To ensure a broad, balanced and progressive curriculum is available.
- To highlight children who are SA or More Able and Talented in their physical development for the ALN register.
- To monitor and assess children's physical progress through the year, culminating in the writing of each child's end of year report.

#### **Class Teacher**

- To implement Food and Fitness in the Curriculum.
- To ensure the correct resources are available

- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

### Specialist involvement

**Healthy Schools Team/ School Nurse/ PE advisor/ Sports council for Wales/ Dragon sports/ county PESS coordinators/ Local sports clubs**

- To give support throughout the school, when appropriate.

### Consultation and policy formation process

The policy has been written following the Appetite for Life No: 029/2007, Developing a whole school food and fitness policy (WAG, 2009), Healthy Eating in schools (Wales) measure 2009, Physical Activity in School Assessment Tool, Curriculum 2008 document and Baalpe- Safe Practice in Physical Education document.

- The link Governor for the Wellbeing Policy agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents were informed. The full Governing Body finally agreed the policy.

### Pupil Involvement

- Herbert Thompson Primary school has a School Council and pupil representatives from this group assist in decision making initiatives concerning food and fitness issues.

### Continuing Professional Development

- Professional development needs of the staff are identified through lesson observations and teachers own personal needs.
- PESS coordinator attends relevant courses.
- PESS coordinator disseminates information from courses through appropriate in-house INSETS.
- PESS coordinator shares effective practice with new teachers through observations and mentoring schemes

### Community

Within its broad purpose of ‘education for life’, the school will seek to:

- raise awareness of, and promote, the activities and policy of the school around food and fitness in partnership with key community and health agencies, i.e. Cardiff Healthy Schools Scheme.
- encourage the provision of healthy food and snacks from home through the curriculum by giving information to parents, and in partnership with key community and health agencies.
- weekly Healthy Lunchbox awards are awarded to staff and pupils.
- collect, collate and provide pupils with up to date information about, and experience of the opportunities and resources available in the community relating to food and nutrition, physical activity and sport.



- provide opportunities for the development of gardening clubs for pupils, parents and community interests.
- Playground growing boxes give children the opportunity to decide what they'd like to grow in their box. This can include vegetables, fruit and flowers.
- develop alliances and partnerships with local providers, i.e. Cardiff West Community High School, local leisure centres, local businesses, Fair Trade. Transition
- work with, and lobby for, provision within the community of healthy food services and opportunities to be active, i.e. breakfast club suppliers.

### Monitoring and evaluation

- A member of the SLT will be responsible to the governing body for the coordination and management of the policy.
- The school will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's Food and Fitness Policy.
- The PESS coordinator will ensure the involvement of pupils in play leaders and all pupils participation in food and fitness activities.
- The school will take advantage of the existing national and local initiatives and resources, relating to food and physical activity.
- Progress will be monitored at regular intervals by the Food & Fitness coordinator, SLT and governors.
- The PESS coordinator will contribute to the school's self- evaluation process, which is collated by the Head Teacher and SLT.
- Updates on school food and fitness actions will be fed back to staff, and included in the Annual Report to parents.

## Mental and Emotional Health and Well Being

### Introduction

In Herbert Thompson Primary School PSE comprises all that the school undertakes to promote the personal and social development of its pupils. This includes planned learning experiences and opportunities in the curriculum as well as the ethos and organisation of the school.

The importance of PSE is reflected in the need for each pupil to receive a broad and balanced curriculum as stipulated by Curriculum 2008. The curriculum should:

- promote the spiritual, moral, cultural, mental and physical development of pupils in the school and in society;
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

### Aims

PSE will reflect the requirements of the Curriculum 2008 programme and aims:

- To develop pupils' self-esteem and personal responsibility.
- To prepare pupils to be lifelong learners.
- To assist pupils to live healthy and fulfilled lives.
- To foster and encourage positive attitudes and behaviour towards the environment.
- To empower pupils to participate in their communities.

### Curriculum

The school will review the delivery of the curriculum to ensure that it offers pupils:

- the promotion of certain attitudes and values, the development of skills and the acquisition of knowledge and understanding in accordance with the Curriculum 2008 programme. The themes in the PSE Curriculum 2008 document which provide a framework for PSE are: active citizenship, health and emotional wellbeing, moral and spiritual development, preparing for lifelong learning and sustainable and global citizenship.
- The attitudes and values the school considers extremely important include showing care, respect and consideration to others, responsibility, honesty and a positive lifestyle.
- The skills we regard as essential include listening to others, expressing one's views, keeping safe, making decisions, being able to empathise.
- The PSE provision is also to be found reflected throughout the Wellbeing policy.

The PSE curriculum is taught through the following areas:

- SEAL (Social and Emotional Aspects of Learning) is a whole school approach to PSE. Whole school assemblies are held at the beginning and end of each half termly SEAL theme and a 'Positive Relationship week' that runs in November during 'anti-bullying week'. The SEAL themes are New Beginnings, Getting on and Falling Out, Going for Goals, Good to Be Me, Relationships and Changes. Posters are located around the school and in every classroom to remind the children of the behaviours they should be displaying in relation to the current theme. SEAL is taught discretely throughout Years 1- 6 in a weekly lesson. Reception teachers introduce SEAL to the pupils using a SEAL toy during the Autumn term through the New Beginnings topic and they attend the whole school assemblies from the Spring term.
- PATHS (Promoting Alternative Thinking Strategies) curriculum is taught through discrete lessons in Reception. The PATHS theme is continued in Years 1 and 2 through weekly PATHS assemblies. Each class chooses a PATHS child daily to lead the class. A compliment slip is filled out at the end of every day for the PATHS child. The use of 'Thinking turtle' is promoted for when a child is upset or angry.
- Nurture Programme is used in Nursery and Reception and is taught discretely through pastoral groups.
- Circle Time document is also used in Nursery during pastoral groups.
- All teachers have attended an INSET from an outside provider on Philosophy for Children. Teachers now incorporate Philosophy for Children lessons into their context for learning as and when appropriate.

## Resources

- SEAL assemblies
- SEAL whole school resource pack
- SEAL whole school photo pack
- PATHS scheme of work
- Nurture Programme
- Circle Time document

## Management and Organisation

### **Governors**

- To ensure the legal framework is followed.
- To implement the PSE Policy through the Head Teacher.
- To implement the 'annual' reviews.
- To make, and keep up to date, a separate written statement of the school's policy with regard to PSE.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of PSE in the School Prospectus.

## Head Teacher

- To implement the PSE Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed annually.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

## PSE coordinator

- To ensure teachers plan and teach SEAL lessons.
- To ensure adequate resources are available for teachers to use.
- To ensure that the Emotional Literacy levels of all children will be reviewed termly and measured annually using the Nelson assessment tool, the outcomes of which will be analysed using the school's 'rainbow data' approach and appropriate provision put into place.
- To collate all data from the results of the questionnaires and highlight children who are SA in their emotional development for the ALN register.
- To ensure that provision is put in place for children identified as having low Emotional Literacy skills.
- To monitor, evaluate and review the PSE provision annually.

## Class Teacher

- To plan and teach the relevant PSE lessons.
- To build up the self-esteem of the children, develop their personal and social skills, give them responsibility, encourage them to work with others etc.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

## Specialist involvement

### Healthy Schools Team/ School Nurse/ EHW LSA/ Police

- To give support throughout the school, when appropriate.

## Consultation and Policy Formation Process

- The policy has been written following the Curriculum 2008, SEAL, and PATHS programmes.
- A group of Governors from the Curriculum Committee agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents were informed. The full Governing Body finally agreed the policy.

