



## Health & Safety Policy

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“Learning together, to be the best we can be”

# 1. Scope

- 1.1. This policy relates to all academies and settings across Nexus MAT and supersedes any local policies and procedures that have been in use prior to the academy conversion. Each academy must have its own local Health & Safety Policy which acts as a more detailed outline of responsibilities and procedures for that individual academy. That local policy falls under the wider remit of this overarching one.

# 2. Purpose

- 2.1. Nexus Multi Academy Trust – collectively and through its constituent academies - recognises and accepts our responsibilities under law. As responsible employers and/or persons in control of premises, the requirement to provide a safe and healthy working environment for all employees and others affected by our activities is acknowledged.
- 2.2. This policy document outlines the philosophy and approach taken to ensuring good health and safety practice is in place for all academies within the Trust. To enable this, each academy is required to have its own local Health and Safety policy, to reflect local need and local priorities, which naturally change dependent on the state and age of a site.
- 2.3. The Trust is committed to managing risks by ensuring that risk assessments are undertaken, control measures implemented and systems are continuously monitored and reviewed by each academy's Headteacher and overseen by Trust scrutiny through governance.
- 2.4. In particular, Headteachers are responsible for:
- 2.4.1. Providing a safe and healthy working and learning environment and ensuring that the premises are maintained in a safe condition;
  - 2.4.2. Maintaining safe access to and from the premises;
  - 2.4.3. Preventing accidents and work-related illness;
  - 2.4.4. Assessing and controlling risks from curriculum and non-curriculum work activities including offsite visits;
  - 2.4.5. Complying with statutory requirements as a minimum;
  - 2.4.6. Ensuring safe working methods and providing safe equipment;
  - 2.4.7. Providing effective information, instruction and training;

- 2.4.8. Monitoring and reviewing systems to make sure they are effective;
  - 2.4.9. Developing and maintaining a positive health and safety culture through communication and consultation with employees and their representatives on health and safety matters;
  - 2.4.10. Setting targets and objective to develop a culture of continuous improvement;
  - 2.4.11. Ensuring a healthy working environment is maintained including adequate welfare facilities;
  - 2.4.12. Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable;
  - 2.4.13. Ensuring safe use, handling and storage of substances at work.
- 2.5. In addition to the above commitment, Headteachers also recognise their obligations to non-employees and provide visitors, members of the public, pupils, contractors etc. or anyone who is or may be affected by the academies' activities with the necessary information, instruction, training and supervision available to ensure the safety of those affected.
- 2.6. Headteachers will ensure adequate resources, including finance to implement the policy.
- 2.7. Headteachers are committed to this policy and all staff are required to comply.
- 2.8. For the policy document to be effectively implemented, all academies require the full co-operation of employees and others who use the premises.
- 2.9. This policy statement and the accompanying organisation and arrangements will be reviewed at least annually and revised as and when necessary. The policy statement, together with the organisational structure and the following arrangement and procedures, has been approved by the Trust Board.

## 3. Responsibilities

### 3.1. The Trust Board

- 3.1.1. The Trust Board is the legally responsible body for compliance with health and safety legislation in all settings and academies. The Trust Board will – through the Chief Executive Officer's effective oversight

of the work of local governance – ensure that each setting has robust health and safety planning in place followed through into appropriate action. The Trust Board shall – through the Chief Executive Officer – ensure a suitably qualified and experienced Competent Person is appointed to advise them appropriately.

### **3.2. The Chief Executive Officer**

**3.2.1.** The Chief Executive Officer will ensure that the Trust commissions a suitably qualified Competent Person and that a schedule of audit work is undertaken routinely and reported into the appropriate governance board, as outlined in the Trust Scheme of Delegation. As part of wider performance management, the Chief Executive Officer will ensure Headteachers respond in a timely fashion to any and all recommendations for the improvement of site and staff health and safety.

### **3.3. Headteachers**

- 3.3.1.** The Headteacher has day-to-day responsibility for ensuring compliance with this Health and Safety Policy Document within their academy and associated premises.
- 3.3.2.** In consultation with governors the Headteacher will ensure that there are effective and enforceable arrangements for the provision of health and safety throughout the academy, periodically assessing the effectiveness of the local Health and Safety procedure ensuring that any necessary revisions are made and monitor its implementation.
- 3.3.3.** The Headteacher will maintain the profile of health and safety within the academy by the development of safe working practices and conditions and will ensure that health and safety are maintained at all times.