## Pupil Involvement

- School Council, Eco committee, and Fair-trade steering group all promote pupil voice and give pupils the opportunity to express their views, make decisions and develop their evaluation skills.
- ‘Learning Friends’ are pupils from year 5. They support the Nursery and Reception classes by facilitating with the activities provided daily in these settings. This enables these pupils to develop their self- esteem, attitudes and confidence.
- ‘Play Leaders’ are year 6 pupils who assist in the Foundation Phase playgrounds during morning play. They provide activities using the playground equipment and aid the pupils in their participation. They also teach physical skills such as skipping, football, etc. They act as mediators when younger pupils are involved in a dispute. They also ensure that all pupils have a ‘friend’ to play with and no-one is left out. This enables these pupils to develop their self- esteem, attitudes and confidence.
- ‘Peer mediators’ – see Positive Relationships Policy below

## Continuing Professional Development

- The PSE coordinator will attend appropriate training courses and disseminate relevant information to the rest of the staff through in-house INSETS.
- The coordinator will advise staff on suitable resources and share good practice.
- Professional development needs of the staff are identified through lesson observations and teachers own personal needs.

## Community

The school seeks to involve parents and the community at every opportunity and encourages them to contribute to the daily life of the school.

- Herbert Thompson Primary School has an active Parent Council.
- Religious assemblies are provided by outside agencies half termly.
- Class assemblies on Religious festivals are provided for parents to attend.
- The Rotary Club listen to readers in priority year groups weekly.
- The school promotes an ‘open door’ policy for parents where parents are encouraged to discuss any matters of relevance with teachers as and when they arise.
- The local Police officers support the whole school community when necessary.
- The Family Liason Officer provides workshops and support surgeries run by school staff and outside agencies for parents related to Emotional wellbeing e.g. jewellery making, art and craft, family Willow, Educational Psychologist, communication, peer counselling etc.
- Nursery ‘stay and play’ sessions for parents.

## Monitoring and Evaluation

- A member of the SLT will be responsible to the governing body for the coordination and management of the policy.

- The school will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's PSE Policy.
- The PSE coordinator will ensure the delivery of PSE lessons throughout the school in compliance with the policy.
- Progress will be monitored at regular intervals by the PSE co-ordinator, SLT and governors.
- The PSE coordinator will contribute to the school's self- evaluation process, which is collated by the Head Teacher and SLT.
- Updates on school PSE actions will be fed back to staff.

## Positive Relationships Policy/Good Behaviour Policy

### **Introduction**

As a staff at Herbert Thompson we feel it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel secure and respected. We recognise that every child needs praise, support, recognition and affection. We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

*'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ'*

Duckworth and Seligman 2005

### **Aims**

- Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.
- We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.
- From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.
- Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

We also believe behaviour is directly linked to relationships and inappropriate behaviour is defined in terms of the harm or potential harm that it causes others. Restorative approaches acknowledge the feelings, needs and rights of all parties. We would define misbehaviour as harm done to the wellbeing of another person and in dealing with an incident we would want to find out how all sides are feeling and what they need, to

put things right. Where possible we believe in dialogue so everyone involved has an opportunity to communicate and co-operate with each other.

*'Young people can only begin to take responsibility for their own behaviour when adults begin to share this responsibility with them'. J Nelson*

*'If you want to make peace, you don't talk to your friends, you talk to your enemies'. Moshe Dayan*

When relationships break down our focus is on collaboratively repairing harm done to relationships, rather than on blame and punishment.

## Aims

- To raise self esteem and help children to build positive self image
- To support all members of the school community in building positive relationships
- To work collaboratively to create a caring and supportive environment
- To recognise and praise good efforts
- To respond appropriately to individual needs and encourage children to do the same for others
- To provide a stimulating and enriching curriculum that demands full participation
- To ensure consistency throughout the school

We understand that the person being harmed *and* the person who has harmed have similar needs. They need:

- Someone to listen
- Time to calm down and reflect
- A chance to ask or a chance to explain
- A sincere apology or an opportunity to apologise
- Things to be put right
- Reassurance it will not happen again and that we can all move on

Staff at Herbert Thompson Primary School, try to meet these needs through the way in which they respond to incidents. Giving time for discussion, showing empathy and working collaboratively to find solutions.

Therefore when dealing with conflict we ask the following questions:

1. What happened?
2. What were you thinking/how were you feeling?
3. Who has been affected?
4. What do you need?
5. How can we move on?



By asking these questions we help all sides to begin to understand what is going on inside another person's head, their thoughts and feelings and what they need. It is our aim at Herbert Thompson to encourage children to think how their behaviour impacts on others and to enable the children to develop an 'inner moral compass'.

Our school Guidelines/rules are:

- I respect myself.
- I respect other children.
- I respect all adults.
- I respect my surroundings

### **Foundation Phase**

In Foundation Phase, a wooden tree is the focus of the reward system. Each week a teacher chooses a child from their class and writes why they deserve a reward on a 'golden' leaf. The child collects their leaf in Rewards Assembly and places it on the tree.

Certificates and rewards are also given for meeting weekly targets such as lining up quietly.

PATHS (Promoting Alternative Thinking Strategies) is one way in which we learn to 'STOP, take a deep breath and say what the problem is'. Every day a PATHS Kid is chosen in each class. You will find two pots labelled 'Has had a turn' and 'Has NOT had a turn'. The children take in turns to be the PATHS kid by having their name chosen from the pot. The child then wears a sash for the day and helps the class teacher and the children. The PATHS Kid is encouraged to set a good example to the others. If at all any child demonstrates 'turtle' (by crossing their arms across their chest), they are rewarded with stickers for behaving in the correct manner.

### **Key Stage 2**

Each Thursday afternoon Key Stage 2, meet in the hall to celebrate achievement. Each teacher chooses three children who are showing they are ambitious and capable learners in literacy, numeracy and their homework. There are further awards for Attendance, punctuality and Welsh in class and Herbies Heart is given to those who are showing they are healthy, confident learners.

### **Whole School**

- Reward trips, such as sporting events, cinema, bowling, theatre etc.
- Every week we have reward assemblies across the school, where children are awarded with Golden Leaves, Headteacher's Stickers, a Welsh Award and Positive Relationship Cup. Children also receive class awards weekly including 'Herbies Heart' for participation in sport, a lining up award and a class attendance award.
- Praise postcards which are sent through the post. • Warm fuzzy stickers which are awarded to children showing exceptional behaviour. When children are working well as a team they can also earn warm fuzzies which are then used to fill their class. When the jar is full, children can choose a

class treat and then place a large warm fuzzy in the whole school jar. When the whole school jar is full the children win a whole school treat such as a movie afternoon.

- Weekly golden time happens on a Friday and each child earns up to 5 minutes a day which adds up to a maximum of 25 mins per week to have free choice time.
- Stickers are prizes
- Children are rewarded with DoJo's, for any reason the member of staff chooses.

### **Managing Positive Relationships in Class**

- One purple slip is given out each day by the class teacher to a child who has their name on 'superstar'.
- A yellow slip is given to the parent/career of a child who needs a further discussion at home regarding their behavior in class.
- Stickers and prizes.
- DoJo points – which are points that are collected throughout the week that children exchange for certificates and prizes
- Children who are following school guidelines are on 'Ready to Learn' and those who are demonstrating exceptional behaviour will be on 'Superstar'. If children are on 'Ready to Learn' at the end of the day they receive a DoJo point, if all children are on there they earn a warm fuzzy. Children who are on 'Superstar' will receive two DoJo points and a 'Superstar of the Day' sticker.

Responses for pupils who are not following the school guidelines.

#### Step 1 - Reminders

Reminder of expectations and what needs to be done.

If the behaviour continues, there will be one more reminder of expectations.

If children are not following the school guidelines or responding to Step 1, they must be moved to 'Reflection Time'. Once children have reached this stage the focus will be on them returning to 'Ready to Learn'.

#### Step 2 - Reflection in class

Child may be sent to another table or space in the classroom to complete they work or have time to think about their behaviour.

If appropriate there should be a discussion such as in a restorative circle.

You may feel that a telephone call/discussion with parents if a child has reached this stage, particular if this behaviour has been repeated.

#### Step 3 - Reflection in another class

If behaviour persists, the child will be sent with work to a buddy classroom for a set time, of a maximum of 30 Minutes - this must be communicated to the child and buddy teacher. It may be useful to provide the child with a timer.

They will be expected to complete class work in the buddy class and it is not expected that the buddy class teacher will have a discussion/conference with the child.

It might be decided that a child misses a playtime if the behaviour continues and if children are not able to move to 'Ready to Learn'. They should complete a 'Restorative Thinking Plan'.

#### Step 4 - SLT

If the behaviour is significant and a child is putting themselves or others at risk or is repeatedly disturbing the learning of others, SLT should be called. At this stage, there will be contact with parents by telephone or a meeting held. Internal or external exclusions may be used. Depending on the nature of the incident the AHT or DHT should be contacted first (on 102 or 105) then the HT (101). The office should only be called if there is no answer on those numbers. For guidance on responding to significant behaviours, please see the 'Steps for Responding to Unacceptable Behaviour'.

For repeated incidents, a behaviour meeting may be held with parents. SLT may be involved in meeting depending on the level of behaviours demonstrated.

If there appears to be a pattern i.e. child's name appears on a regular basis, we should be asking the question:

1. Does something else need to be put in place for that particular child?
2. Am I giving enough positive behaviour support for that child?
3. Is the way we use the reminder book effective?

Make the most of the excellent information, sheets and games that can be found on staffshare/SEN/BEHAVIOUR. There is a huge range of ideas to support children with complex needs in class.

### **Positive Relationships at Playtime and Lunchtime**

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;
  - To have the opportunity to interact, build tolerance and inclusion;
  - For the enjoyment of positive play;
  - To be healthy confident individuals– to have fresh air, exercise and the opportunity to relax
  - For the opportunity to explore and play with adults and peers in a less structured, positive environment applying choice and preferences The procedures for promoting positive relationships at playtime lunch time are very similar to those at lesson time.
- 
- Reflective Spots are spread out along the wall for children to stand on when they are given time to think about the harm they are causing others – Step 3.
  - Serious harm. If the harm caused is considered to be serious, the member of staff asks the child to remain on the Reflective Spot until they have calmed down.

Standing on a Reflective Spot means a child has missed their playtime and had time to think about the harm they have caused whilst watching others play. A conference should be held and a decision made about whether missing playtime was enough of a consequence or whether more needs to be done to put right the harm that has been caused.

If a child is out of control of their behaviour and is refusing to stand on a Reflective Spot then a senior leader must be called immediately.

- Peer mediation

A number of children will have undergone week long 'Peer mediation' training. Each play time and lunch time there will be several pairs of peer mediator on duty. It is their role to 'look out' for anyone who is on the thinking spot.

In peer mediation, students talk face to face in a safe and supportive discussion led by trained peer mediators. The process is organized, structured, and systematic and aimed at producing positive actions and outcomes. Peer Mediation does not take the place of normal consequences when inappropriate behaviour has occurred.

Peer mediation is not:

- About deciding who's 'wrong' or 'right'
- About apportioning blame
- About focusing on the past any more than is necessary to help pupils work out a way forward
- About offering advice. Mediators support pupils to work out a way forward which is mutually acceptable

The following issues can be mediated by children:

- Arguments
- Teasing
- Harassment
- Name-calling
- Rumours
- Conflict with peers
- Verbal exchanges
- Misunderstandings

Which situations should not be mediated by children?

- Issues that involve sensitive information
- Issues that involve the police
- When the dispute involves an adult
- When one or both parties have a history of violence
- Racist Issues

Mediation helps children to:

- Define the problem from their point of view
- Identify and express their feelings and needs
- Hear the feelings and needs of the other person
- Acknowledge each others viewpoint
- Create solutions
- Agree a course of action
- Evaluate progress

What are the benefits of Peer mediation for the school?

1. Peer Mediation promotes a positive classroom environment and school culture.
2. Peer Mediation assists disputants and mediators to learn more effective conflict resolution strategies for future situations.
3. Peer Mediation eases time pressure on staff by allowing some issues to be resolved by Mediators.
4. Gives teachers' time to teach, and students' time to learn.
5. Can reduce violence, vandalism, and absenteeism as well as suspensions or punitive actions.

### **R2R target books (IBPs)**

Every child will begin the new academic school year without a target book (IBP) and with our support will have the:

- Opportunity to start the year afresh, in a positive frame of mind and be able to show that they have the capability to be respectful and behave appropriately.
- Every child has the potential, given the opportunity, to improve, develop their maturity and alter their SEN status for behaviour.

### **R2R target books (IBPs) for SA+ children**

Each session has a maximum score of 4 showing respect to:

1. Myself
  2. Other children
  3. Other adults
  4. My surroundings
- If a child has shown disrespect to a child, adult or their surroundings they will automatically lose 1 point for 'myself'.
  - Each session must be completed by an adult who has been with the child. Ask the child what they feel they should be awarded (negotiation).

- Target books are placed in year group boxes (2-6) outside the ICT Suite (or Year 1 classes) at break and lunchtimes for safe keeping as they were getting lost and damaged on the yard.

### **R2R target books (IBPs) for SA children**

Class teachers to manage their target books in class and reward positive behaviour accordingly. These pupils do not attend R2R at lunchtime.

\*Every child has the opportunity to change their SEN status to move from SA+ to SA for behaviour as well as move from SA to 'No SEN'. If they have consistently achieved high grades over a period of time, do they still require an R2R target book (IBP)?

### **R2R reflection time**

- 12.30-1.00pm in Intervention room (punctuality imperative)
- SA+ behaviour children only
- With Mim or a member of SLT.
- If a child has achieved all 4s that morning and previous afternoon, they will receive an R2R stamp, are collectively congratulated and go out to play.
- If a child have achieved 2 or above, a short conversation can take place about their 'blip' and they go out to play.
- If they have 1 or a 0 they stay in R2R where they have the opportunity to reflect on their actions and discuss the '4 questions'.
- If a child receives 5 stamps for the week they become an R2R Champion, receive an R2R Champion sticker in Awards Assembly and have 'free choice' on the computer until 1pm on the Friday.
- Pupils' target sheets (IBPs) are copied for them to take a copy home to parents.

### **SIMS- behaviour tool**

- All incidences must be recorded as soon as possible. If it is not possible to record the incident immediately make brief notes in a class book.
- Incidences must tally with R2R targets scores.
- Use the 'legal language; when possible. (see laminated card)
- Data is essential and are of core value in making our school documentation reports fit for purpose:
  - ✓ Half termly reports– action plans (set by teachers)
  - ✓ Reports to school council
  - ✓ To show children in a solution focused approach
  - ✓ Annual reviews
  - ✓ Learning reviews
  - ✓ Referrals to outside agencies
  - ✓ To support IBPs
  - ✓ SIP
  - ✓ Parental consultations

- Teachers will be trained on how to pull up reports on certain children. Teachers will then be able to identify if there are any patterns in behaviour and develop an action plan accordingly.

### **Positive Behaviour Plan**

- These are for children who have significantly challenging behaviour e.g. abscond, use physical aggression where they put themselves or others in danger.
- To be completed by class teachers with support from SLT and or Jo.
- A copy to be kept in red folder.