### **3.4. Employees and volunteers**

**3.4.1.** All Employees of Nexus Multi Academy Trust have individual legal responsibilities to take reasonable care for the health and safety of themselves and for others who may be affected by their acts or omissions and must comply with the academy's Health and Safety procedures at all times, co-operate with academy management in

complying with relevant health and safety law, use all work equipment and substances in accordance with instruction, training and information received, report to the Office Manager of any hazardous situations and defects in equipment found in their work places, report all incidents in line with current incident reporting procedure, act in accordance with any specific health and safety training received, inform the Office Manager of what they consider to be shortcomings in the academy's health and safety arrangements and exercise good standards of housekeeping and cleanliness.

### **3.5. The School Business/Office Manager**

- 3.5.1. The School Business/Office Manager typically has a day to day responsibility for ensuring compliance with the academy's local Health and Safety Policy delegated from the Headteacher, and taking effective action and/or immediately referring to the Headteacher any health and safety issues brought to their attention, this includes the stopping of any practices or the use of any tools, equipment etc. which are considered unsafe.

### **3.6. Pupils**

- 3.6.1. Pupils, in accordance with their age and aptitude, are expected to exercise limited personal responsibility for the health and safety of themselves and others, observe standards of dress consistent with safety and/or hygiene, observe all the health and safety rules of the academy and in particular the instructions of staff given in an emergency, use and not wilful misuse, neglect or interfere with anything provided for their health and safety.

## **4. Arrangements**

- 4.1. All academies recognise the importance of communication to staff, visitors, pupils, parents, volunteers, contractors etc., and will ensure that all staff are briefed and trained regularly in effective health and safety practice.
- 4.2. All academies use a risk assessment process and template as a standard for risk assessment. Risk assessment is the responsibility of the academy Senior Leadership Team, teaching staff and other unqualified staff at a variety of levels. Those responsible for premises or curriculum areas ensure that risk

assessments are undertaken and recorded for significant activities. Risk assessments are reviewed periodically or where there is a change in circumstances.

- 4.3. The Trust has a legal duty to reimburse staff for eye tests where they are required to use Display Screen Equipment or to drive their vehicle on behalf the organisation. Additionally, if an employee is deemed to require glasses for Display Screen Equipment use or for driving, the Trust are obliged to pay for basic frames and lenses. Employees should contact the Trust Human Resources team to confirm the Trust's contracted provider for both eye tests and the provision of glasses. The Trust will only reimburse employees for any cost that is agreed in advance. An employee will retain liability for covering costs in full if they incur these without the prior agreement of the Trust HR team and/or the Headteacher. The Trust is only obliged to pay for glasses where the results of an eye test state that 'special corrective appliances' are necessary for Display Screen Equipment work and that normal glasses cannot be used.
- 4.4. The risks associated with working at height are identified through risk assessment. Frequent documented checks take place to ensure the safe working condition of access equipment. Procedures are in place to ensure any damaged access equipment is clearly labelled and removed as soon as practicable.
- 4.5. All academy leaders should discuss and agree arrangements with staff. Where members of staff have pre-existing medical conditions or other factors which may affect their ability to use access equipment, a separate risk assessment must be in place. Staff also have a responsibility to ensure their own health and safety and assist in the operation of any systems designed to provide for their safety.
- 4.6. Where a child has additional needs, a behaviour support plan will be in place and will be reviewed and updated regularly.
- 4.7. All academies ensure that lone working is risk assessed and that appropriate control measures are put in place to mitigate those risks. Staff assist in the operation of any systems designed to provide for their safety. Full details are given in Appendix A.

## 5. Managing risks in schools

- 5.1. The Trust recognises that the presence of animals at school can provide a valuable learning experience. Academies may allow animals in the classroom while providing for the health and safety of school staff, pupils and animals. **Appendix B** identifies categories of animals and the procedures to be followed in order to bring animals on school premises. It also specifies conditions under which animals must be removed from school premises.
- 5.2. All academies ensure that animals on school premises are risk assessed and that appropriate control measures are put in place to mitigate those risks. Staff assist in the operation of any systems designed to provide for their safety and the safety of pupils and visitors.
- 5.3. For Control of Substances Hazardous to Health (COSHH) used by the caretaker, risk assessments are carried out and each academy adopts a hierarchy of control measures seeking to eliminate or substitute the risk first and foremost.
- 5.4. All academies recognise the importance of healthy food in school and ensure that a whole school approach is taken, building this into the curriculum and ensuring that consistency is applied across all school activity, helping pupils to make well informed choices and develop healthy eating habits. **Appendix C** identifies the aims, objectives and expected outcomes.
- 5.5. Risks of manual handling must be communicated within general risk assessments. Any activities that involve significant manual handling tasks are risk assessed and where appropriate training provided for staff. The Headteacher is responsible for assessing the appropriate approach to handling tasks.
- 5.6. The majority of the staff within academies are not considered to be Display Screen Equipment (DSE) users. Office Managers must ensure that DSE workplace assessments are conducted for all eligible staff. DSE assessments are reviewed annually and where equipment changes or office layouts change or when there are staff changes.
- 5.7. All Headteachers must take appropriate measures to make sure that all electrical equipment is safe and suitable for the purpose intended. All relevant persons are made aware of the associated hazards and of the