### **Positive handling**

- Positive handling is always a last resort. (please see child protection policy)
- If you are involved in any positive handling it is a legal requirement to document it.
  - ✓ On SIMS behaviour– everyone present (teacher/TA) should write their account on the same incident. Use the ‘legal language; when possible. (see laminated card)
  - ✓ In the Significant Incident Book (kept in locked cupboard behind Mim in office). This must be completed the same day. Use the ‘legal language; when possible. (see laminated card)
  - ✓ Violence at work form may need to be completed if you are physically harmed by a child
- Parents/guardian have to be informed A.S.A.P
- Following an incidence of positive handling you must offer the child a conference where you are able to discuss what happened. It is important to say during and following positive handling:

“I held you to keep you and others safe.”

## **Curriculum**

### **Restorative Approaches Lessons**

At the beginning of each term every class has a number of lessons based on Restorative Approaches. Children discuss questions such as:

What do we need from each other to work at our best? – kindness, sensitivity, love, support

What can we do to meet each others needs? - listen, speak politely, be calm, give time

When harm is then caused children are encouraged to ask themselves:

- What is the persons need?
- How can I address this need?

Children are also reminded about the restorative approaches procedures at the beginning of each term. During restorative conferences four key questions are discussed:

- What has happened?
- Who has been affected?
- How is the harm going to be put right?

- How can everyone involved avoid this happening again?

The Conferences that take place are:

- Mini Conferences
- Group conferences
- Family Conferences

## Circles

Staff have had training in the effective use of circles. Circles are a relationship building process used to promote equality, turn taking and understanding. Circles are used during lesson time, PSHE lessons and to problem solve a whole class issue. Children sit in a circle to close the day. They review and reflect on the day and say goodbye to each other

## Pause for Thought

Pause for Thought occurs on a Wednesday afternoon. Time is taken to discuss any worries or concerns the class may have. A worry box is used to collect the worries of children throughout the week, they are then shared with the class and a discussion takes place. Children may also prepare presentations for this time.

## SEAL

During lessons, especially SEAL lessons and assemblies, staff endeavour to consolidate restorative justice approaches and the school guidelines.

## General Ideas

Advice and ideas for supporting children with behavioural needs can be found on staffshare/SEN/BEHAVIOUR/Behaviour Support Sheets.

## Additional Learning Needs (ALN) Register

Children who are registered on the SEN register for having behavioural difficulties are catered for in the following ways;

School Concern - These are children whose behaviour causes us some concern and are catered for by the class teacher and by the inclusion team as the need arises. The inclusion team liaises with staff regularly and offers more support if the child's behaviour deteriorates. If the behaviour does not improve with this level of support the child will onto School Action.

School Action and School Action Plus – Following consultation with parents and class teachers these children are placed on an Individual Behaviour Plan that clearly identifies targets to be met. Group or



individual sessions are carried out on a weekly basis with children who need to develop anger management or social/friendship skills. These children are identified during Learning Reviews or through teacher referrals.

Those at School Action Plus receive extra support from Pupil Support Services or one of the medical or social service teams.

School Action Plus and Statement - These children are closely monitored and some receive support from the Achievement and Inclusion Service. The inclusion team gives these children a higher level of support and monitors them more closely.

### **Staffing**

All staff are responsible for promoting restorative approaches in their classrooms and for general behaviour around the school. All staff are expected to follow the Good Relationships Policy.

There is a Senior Leader in the school who is responsible for delivering group and individual sessions and for managing R2R and IBP's.

Any behaviour difficulties needing higher intervention is passed on to the Senior Leadership Team.

### **Individual Behaviour Plans**

If a child displays inappropriate behaviour consistently and has caused harm to others on a number of occasions they are given an Individual Behaviour Plan (IBP), known at Herbert Thompson as 'My Guidelines'. Master copies can be found on staffshare/SEN/BEHAVIOUR/IBPs

A child with an IBP has four targets they are working towards that link to the four school guidelines/rules. They can earn up to four points each session during the day if they meet all four targets. Each session they will start with four points and can gain up to four points. At the end of each session the class teacher and child has a restorative discussion to decide how many target points have been achieved.

At playtime the IBP's are given to the LSA responsible, who carries out restorative discussions with each child at the end of playtime, deciding how many target points have been achieved.

Some children may have an IBP with playtime targets only.

Children with an IBP for SA+ behaviour go to R2R (Reflect to Respect) every lunch-time, which is managed by the inclusion manager with support of the SLT. The children sit quietly and count up their target points from the previous day. They reflect on what they did well and what they could do improve. They share their thoughts with each other and support each other in a circle time activity. If they had 20 points or more the previous day and 2s or 3s in the morning they are they able to go out or play or to Calming Zone. However, if they had less than 20 points the previous day or if they had a one or zero in the morning they continue in the restorative circle time.

## **Resources**

Many resources can be found on staffshare/SEN/BEHAVIOUR

- Lesson plans
- Needs Cards
- Conference Question Cards
- IBP's
- Behaviour Support Worksheets

## **Management and Organisation**

### **Governors**

- To ensure the legal framework is followed.
- To implement the Positive Relationships Policy through the Head teacher.
- To implement the annual reviews.
- To make, and keep up to date, a separate written statement of the school's policy with regard to behaviour
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of behaviour in the School Prospectus.

### **Headteacher**

- To implement the Positive Relationships Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed annually.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

### **Class Teacher**

- To implement the Positive Relationships Policy.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.
- To work closely with the Inclusion Manager and outside support

### **Behaviour Support**

- To give support throughout the school, when appropriate.

## **Consultation and Policy Formation Process**

The policy has been written following the Restorative Justice Course and Guidelines

- The Inclusion Manager participated in a full day course on Restorative Justice and read Restorative Justice books written by Belinder Hopkins.
- The Inclusion Manager delivered ½ day training for all staff on Restorative Justice
- Various approaches were piloted.
- Consultation took place with staff and Governors who agreed on a policy that would work for Herbert Thompson Primary School.

## **Pupil Involvement**

During the consultation period Key Stage 2 children had lessons on Restorative Justice. During these lessons children were able to contribute to formation of the policy.

## **Continual Professional Development**

At the end of every year the policy is evaluated with all staff and improvements are suggested. At the beginning of every year staff have training on implementing the policy, continually ensuring there is consistency throughout the school. New staff will have training during their induction period. The Inclusion Manager will attend relevant courses annually and disseminate information. Staff will attend relevant courses as and when necessary.

## **Community**

The school seeks to involve parents and the community at every opportunity and encourages them to contribute to the daily life of the school.

- Parents will be asked to join Family Conferences to discuss a child's behaviour with the child and relevant member of staff.
- Parents are informed on daily basis about how their child is doing in school.
- Parents are told about IBP's and are asked to sign in agreement.
- Herbert Thompson Primary School has an active Parent Council.
- The school promotes an 'open door' policy for parents. Parents are encouraged to discuss any matters of relevance with teachers as and when they arise.
- The local PC supports the policy and joins in conferences if appropriate.

## Personal Development and Relationships (PDR)

### Introduction

At Herbert Thompson Primary School we value the importance of personal development and relationship education to help and support young people through their physical, emotional and moral development. We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

PDR is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with other learning, it should be gradual and matched to the child's maturity and stage of development.

PDR teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the Personal and Social Education Framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

It is the philosophy of Herbert Thompson Primary School that all children experience a planned programme of personal development and relationship education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

### Aims

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

## Curriculum

The school follows the Cardiff LEA Scheme of Work to ensure personal development and relationships is taught in a systematic and progressive way. The lessons will be taught discreetly by the class teacher. Teachers will have the option of teaching certain issues to girls and boys separately.