requirements to adopt working procedures designed to keep the risks to their health and to the health of another person, as low as reasonably achievable. Persons carrying out the resting and/or repair of electrical equipment, or carrying out experimental work on electrical equipment or its associated connections have the appropriate technical knowledge, training and information to enable them to work safely. Results of electrical safety tests (PAT and fixed wiring inspections) are recorded and held in the premises file.

- 5.8. All Headteachers must ensure equipment is inspected and maintained on a regular basis; however, the frequency of these inspections is dependent on the use and type of equipment.
- 5.9. To minimise risk from asbestos containing materials on the academy site, all Headteachers must maintain a safe and healthy environment by:
  - 5.9.1. Complying with all regulations concerning the control of asbestos
  - 5.9.2. Removing asbestos containing materials where the risk to building user is unacceptable
  - 5.9.3. Where necessary communicating to all staff and visitors where asbestos containing materials are located within the academy site.
- 5.10. Service and building contractors may have regular access to an academy site as specified by a contract. The contract will specify what work is expected of them and what they can expect from the academy. Contractors follow their own safe systems of work and their working methods take into account how they will impact upon staff, students and other visitors on site. The academies provide details of safe systems of work to the contractors where relevant and all contractors where relevant and all contractors are consulted over emergency arrangements.
- 5.11. All Headteachers must ensure that, in any instances of letting premises, the hire/tenant has public liability insurance in place in order to indemnify the academy from all such hirer's/tenant's claims arising from negligence. If any part of the academy is let, the Headteacher and Office Manager must be satisfied via the agreement that the hiring organisation will use the premises in a safe manner. A signed, written letting agreement is completed and copies are kept and a risk assessment has been undertaken.
- 5.12. All Headteachers must recognise the main cause of accidents is slips, trips and falls. It is the responsibility of teachers to ensure that their classroom



has clear traffic routes and that exit routes are kept clear. The responsible person ensures regular inspection of communal areas. All hazards, obstructions, spillages, defects or maintenance requirements are reported to the Headteacher or via recognised reporting process. All staff are expected to be vigilant and aware of possible hazards.

- 5.13. A cleaning schedule must be in place which is monitored by the Office Managers. All waste is disposed of according to appropriate health and safety guidelines. Deep cleaning is undertaken on a regular basis where necessary. All academies ensure general cleanliness, appropriate waste disposal, safe stacking and storage and the checking of general equipment such as ladders etc. All members of staff and students adopt good housekeeping practices to assist in the maintenance of a safe and healthy workplace.
- 5.14. All Headteachers must identify risks associated with caretaking and grounds maintenance and mitigate the risks through the risk assessment process.
- 5.15. Any necessary work and testing of gas and electrical appliances are carried out by qualified contractors. Gas and electrical appliances are also checked visually on a regular basis and subject to appropriate formal inspection.
- 5.16. Regular documented water checks are undertaken and a system is in place to ensure an annual check is carried out. A legionella risk assessment is documented and the site log book is used. A process is also in place to deal with any actions should they arise.
- 5.17. Adequate arrangements are in place to minimise the risks from snow and ice on all academy sites e.g. access/egress routes. Risk assessments are carried out and emergency plans developed to determine what type of action needs to be undertaken during adverse weather conditions.
- 5.18. All Headteachers must follow National Guidance produced by the UK Health Security Agency and Office for Health Improvement and Disparities in regards to infectious diseases.
- 5.19. All Headteachers accommodate pupils with medical needs wherever practicable in line with legal frameworks for the health and safety of pupils and staff. Responsibility for pupils' safety is clearly defined within

individual care plans where necessary and each person involved with pupils with medical needs is aware of what is expected of them. Close co-operation between the academies, parents, health professionals and other agencies help provide a suitable supportive environment for those pupils with special needs.

- 5.20. All Headteachers must follow the statutory requirements for first aid and provide suitably trained staff.
- 5.21. All Headteachers must ensure compliance at all times with the Trust's policies on risk management, including assessing and recording risks associated with educational visits. Any variations must be approved in policy before being enacted in practice.
- 5.22. All staff are encouraged to report accidents, incidents and near misses and Senior Leaders or Office Managers investigate such incidents and identify and implement means to prevent a recurrence.
- 5.23. A risk assessment has been carried out and a safety management plan is in place.

## 6. Monitoring

- 6.1. Arrangements are monitored and reviewed annually and revised as new topics arise that may affect the process of managing health and safety for staff, pupils, contractors and other visitors.
- 6.2. Regular safety inspections are carried out by nominated person/s in all academies. All hazards and risks associated with the premises/departments/grounds are monitored and controlled.
- 6.3. All academies are committed to ensuring that staff are competent to undertake the roles expected of them. Line managers conducting the Performance Management process consider health and safety performance and address areas of concerns with employees.
- 6.4. All academies endeavour to promote a culture of co-operation, trust and mutual respect and ensure good management practices are in place and staff have access to competent advice.

Signed: *Waven Carratt*

Name: W. Carratt

Designation: Chief Executive Officer

## Appendix A – Lone Working

**Under no circumstances should a young person (defined as someone aged under 18 years) work alone.**

**Under no circumstances, irrespective of age, should a trainee or apprentice work alone.**

**It is not recommended to work alone:**

- In confined or unfamiliar places.
- In normally unoccupied or derelict places.
- In an unguarded area over deep or fast flowing water.
- Working with electricity.
- Working at height.
- In unlit areas at night.
- When using ladders which cannot be tied and require footing.
- Where tasks require two or more people, such as heavy lifting.
- Meeting members of the public who have a record of violence or those who we may have concerns about, including parents/carers.

**When working alone, staff should ensure:**

- A risk assessment has been completed and approved
- Hazards and risks associated with the intended task have been identified and minimised.
- Adequate training and or instruction has been given.
- There is no anticipated risk of violence from members of the public, including parents/carers and families.
- Competence, health and personal fitness of the person is suitable for the task.
- A mobile telephone or alarm is close to hand in case of the need for assistance or in an emergency.
- The response time for assistance is acceptable and with a clear protocol which may include “safe words” agreed by the office and the lone worker to trigger emergency actions.
- A responsible person is aware of your location and working hours.
- When meeting members of the public, parents/carers at their homes, there is an agreed start time with a phone in to an appropriate person before and after the meeting.

- A system is in place for logging hours and reporting on and off duty, with regular reporting in if the length of time working alone exceeds 3 hours.
- That the responsible person will carry out checks if the reporting procedure has not been followed, and take appropriate action.
- They are aware of the procedure for fire evacuation and first aid at the location.
- Staff stop for regular breaks and if possible, change the activity after prolonged periods.
- Staff seek advice or assistance from their line manager if they are unsure about any issue.

### Procedure for Staff Working Alone

- Seek approval for the lone working from your line manager
- Complete the risk assessment (separate document provided by line manager), ensuring that this policy is followed at all times.
- A copy of the policy and risk assessment should be provided to the lone worker, ensuring that a copy of the risk assessment is kept on the personnel file.
- Report any incident or near miss that arises as soon as possible to the line manager and participate in a de-briefing.

### Personal Safety

- The lone worker shall take all reasonable precautions to ensure their own safety, as they would in any other circumstances and not take unnecessary risks. They shall also consider any harm that may be caused to others as a result of their actions.

### Duties of the employee

In accordance with the Health and Safety at Work Act 1974, the employee has a duty to take care of his or her own health and safety. When working alone it is essential that the employee:

- Obeys all instructions of the employer that have been given before the work starts.
- Takes note of any risks that have been identified in the risk assessment and carries out any actions that have been agreed with the employer in relation to any hazards.
- Uses all equipment and tools in accordance with their purpose, and in the way that the employee has been trained to use them.
- Notifies the employer immediately of any issues relating to health and safety that occur.

## Access to Sites and Isolation

- If access to a site or building is required this should be pre-arranged.
- If access to a school is required out of hours or in school holidays, this should be pre-arranged with the site manager. All hazards should be identified and doors should be secure in order to prevent unauthorised access.