Content for Foundation Phase/Key Stage 2

<p><b><u>Year 1</u></b></p> <p><b><u>Growing and Caring for Ourselves</u></b></p>	<ul style="list-style-type: none"> <li>• Keeping Clean</li> <li>• Growing and Changing</li> <li>• Families and Care</li> </ul>
<p><b><u>Year 2</u></b></p> <p><b><u>Differences</u></b></p>	<ul style="list-style-type: none"> <li>• Differences: Boys and Girls</li> <li>• Differences: Male and Female.</li> <li>• Naming the Body Parts</li> </ul>
<p><b><u>Year3</u></b></p> <p><b><u>Valuing Differences and Keeping Safe</u></b></p>	<ul style="list-style-type: none"> <li>• Differences: Male and Female</li> <li>• Personal Space</li> <li>• Family Differences</li> </ul>
<p><b><u>Year 4</u></b></p> <p><b><u>Growing Up</u></b></p>	<ul style="list-style-type: none"> <li>• Growing and Changing</li> <li>• Body Changes and Reproduction</li> <li>• What is puberty</li> </ul>
<p><b><u>Year 5</u></b></p> <p><b><u>Puberty</u></b></p>	<ul style="list-style-type: none"> <li>• Talking about puberty</li> <li>• Male and Female Changes</li> <li>• Puberty and Hygiene.</li> </ul>
<p><b><u>Year 6</u></b></p> <p><b><u>Puberty and Reproduction</u></b></p>	<ul style="list-style-type: none"> <li>• Puberty and Reproduction</li> <li>• Relationships and Reproduction</li> <li>• Conception and Pregnancy</li> </ul>

Year 1 are incorporating the NSPCC Pants resources and lessons within their PDR week.

See Herbert Thompson's Scheme of Work for a more detailed breakdown of content and links to Foundation Phase/KS2 statements.

The transition year before pupils move to High School is considered a crucial one at Herbert Thompson Primary School. The school supports pupils' emotional and physical development. In this year, the children will be taught, or will already have been taught:

- changes in the body related to puberty, such as periods, voice-breaking and body hair.
- when these changes are likely to happen and what issues could cause young people anxiety and how they can cope.
- how a baby is conceived and born.

## Resources

The PDR coordinator, in consultation with teachers and Governors, chose all resources. Advice has been taken from appropriate sources. Parents' comments were also taken into consideration.

- Teaching SRE with confidence in Primary Schools, The Christopher Winter Project Scheme of Work, CD Rom
- Making sense of growing up and keeping safe, Sense interactive, CD Rom
- All about us living and Growing, channel 4, CD Rom
- Gwyneth 'Growing up' interactive resource
- NSPCC Pants resources and lessons

## Management and organisation

### **Governors**

- To ensure the legal framework is followed.
- To consult with parents on the determination of the school's Personal Development and Relationship Education Policy.
- To implement the PDR Policy through the Head Teacher.
- To implement the 'annual' reviews.
- To make, and keep up to date, a separate written statement of the school's policy with regard to PDR.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of PDR in the School Prospectus.

### **Head Teacher**

- To implement the PDR Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed annually.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

### **Class Teacher**

- To implement PDR in the Curriculum.
- To ensure the correct resources are available
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

## School Nurse/Health Service Specialists

- To give support throughout the school, when appropriate.
- Visiting Health Professionals will be involved in the implementation of the Personal Development and Relationships Policy when appropriate, only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout.

## Consultation and Policy Formation Process

The policy has been written following the ‘Sex and Relationship Education in Schools’ guidance, WAG circular 019/2010.

- The PDR coordinator participated in the PDR Professional Learning Community for Cardiff Primary schools.
- Information from the Cardiff Primary schools PDR Professional Learning Community was disseminated to the Head teacher and SLT through Senior Leadership meetings.
- Further consultation then took place with a cross section of teachers from Herbert Thompson Primary who agreed a scheme of work applicable to Herbert Thompson Primary School.
- The PDR coordinator presented the school’s intentions for teaching PDR to the Governing Body. They accepted the proposal.
- All teaching staff were shown the scheme of work previously agreed for teaching PDR in Herbert Thompson Primary and any tweaks were addressed.
- The PDR curriculum and the schools intentions for teaching the lessons was presented to the parent council and any issues addressed.
- Parents of pupils from Herbert Thompson Primary school were invited to a presentation to show them the schools intentions for teaching PDR and the scheme of work and resources that will be used.
- The PDR coordinator then produced a school policy.
- The link Governor for the Wellbeing Policy agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents are informed. The full Governing Body finally agreed the policy.

## Pupil Involvement

- A cross section of pupils from year 5 and 6 were consulted about the lessons to be taught through the PDR scheme of work agreed on by teachers in Herbert Thompson Primary and any concerns were addressed.
- During the initial lesson of each year groups PDR scheme pupils will complete a mind map of what they already know and what they wish to find out about the topic they will be discussing.
- Pupils will have the opportunity to ask questions during PDR lessons and they will be answered with teachers using their professional judgement and discretion.

### Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationships education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgment and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature.

The following ground rules have been established.

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meaning of words are explained in a sensible and factual way.
- Where necessary an appropriate, teachers will refer to other school policies including the Child Abuse Policy.

### Continuing Professional Development

- The PDR coordinator participated in the PDR working party for Cardiff Primary schools.
- Information on the teaching of PDR lessons was disseminated to teaching staff by the PDR coordinator.
- Staff will attend relevant courses as and when necessary.
- Information regarding the teaching of PDR will be disseminated to new staff by their year group partner teacher.

### Community

- PDR education at Herbert Thompson Primary School is taught across the Curriculum and it is not possible to separate all the sex education lessons. There will sometimes be specific lessons at which Health Professionals are invited to address the children in the presence of the class teacher. Notification is always sent to parents in advance. If parents wish to withdraw a child they should discuss their concerns with the Head Teacher.
- In the event of a child being withdrawn from a lesson, that child is provided with appropriate, challenging work until the PDR education lesson is over.
- If a parent or guardian has any cause for concern about the PDR Policy, they should approach the Head Teacher and staff. If the concern cannot be resolved, the Governors can be contacted.
- The policy is available in school for all parents to inspect and details of the policy are published in the annual School Prospectus, so that parents of potential pupils are fully aware of Herbert Thompson's Primary School's position in this matter.
- Herbert Thompson Primary School seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.



- The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies, relationships and sexual health.

### Monitoring and evaluating

- The SLT is responsible for monitoring standards of PDR learning and teaching.
- The SLT will contribute to the school's self-evaluation process.

## Substance Use and Misuse

### Introduction

Herbert Thompson Primary School's definition of a drug is any substance taken into the body, which alters the way, the body functions emotionally, physically or mentally. This includes tobacco, alcohol, solvents, prescribed and over the counter medicines as well as illicit substances.

The school is committed to taking seriously its part in the education of children about substance use and misuse. It supports the Wales strategy for tackling substance misuse in helping children and young people resist substance misuse in order to achieve their full potential in society.

Within the general PSE provision of the school there is a programme of substance misuse education relevant to the age of the children and strategies for dealing with any drug related incidents. Both of these strands reflect the guidance in the Welsh Assembly circular 17/02 – Substance Misuse: Children and Young People.

### Aims

The central aim of substance use and misuse education is to empower children to make healthy, responsible informed decisions about drugs. It will make an important contribution to stopping young people starting using a substance or delaying the onset of first use.

To empower children to make informed choices we will achieve this by;

- a) **Giving accurate information** about drugs and their effects, the law, ways of keeping safe.
- b) **Exploring feelings**, attitudes and values, discussing risk-taking and building up self-esteem.
- c) **Developing personal and social skills**, such as communicating effectively, being assertive, making decisions, problem solving.

The *aims* of substance misuse education in this school are:

- a) To help children be aware of the dangerous substances that might be around them at home and in the community – e.g. medicines, cigarettes, etc.
- b) To give children sufficient information about substances so that they can keep themselves and others safe.
- c) To help children explore their attitudes and values and equip them with relevant skills that they can make informed and healthy choices about substances.

The school recognises that substance use and misuse education is not so much about drugs but more about the children themselves – their values and attitudes, their relationships, their problems, their risk-taking, their decisions, their sensation seeking. Therefore, children need to be engaged actively in the process which addresses knowledge, attitudes and values and behaviour. This is actively done through SEAL. The school is also aware that some children may be more at risk of developing substance misuse issues including those with parents who are misusing, those with behaviour problems and those with mental health issues.

## Curriculum

- Substance use and misuse education will form part of the PSE provision in accordance with the Curriculum 2008 PSE and Science Frameworks and will be taught by classroom teachers. Substance use and misuse is also discussed regularly in SEAL lessons.
- Teachers teach the relevant lessons to each year group from the Substance Use Toolkit provided by the Cardiff Healthy Schools team:

<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Personal Safety, health and medicines</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Focus on introducing drugs, medicines and risk</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Tobacco</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Alcohol</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Legal, illegal drugs and volatile substances</li> </ul>

The transition year before pupils move to High School is considered a crucial one at Herbert Thompson Primary School. Therefore, Year 6 also attend Crucial Crew to develop their knowledge surrounding substance use and misuse.

- The school uses resources including: *TalkHealth: Drugs and the Primary School* and the *New Primary School Drugs Education Pack* where appropriate.

The Foundation Phase programme includes: keeping myself safe and healthy and the safe and proper use of medicines.

The Key Stage 2 programme includes medicines, smoking tobacco, alcohol, volatile substances and illegal substances. A balanced approach will be taken to knowledge and understanding, attitudes and values and skills. The School Community Support Officer will support the school with this, on a needs led basis.

- The school takes part in No Smoking Day annually where year 6 pupils deliver presentations/ assemblies about smoking to the other year groups.
- Year 6 participate in smoking lessons when completing their topic Blood Heart annually.

- Important values related to substance misuse education to be promoted in the school are respect for self and others; independence of mind and the right to hold individual views; keeping oneself safe; looking after the body; honesty and truth; sensitivity to the environment.
- Important values related to substance misuse education to be developed in the school are resisting pressure, analysing risks, decision making and problem solving.

### Resources

- Cardiff Healthy Schools Substance Use toolkit resources and lessons
- SEAL
- School Beat website for follow up lessons
- Talk Health
- The new Primary Drugs Education pack- HIT
- The world of Drugs- Tacade
- BBC Learning clips- the effects of smoking on the lungs

### Management and organisation

#### **Governors**

- To ensure the legal framework is followed.
- To implement the Substance use and misuse Policy through the Head Teacher.
- To implement the 'annual' reviews.
- To make, and keep up to date, a separate written statement of the school's policy with regard to Substance use and misuse.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of Substance use and misuse in the School Prospectus.

#### **Head Teacher**

- To implement the Substance use and misuse Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed annually.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.
- To respond to any media enquiries about substance misuse incidents.

#### **PSE coordinator**

- To ensure teachers plan and teach Substance use and misuse lessons.
- To ensure adequate resources are available for teachers to use.

- To monitor, evaluate and review the Substance use and misuse provision annually.

### **Class Teacher**

- To plan and teach the relevant Substance use and misuse lessons.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

### **Specialist involvement**

#### **Healthy Schools Team/ School Nurse/ EHW LSA/ Police**

- To give support throughout the school, when appropriate.

### Consultation and Policy formation

The policy has been written following the Curriculum 2008 PSE and Science program.

- The link Governor for the Wellbeing Policy agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents were informed. The full Governing Body finally agreed the policy.

### Pupil involvement

- If any issues arise regarding substance use and misuse with pupils the class teacher will address them and any questions will be answered with teachers using their professional judgment and discretion. The class teacher will also inform the SLT and liaise with the PSE coordinator for further guidance.
- Although there is no general duty in criminal law to disclose information about a person's personal substance misuse, it will be made clear to the children that when substance misuse issues are discussed no guarantee of confidentiality can be made.

### Health and Safety

- The school is a no smoking ground, inclusive of the zig-zag lines outside the school gates 24 hours, seven days a week. This also includes the use of any smoking aids that replicate cigarettes, including e-cigarettes.
- Pens with a solvent base will not be used in school.
- The grounds of a school are checked regularly for any needles and syringes or any other drug paraphernalia. Children are directed not to touch any needle or syringe found and to inform a teacher immediately.
- If a child requires any medicines to be kept in school and administered during school hours the parent is encouraged to come to school to administer the medicine themselves. If this is not possible parents must complete an agreement form with office staff and the medicine must be labelled with the prescription dosage and stored in a sealed, named box. All medicines are kept in the school office and the school clerk checks their use-by dates regularly.

### Drug-related incidents

- Any drug-related incident involving a pupil in the school will be taken seriously and each case dealt with in its own context. The immediate priority is the welfare of the child. However, the following responses would normally be recommended:
  - If an illegal substance is found on school premises it will be locked away and the school liaison officer will be contacted to dispose of it.
  - If a child is found with a cigarette, alcohol or other substance, legal or illegal, it will be removed by the member of staff who discovered it. Ideally, another adult should witness this. The situation will be investigated and a written record made. Parents will be informed and further action will be discussed.
  - If a child is under the influence of alcohol or other drugs parents will be informed and medical advice might be obtained.
  - If a child discloses that they are misusing drugs child protection procedures will be applied.
  - If substances are being supplied on or near school premises the police will be contacted.
  - If a parent/adult under the influence arrives on the school premises to pick up a child the SLT are to be informed immediately to take over the situation. The parent will be advised not to take the child from school and Children Services will be informed. The school will act within the legal limits that it can, to support the pupil practically and emotionally.
  - In the case of an emergency regarding a drug incident the appropriate agency will be contacted – police, children’s services. The incident will be recorded.
  - In the case of a rumour regarding a drug incident the situation will be evaluated in light of the schools own knowledge about the people involved and the case will be sensitively investigated before further action is taken.
  - When it is appropriate families will be referred to an information and counselling service.
  - The County Press Office is contacted for advice if the media gets involved.

### Continuing Professional Development

- The PSE co-ordinator will attend appropriate training courses and disseminate relevant information to the rest of the staff through in-house INSETS.
- The co-ordinator will advise staff on suitable resources and share good practice.
- Professional development needs of the staff are identified through lesson observations and teachers own personal needs.

### Community

The school seeks to involve parents and the community at every opportunity and encourages them to contribute to the daily life of the school.

- Herbert Thompson Primary School has an active Parent Council whom it will inform of any changes to curriculum with regards to Substance use and misuse.
- Any issues brought up by the Parent Council in relation to Substance use and misuse will be addressed by the school.
- The school promotes an ‘open door’ policy for parents where parents are encouraged to discuss any matters of relevance with teachers as and when they arise.
- The local PCOs will attend school to deliver sessions on a needs led basis, when required.
- The local Police officers support the whole school community when necessary.

### Monitoring and evaluating

- A member of the SLT will be responsible to the governing body for the coordination and management of the policy.
- The school will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's PSE Policy.
- The PSE coordinator will ensure the delivery of Substance use and misuse lessons throughout the school in compliance with the policy.
- Progress will be monitored at regular intervals by the PSE co-ordinator, SLT and governors.
- The PSE coordinator will contribute to the school's self- evaluation process, which is collated by the Head Teacher and SLT.
- Updates on school Substance use and misuse actions will be fed back to staff.

## Environment

### Introduction

It is important for the Herbert Thompson Primary School community to have an awareness and understanding of the effects of their actions upon the environment in which they live, work and relax. In order to do this, we need to take responsibility for our own actions and we need to have a sense of duty and care for the world in which we live.

As an integral part of our school life the pupils are actively encouraged to promote Eco ideas and action plans that will also involve parents and the wider local community.