## Lone Worker Home Visiting

- Occasionally staff may need to visit parents/carers at their home. Appropriate checks should be made prior to the visit to ensure the location is safe.
- Central Office staff should check with the school to see if there are any known issues.
- Staff should advise their line manager of the intended visit and pre-agree the process to be followed, arranging a time for reporting back either at the end of the visit or if the expected duration is going to over-run.
- A mobile telephone should be taken on the visit. On arrival the lone worker should assess the environment, noting entry and exit points, and take a decision as to whether it is safe to continue to visit. If they feel it is inappropriate to remain they should leave and make alternative arrangements.
- If the lone worker's personal security is threatened or compromised at any point during the visit, they should leave and immediately contact the office or their line manager.

If the lone worker witnesses anything of concern during the visit they should take note of the issue and follow the relevant policy or procedure.

## Appendix B – Animals in Schools

### Aim

The aims of keeping animals in the learning environment are to:

- Encourage a respect and reverence for life in pupils and thereby improve their relationships with other pupils, parents and teachers
- Foster a sense of responsibility in children
- Teach children to nurture and respect life
- Lead to the development of hobbies / careers in animal care
- Improve academic achievement

At all Nexus Academies we aim to promote good practice in animal care. Pupils are taught correct procedures in handling and caring for animals; they are encouraged to take a shared responsibility for the care of the animals, under direct supervision. Pupils will be taught how to interact gently with our school pets whilst under adult supervision. These aims will be met by ensuring that the below procedures are followed:

### **Visit Categories**

#### **Animals Used in Educational Presentations (single event)**

The visit organiser should complete a risk assessment which will:

1. Identify the instructional purpose or social/emotional objective
2. Provide a statement of the animal's health & temperament **or** verify that the animal is part of a presentation conducted by an experienced animal handler who engages in demonstrations in a school setting on a regular basis
3. Obtain approval to proceed with the visit from the Headteacher
4. Notify parents of the upcoming presentation
5. Identify any modifications which may be required to meet the needs of pupils who have animal fears or allergies

#### **Cold-Blooded Animals (e.g. Visit by snakes)**

The visit organiser should complete a risk assessment) which will:

1. Identify the instructional purpose or social/emotional objective
2. Provide a statement of the animal's health & temperament **or** verify that the animal is part of a presentation conducted by an experienced animal handler who engages in demonstrations in a school setting on a regular basis
3. Obtain approval to proceed with the visit from the Headteacher
4. Notify parents of the upcoming presentation
5. Identify any modifications which may be required to meet the needs of pupils who have animal fears or allergies

#### **Classroom Animals**

Before acquiring a classroom pet, the Class Teacher will investigate whether any student is:

- Allergic or sensitive to any particular species or their food or bedding materials
- Immune-compromised, and therefore more susceptible to zoological illnesses
- The Class Teacher will provide parents and guardians with information about the classroom pet, the purpose of acquiring the animal (how its care will fit into the curriculum)
- Parents have the right to withdraw their child from any involvement or handling of the animals if they wish.

The teacher responsible for the animal will complete a risk assessment which will:

- Identify instructional purpose or social/emotional objective
- Provide modifications for pupils who have animal fears or allergies
- Obtain Headteacher's final approval
- Ensure that each animal enjoys an optimum environment, in social groups, if appropriate. We are aware that keeping opposite sex animals can lead to breeding and result in welfare problems. Where possible animals will be kept in same sex groups or pairs.
- The environment and well-being of the animals is monitored to ensure that no animal is distressed by classroom or school environment characteristics (e.g. noise, pupil behaviours)
- Routine preventive health measures are sought and practised as advised by the vet – vaccination, and worm control where appropriate. Veterinary care advice will be taken when needed.
- Pets and their living areas are kept clean and safe at all times.
- A high quality, appropriate diet is provided.
- Children always wash hands after handling
- Any sick animals are promptly isolated and examined by a vet.
- Careful arrangements for holiday and weekend care are made with a member of staff.
- Staff member follows procedures for cleaning and disinfecting sinks, cages, and surfaces
- Staff member provides instruction for pupils on proper care and handling of animal

### **Equal Opportunities**

All pupils will have opportunities to access the animals under the supervision of an adult. A pupil may not have contact with an animal if they pose a threat to the animal. It will be the Class Teacher's responsibility to encourage the pupil to have the right approach to animals.