The ways in which we will strive towards this goal is to **Reduce** the amount of materials we use and waste we produce, **Re-use** materials wherever possible,

**Restore** what is deemed to have been destroyed and **Respect** our neighbours and our environment.

Herbert Thompson Primary School is also committed to supporting Fairtrade wherever possible.

As a school, we understand the importance of Fairtrade and believe it is only fair that the people who produce what we eat, wear and use should get enough to live on and a chance to improve their lives. We are committed to helping young people understand how their actions can affect people in the wider world, and supporting them to become responsible global citizens.

Herbert Thompson is committed to becoming a Global school with International Status. The school has strong links with a Primary school and a High school in Jakarta, Indonesia and has twinned with a Primary school in Iowa, USA.

### Aims

The aims of ESDGC will reflect those of the Welsh Assembly Government document ‘A common understanding for schools’ July 2008.

The school will support and encourage pupils to:

- explore and enquire into the links between society, economy and environment and between our own lives and those of people throughout the world.
- discuss and debate the needs and rights of both present and future generations.
- find out about the relationships between power, resources and human rights.
- develop an understanding of local and global implications of everything we do and the actions individuals and organisations can take in response to local and global issues.
- reflect on and evaluate their own actions and take responsibility for them.
- celebrate cultural, religious and linguistic diversity and foster positive attitudes towards others who are different from us.



With regards to Fairtrade the school will:

- Maintain and support the Fairtrade Steering Group.
- Use Fairtrade products wherever possible:
  - tea, coffee and sugar in the staffroom and at meetings
  - in cookery activities
- Ensure Fairtrade products are available wherever possible:
  - for parents and visitors at school assemblies and performances
  - at school Fetes and Fayres
- Continue to extend our use of Fairtrade products by exploring other products we could swap to Fairtrade
- Ensure there are opportunities for pupils to learn about Fairtrade through a range of lessons and whole school activities.
- Promote Fairtrade within the school and wider community, holding at least one event each term and particularly during Fairtrade Fortnight.
- Develop staff confidence in understanding, promoting and teaching Fairtrade, through staff development activities
- Do something extra each year to promote Fairtrade.

### Curriculum

ESDGC is not a separate subject, but a way of approaching the whole curriculum and all strands of life in school and the local community.

To demonstrate the cross-cutting nature of ESDGC and to assist curriculum planning, the WAG interim document ‘A Common Understanding for ESDGC in Wales’ has statements on values and attitudes, and knowledge and understanding through a framework based on the following seven interconnected themes.

- Wealth and poverty
- Identity and culture
- Choices and decisions
- Health
- The natural environment
- Consumption and Waste
- Climate change

Teachers have a curriculum map to show where links can be made between environment topics and the year groups Cornerstones topic. Teachers then plan and teach lessons related to the seven themes when they relate to their current Cornerstones topic.

The school has a Willow garden, which has timetabled slots for teachers and TAs within the school to teach classes or groups about the environment.

ESDGC merges with areas covered by racial equality. It is essential to bear in mind that there are differences. It is easy, but inappropriate to teach ESDGC without bringing in the racial equality dimension or perspective. To embed ESDGC and racial equality as an ethos within the school community, they will be linked and those links made explicit.

The school will review and develop the out of school hours program of opportunities to complement and extend those offered in curriculum time and will aim to provide a broad range of activities which incorporate the schools environmental ethos. This includes:

- Gardening club

### Resources

The school has an ESDGC resource box containing relevant books, CD Roms and other resources suitable for teaching the ESDGC curriculum.

### Management and organization

#### **Governors**

- To ensure the legal framework is followed.
- To implement the Environment Policy through the Head Teacher.
- To implement the ‘annual’ reviews.
- To make, and keep up to date, a separate written statement of the school’s policy with regard to Environment.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of Environment the School Prospectus.

#### **Head Teacher**

- To implement the Environment Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed annually.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

#### **ESDGC coordinator.**

The school has a designated member of staff who acts as a facilitator in:

- the identification of those whole school features which contribute to ESDGC;
- the identification of the curriculum contexts and experiences which will provide a coherent programme of ESDGC.
- addressing the training needs which arise from the whole school policy and arrange for staff to attend suitable in-service training.
- responsibility for monitoring, evaluating and reviewing the quality of ESDGC provision.
- developing a ESDGC provision which is challenging and meets the needs of the pupils.
- providing suitable resources and ensuring that they are used effectively.

- identifying school training within the School Improvement Plan and the school performance management cycle.
- liaising with a named governor for ESDGC.

### **Class Teacher**

- To plan and teach the relevant Environment lessons.
- To respond to the individual needs of children, giving relevant support where necessary.

### **Specialist involvement**

#### **Healthy Schools Team/ Council energy awareness officer/ Fairtrade Wales/ Eco schools assist**

- To give support throughout the school, when appropriate.

### Consultation and Policy formation

The policy has been written following the Welsh Assembly Government document ‘A common understanding for schools’ July 2008.

- The link Governor for the Wellbeing Policy agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents were informed. The full Governing Body finally agreed the policy.

### Pupil involvement

- Herbert Thompson Primary school has an Eco committee and a Fairtrade steering group. Two pupils from each class are on Eco committee and one pupil from each class is on Fairtrade and these pupils have the opportunity to express their views, make decisions and develop their evaluation skills.
- Selected children are given opportunities to attend any relevant events and take part in additional ESDGC linked activities within school.

### Continuing Professional Development

- All members of staff have a responsibility for ESDGC and are given opportunities to attend appropriate training courses and disseminate relevant information to the rest of the staff.
- Opportunities to network and share good practice are fostered.

### Community

- Parents are informed of Eco issues and Fairtrade events through school newsletters and website.
- Parents are informed of any initiatives the school is taking part in with regards to recycling etc. and their help is requested.
- Parents are involved in school environmental actions, such as setting up the Willow Garden and Litter picking.
- Pupils are involved in community environment issues, such as litter picking in the schools locality.

- The expertise of members of the local community are used when appropriate to support curriculum and non-curriculum activities.

### Monitoring and evaluating

- A member of the SLT will be responsible to the governing body for the coordination and management of the policy.
- The school will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's Environment Policy.
- The ESDGC coordinator will ensure the delivery of Environment lessons throughout the school in compliance with the policy.
- Progress will be monitored at regular intervals by the ESDGC coordinator, SLT and governors.
- The ESDGC coordinator will contribute to the school's self- evaluation process, which is collated by the Head Teacher and SLT.
- Updates on school environment actions will be fed back to staff.

## Safety

### Introduction

As a school, we understand the importance of keeping pupils and adult's safe at all times. This section is firmly interlinked with the schools Health and Safety Policy and relevant procedures are in place to ensure that the school premises are kept a safe place (see Health and Safety policy). It is also interlinked with the schools Child Protection Policy and computer/ internet/ E-safety policies.

When pupils are taken off site for Educational Trips the teacher complete a risk assessment using EVOLVE prior to the visit, which will be checked by a member of SLT, to ensure the safety of pupils and staff during the trip.

The school is committed to taking seriously its part in the education of children about safety in order for them to keep themselves safe at all times. This is with regards to road safety, sun safety and personal safety.

### Aims

The aims of Herbert Thompson Primary School with regards to safety are:

- to make pupils aware of personal safety issues so that they can make the right choices and keep themselves and others safe.
- to make pupils, staff and parents aware of safety issues regarding internet use
- to equip pupils with a thorough understanding of road safety and the importance of following road safety rules
- to equip pupils with a thorough understanding of the importance of sun safety and how to be safe in the sun
- to ensure safety on the school playgrounds through the use of play leaders and 'zoning' areas
- to follow the schools procedures for food preparation
- to ensure consistency throughout the school
- to recognise and praise good efforts of pupils following safety rules

### Curriculum

Safety issues are taught where appropriate through:

- Food and Fitness lessons
- Mental and Emotional lessons
- Personal Development and Relationship lessons
- Substance use and misuse lessons
- ICT lessons
- Environment lessons
- Hygiene lessons
- Pastoral care
- Class councils
- Whole school assemblies
- Incidental commands

The school also seeks to work with a range of outside agencies to promote and teach safety issues.