### **Animals Excluded from School or Classroom Use**

All Poisonous, venomous animals

### **Animals Exempt from Compliance With Policy**

- Trained & certified service animals supporting individuals with disabilities



- Mini-beasts etc. investigated during field trips etc.

### **CONDITIONS REQUIRING REMOVAL OF AN ANIMAL FROM SCHOOL PREMISES:**

**Injury:** Any animal that causes injury to staff or pupils must be immediately isolated and removed from the school premises until the situation is resolved. An Accident Report must be completed and the appropriate medical care must be administered.

**Health Issue:** If a student or staff member has an allergic reaction or other health problem because of the presence of an animal, the animal must be immediately removed from the classroom/workspace of the affected individual or removed from school premises until the situation is resolved.

**Aggression:** Any animal that behaves aggressively must be immediately isolated and removed from the school premises

**Keeping Animals in School**

**Animal:**

**Classroom:**

**Objectives:**

**Teacher responsible for the care and welfare of the animal:**

**Teacher responsible for the care and welfare of the animal in the absence of above:**

**Responsibility for vet fees:**

**Care in winter, holidays and weekends:**

**Funding for food and other consumables:**

**Other information:**

**EXAMPLE:** Keeping Animals in School

**Animal:** Rabbit (Hobnob)

**Classroom:** Room 8

**Objectives:**

- To teach pupils how to care for a rabbit correctly.
- To teach pupils responsibility, empathy and care.
- To enable pupils in animal care to learn how to care for a rabbit.
- To provide a stimulus for writing/reading.

**Teacher responsible for the care and welfare of the animal:**

Mrs Johnson

**Teacher responsible for the care and welfare of the animal in the absence of above:**

Mrs Whittaker

Mrs Elshaw

**Responsibility for vet fees:**

At the discretion of the Headteacher depending on the given situation.

**Care in winter, holidays and weekends:**

During holidays and weekends Hobnob will be taken to Mrs Johnson's house. In the rare case of school being inaccessible due to weather conditions the care of Hobnob will be taken on by the onsite caretaker.

**Funding for food and other consumables:**

Donations/ fundraising

**Other information:** In the case of Hobnob's removal from school for any reason outlined in the policy, she will remain at Mrs Johnson's house as her pet.

## Appendix C – Food in School

### Working with the Whole School Community

Our aims are to work with parents/carers to optimise the education, achievement, health and well-being of pupils, to work with all staff to optimise the opportunities to re-enforce key messages and to offer positive role models whenever possible and to give children and young people a voice in issues relating to food in schools.

#### Objectives

- The school will work with and consult parents/carers about the food in school.
- The school will work with parents/carers to encourage them to provide healthy lunch boxes and snacks.
- Where possible, lunchtime supervisors and catering staff will receive information and training on healthy eating which is consistent with the healthy eating messages that pupils receive through the curriculum.
- Staff are encouraged to teach by example so that healthy eating attitudes and values are modelled to pupils in and out of the classroom.
- Where staff eat a school meal or their own packed lunch, they should act as a positive role model.
- To actively involve children and young people, by engaging them in:
- Utilising the school council process to gather a consensus view on current and developing provision in school.
- Testing out new initiatives.
- Decision making on issues relating to food.
- Understanding the issues relating to healthy eating.

#### Expected outcomes

- Parents/carers and school work more closely together.
- An increased potential for a consistent approach to healthy eating at school and at home.
- All staff feel confident to give healthy eating messages to pupils
- Staff are seen as positive role models in and out of the classroom.
- An increased potential for a consistent approach to healthy eating across the school day.

#### We aim to promote the consumption of Fruit and Vegetables by:

- Incorporating the healthy eating message into the school curriculum.
- Encouraging pupils to try different fruit and vegetables.
- Encouraging pupils to eat fruit/vegetable without chopping or, in the case of apples or pears, without prior peeling.
- Where possible, recycling the peel and waste from any fruit and vegetables consumed at school.

- Encouraging pupils to wash non peel fruit prior to consumption.
- Laying the foundation for the provision and take up of fruit and vegetables at other times of the day.

### **Expected outcomes**

- Pupils develop the good dietary habit of eating fruit or vegetables as a snack at break times.
- Pupils understand the importance of fruit and vegetables in the diet.
- Pupils may have the opportunity to try fruit and vegetables they may not have previously experienced.
- Eating a portion of fruit and vegetables will contribute to the five portions of fruit and vegetables that are recommended by the national 5 A DAY programme.

We recognise that snacks and drinks during a morning break may be required and growing children may benefit from the additional intake of food at this time. The school will supply foods which promote healthy eating and dental health.

### **We aim to encourage the provision of a nutritious snack which may give a slow energy release, thus aiding concentration and learning by:**

- Providing foods which will provide energy to sustain attention span and improve mental performance and ability.
- Developing good dietary habits that can be continued into adulthood. (School Caterers will be limited to providing foods which meet the recommended guidelines).
- Providing examples of suitable food which include fruit, vegetables, toast, teacakes, yoghurt, muesli bars, bacon sandwiches, scones, milk, fruit juice and sugar free squashes.

### **Expected outcomes**

- Pupils can identify a healthier snack.
- Pupils know which food is allowed within school.
- Increase in pupil concentration span and therefore educational performance.
- Pupil behaviour is improved.

### **We aim to provide a lunchtime food service of good quality which promotes healthy eating and eating together sociably.**

#### **Objectives**

- To work with the caterer to ensure that the National Nutritional Standards for

School Lunches are adhered to as a minimum.

- To promote healthier choices which are freshly prepared using a minimum of processed food, where possible utilising locally procured produce.
- To display weekly menus in the school dining area and on the school notice boards.
- The cook, kitchen staff and lunch time support staff will, subject to availability, receive information and training on healthy eating which is consistent with the healthy eating messages that pupils receive through the curriculum.
- Lunchtime staff will encourage pupils to choose healthy balances of food.
- Water will always be available free of charge as a lunch time drink for all pupils.
- To ensure appropriate time tabling and time allocation for the lunch break to allow for good experiences of eating and talking with friends.
- To explore ways to enhance the environment for school meals by improving furniture, fittings and equipment in the dining area so that there is a pleasant environment for pupils and staff to eat their lunch.
- To provide supervision of pupils at lunchtime, with a sensitive manner by teaching and/or non-teaching staff.
- To help pupils gain social skills and appropriate behaviour when eating food.
- To work with parents/carers, school council, staff and caterers to design menus to meet the religious, ethnic and vegetarian needs of pupils and staff.
- Where a medical condition determines that a child eats a specialised diet (e.g. allergies, diabetes, coeliac disease, cystic fibrosis) the catering service will, where possible, try to accommodate the varying needs. The school will encourage parents/carers to discuss the individual requirements following consultation with their GP and a paediatric dietician. No diet will be implemented by the caterers without consent from the Headteacher.
- To ensure that pupils are reminded to wash their hands before they eat food.

### **Expected outcomes**

- Pupils understand appropriate social behaviour at mealtimes.
- Pupils and staff should have enough time to enjoy eating their lunch together.
- There is less conflict about food.
- Children are well fed and ready to learn.
- An enhanced environment in the dining area will increase social development of pupils, learning to eat together and enjoy food.

### **We aim to ensure that all children who eat their lunch on school premises/school trips enjoy a healthy, balanced meal.**

In order to ensure that all children have a healthy, balanced meal, it is important to work with parents to improve the quality of food provided in lunch boxes brought

from home. As these meals are eaten on school premises/school trips it is important that the content of lunch boxes is in line with the school's policy on food provision.

### **Objectives**

- To ensure that lunch boxes are stored safely and hygienically.
- To work with parents/carers and children to raise awareness about eating a healthy packed lunch.
- To support parents/carers by making available information and suggestions regarding food and drink in order to provide a Healthy balanced lunchbox.
- To ensure lunchtime arrangements for children eating a packed lunch are given the same consideration as children eating a school lunch.
- To ensure that the school packed lunches are in line with the school's Healthy School policy which is available on the school website.

### **Expected outcomes**

- All pupils are eating a healthy lunch.
- Pupils understand appropriate social behaviour at mealtimes.
- There is less conflict about food.
- Children are well fed and ready to learn.
- An enhanced environment in the dining area, increasing social development of pupils, learning to eat together and enjoy food.

**We aim to ensure that children and teaching staff have access to drinking water at all times during the school day and to encourage children to drink more water at school so that they remain properly hydrated.**

### **Objectives**

- To give pupils access to water during the lunch and break times, as well as during lessons.
- To encourage and enable water and milk consumption and limit sweetened drinks to meal times.
- The water supply will not be located in toilets, and children will be discouraged from drinking water from the taps in the toilets.
- Canned and glass bottled drinks will not be allowed due to health and safety considerations.
- Fizzy and Carbonated drinks are not allowed in school or school trips in compliance with the Department for Education's School Food Standards Regulations 2014.
- Care will be taken to ensure bottles used are designed to be re-filled with water only at a designated sink/area during the break times.
- Plastic cups/beakers can be used for pupils who do not have a water bottle.

## **Expected outcomes**

- Pupils remain alert and there is a reduction in the incidence of tiredness, headaches and general irritability.
- Health problems including urinary tract infections, bed wetting and constipation are reduced.
- Pupil behaviour and concentration is improved.
- Pupils' mental and physical performances are improved.

**We aim to use our curriculum to raise awareness of the basic principles of a healthy diet, to enable children to develop an interest in healthy eating and to empower pupils to make healthy eating choices.**

## **Objectives**

- The basic messages about healthy eating and oral health will be taught in the curriculum, particularly through Science, PSHE and Food Technology. The content will be at a level relevant to the age and ability of the pupils.
- The school will ensure that the taught curriculum and food/drink provision throughout the day present a consistent message.
- Training updates on dental health and healthy eating messages will be sought for teaching staff to ensure they are confident to deliver accurate and relevant information.
- There will be opportunities for pupils to learn about food handling, food preparation and food safety in the curriculum, as well as issues such as sustainability, recycling, fair trade and food production.

## **Expected outcomes**

- Pupils understand the importance of a balanced diet for good health and in helping to prevent obesity, tooth decay and chronic diseases in later life.
- Pupils can apply the concept of a balanced diet to planning their own meals.
- Pupils and staff are empowered to make improved choices about food in and outside school.

## **Special Considerations**

### **Rewards**

The school believes in the importance of rewarding and celebrating good behaviour and good work, but the practice of giving sweets is not consistent with the taught health message of reducing sugary foods in the diet. Sugary foods contribute to damaging dental health. Dieticians are unequivocal in their view that food should not be used as a reward. Childhood obesity is a major and increasing problem in the UK. The school therefore does not normally use confectionery or any other food as a



reward. Good work and good behaviour are rewarded in different ways e.g. praise, stars, school stamps and merit certificates. Further examples of reward systems used in this school are documented in the Behaviour Policy.

### **Return from holiday treats**

To maintain a consistent message about healthy eating in school and to ensure children are not eating food without the consent of their parents/carers which may contain ingredients they are allergic to, parents/carers are asked not to send in sweets and confectionery on return from a holiday. Children are asked to talk about their experiences on holiday, share photos etc.

### **Celebrations in school**

From a social and cultural perspective, there will be times when it is both appropriate and acceptable for the whole school to celebrate special occasions together by sharing food and confectionery. Examples of these times may be: Easter, Christmas, Eid, Ramadan, Diwali, Vaisakhi and Hanukah, Birthdays.

### **Competitions**

There may be occasional times throughout the school year when confectionery is used as a prize for competitions organised by the school or local community. On these occasions prizes given are at the discretion of the Headteacher.

### **After school clubs**

Any food or drinks provided by after school clubs are healthy and nutritious e.g. milk, water, fruit, vegetables, toast, cereals, bread products. Foods high in fat and sugar are avoided.

### **Social catering/formal meetings**

The school ensures that where food is available at any event held at the school e.g. open evenings, plays, concerts etc., healthy options are provided. Where food is provided at staff meetings, governors' meetings and other formal meetings healthy options are available, promoting the ethos of the healthy school to parents/carers and the wider community.

### **Sporting events**

It acceptable for pupils taking part in after school sporting activities and sports day to have a healthy snack to eat before or after the activity e.g. fruit or a sandwich.

Drinking water is also available.

### **School trips**

A packed lunch with a balance of healthier food and drink is encouraged when pupils take part in school trips. A copy of the healthy lunch boxes leaflet is available for parents/carers as a reminder at such times. The promotion of healthier food and drink provision is continued when pupils go away on residential trips.

### **Offsite provision**

The school discourages commercial food vans e.g. ice cream and hot dog vans parking outside school. Pupils are discouraged from leaving the school premises during the school day to purchase food from local shops.

### **Sponsorship and fund raising**

The school does not participate in the collection of confectionery/snack wrappers/tokens to raise funds for the school. These products are high in sugar, salt and fat. This practice is not consistent with the messages being taught about healthy eating.

### **Environmental considerations**

- Pupils are discouraged from consuming water from taps in the toilets.
- Pupils have access to hand washing facilities before and after eating food.
- We aim for pupils to feel comfortable when eating or drinking.
- The school provides sufficient, suitable provision for waste disposal.