- The Police School Liaison Officer is invited to teach pupils about safety issues on a needs led basis, when required.
- Cardiff council cycling proficiency.
- Teachers deliver lessons on internet safety to pupils half termly.
- The local firemen
- Crucial Crew
- School nurse

Pupils are made aware of weather safety issues through incidental discussions when appropriate and through Class Councils on sun safety.

When pupils partake in Educational visits they will be informed of safety issues prior to leaving the school building and updated throughout the trip.

The school will review and develop the out of school hours program of opportunities to complement and extend those offered in curriculum time and will aim to provide a broad range of activities which incorporate the schools safety ethos.

### Resources

- E-safety awareness scheme
- Think U Know internet safety lessons
- Common sense Education
- Computing Unlocked (Cardiff Scheme)
- Police Liason Officer visits
- School Beat website lessons
- Sun Safety Assemblies/ Posters

### Management and organisation

#### **Governors**

- To ensure the legal framework is followed.
- To implement the Safety Policy through the Head Teacher.
- To implement the 'annual' reviews.
- To make, and keep up to date, a separate written statement of the school's policy with regard to Safety.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of Safety the School Prospectus.

## Head Teacher

- To implement the Safety Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed annually.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

## Class Teacher

- To plan and teach any relevant Safety lessons.
- To respond to the individual needs of children, giving relevant support where necessary.

## Specialist involvement

### Healthy Schools Team/ Police Officer/ Local Firemen/ Cardiff County Council cycling proficiency team

- To give support throughout the school, when appropriate.

## Consultation and Policy formation

The link Governor for the Wellbeing Policy agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents were informed. The full Governing Body finally agreed the policy.

## Pupil involvement

The pupils take part in Class Councils relating to safety matters such as sun safety. Any issues arising from Class Councils surrounding these issues are then discussed by School Council who attempt to find ways of resolving the issues. School Council then report back their actions through a whole school assembly.

## Continuing Professional Development

- The PSE coordinator will attend appropriate training courses and disseminate relevant information to the rest of the staff through in-house INSETS.
- The coordinator will advise staff on suitable resources and share good practice.
- Professional development needs of the staff are identified through lesson observations and teachers own personal needs.

## Community

- Parents are informed about Internet safety through newsletters and the school's website.
- E-safety awareness meetings are held for parents to attend to raise awareness of internet safety when children are using the internet at home.
- Parents are informed of appropriate clothing and footwear their children should attend school in through newsletters and the schools website.
- A designated traffic-free area outside the school at critical times to ensure the safety of pedestrians.
- A member of SLT and an LSA are on the school gate at the end of every day to encourage good road safety practice from pupils and parents.
- Parents are informed about road safety issues through relevant literature and School Council letters.
- Parents are informed about sun safety through newsletters and School Council letters.
- First aid courses for parents run from the School Improvement/ Parent Hub.

## Monitoring and evaluating

- A member of the SLT will be responsible to the governing body for the coordination and management of the policy.
- The school will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's Safety Policy.
- The PSE coordinator will ensure the delivery of safety through lessons in compliance with the policy.
- Progress will be monitored at regular intervals by the PSE coordinator, SLT and governors.
- The PSE coordinator will contribute to the school's self- evaluation process, which is collated by the Head Teacher and SLT.
- Updates on school environment actions will be fed back to staff.



## Hygiene

### Introduction

The school is committed to taking seriously its part in the education of children about hygiene.

In Herbert Thompson Primary school we believe that all pupils must have access to free, fresh water at all times of the day. Children can purchase water bottles for use in school at the school's office. Water coolers are available in the staff room and PESS room. Pupils and parents are reminded to take these water bottles home to wash them regularly.

Clear guidance on hand washing is displayed for pupils and staff throughout the school.

The school has clear hygiene procedures in place in line with Welsh Government Guidance 'All Wales Infection Prevention and Control'. All staff are aware of the procedures and adhere to them at all times.

Cleanliness is maintained throughout the school by cleaners daily and deep cleans take place twice yearly.

### Aims

Herbert Thompson Primary School endeavours to provide for its pupils:

- clear, consistent messages with regards to personal hygiene.
- consistent and clear delivery of the key messages for good oral health.
- hand washing guidance, displayed in classrooms and toilets.
- access to toilets that are well ventilated and cleaned regularly.
- access to free, fresh water at all times of the day.

### Curriculum

The school will review the delivery of the curriculum to ensure that it offers pupils clear and consistent messages with regards to hygiene through:

- Food and fitness lessons
- Glitterbug hand washing lessons bi-annually
- Designed to Smile Brush Bus initiative
- Cooking activities where correct hygiene procedures are highlighted to the pupils
- PDR lessons on hygiene
- Mental and emotional lessons
- Farm visits where correct hygiene procedures are highlighted
- Pastoral care
- incidental commands

### Resources

- All Wales Infection Prevention and Control documentation
- Glitterbugs and corresponding activities from Cardiff County resources
- Designed to Smile toothbrush buses, toothbrushes, toothpaste etc.

- The Christopher Winters project
- SENSE DVD
- ‘Preventing the spread of infection is in our own hands’ Cardiff Council document

### Management and organization

#### **Governors**

- To ensure the legal framework is followed.
- To implement the Hygiene Policy through the Head Teacher.
- To implement the ‘annual’ reviews.
- To make, and keep up to date, a separate written statement of the school’s policy with regard to Hygiene.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of Safety the School Prospectus.

#### **Head Teacher**

- To implement the Hygiene Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed annually.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

#### **Class Teacher**

- To plan and teach any relevant Hygiene issues through appropriate lessons.
- To respond to the individual needs of children, giving relevant support where necessary.

#### **Specialist involvement**

#### **Healthy Schools Team/ School Nurse/ Designed to Smile team**

- To give support throughout the school, when appropriate.

### Consultation and Policy formation

The link Governor for the Wellbeing Policy agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents were informed. The full Governing Body finally agreed the policy

### Pupil involvement

- Herbert Thompson Primary School has a School Council. They support the teacher in delivering Glitterbug activities. This group promotes pupil voice and gives pupils the opportunity to express their views, make decisions and develop their evaluation skills.

### Continuing Professional Development

- The PSE coordinator will attend appropriate training courses and disseminate relevant information to the rest of the staff through in-house INSETS.
- The coordinator will advise staff on suitable resources and share good practice.
- Professional development needs of the staff are identified through lesson observations and teachers own personal needs.

### Community

- Parents are informed of any hygiene issues, such as how to manage different infections that their children may encounter, through school newsletters and the website.
- Parents are advised with guidance on illness absence.
- The school provides letters about how to prevent and treat head lice.
- The school nurse will be invited into school to address hygiene issues as and when necessary.

### Monitoring and evaluating

- A member of the SLT will be responsible to the governing body for the coordination and management of the policy.
  - The school will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's Hygiene Policy.
  - The PSE coordinator will ensure the delivery of Hygiene through lessons in compliance with the policy.
  - Progress will be monitored at regular intervals by the PSE coordinator, SLT and governors.
  - Updates on school Hygiene actions will be fed back to staff.
- 
- One individual governor to take specific responsibility for the Wellbeing Policy.

Policy Date: 20.5.2018

Policy Review Date: June 2020

Governors Signed:

Headteacher Signed: