



Behaviour, Safety and Well-being Policy

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This policy was developed and written in consultation with the Staff, School Council, parents, and Governors. It is reviewed annually by members of the SLT.

1. Our school Ethos & Values statement

At Burnley Brow Community School we strive for every learner to achieve to their highest ability by promoting a school ethos which is underpinned by our core values of respect, courage, honesty, empathy, cooperation, resilience and responsibility.

We teach our children key-skills and foster a growth mind-set where effort and hard work can make anything possible. We nurture children's individual characters and encourage them to become independent, life-long learners who can make informed choices and have courage and confidence to stand up for what they believe is right.

Every child and adult in the school community is a valuable member of our team and is encouraged to reflect on their own views and those of others. Learning is life-enhancing and enjoyable and we actively encourage enquiry and challenge.

We aim to develop emotionally intelligent learners who aspire to be the best they can be, are able to empathise with others and contribute successfully to society.

2. Vision

Together we strive to develop independent, confident, aspirational, life-long learners, who are respectful and tolerant citizens.

We aim for our children to have the self-belief that enables them to fulfil their potential in life, by seeking and embracing every opportunity.

This policy has equal status to our Learning & Teaching policy. The two policies underpin our ethos and provision.

3. Reference to other policies

Learning & Teaching Policy

At Burnley Brow we believe that learning is an active process in which the learner, building on previous experience, is engaged in both their own learning and that of others. Our learners are motivated and enthusiastic about what they are learning. They communicate this through their confidence and willingness to be involved in the various learning experiences which we provide and also through opportunistic learning. We encourage our learners to be reflective and to take responsibility for their own learning.

SEND policy

For those pupils identified as having Special Educational Needs and/or a disability, there may be times when a different curriculum is more suited to their needs. Our SENCO alongside the class teacher, Head teacher and progress manager, monitor the progress of such children and advise and support the staff involved when formulating Provision Maps, IAPs and EHICs. This ensures that, to the best of our ability, each child leaves school with the core skills, such as literacy, numeracy and social independence, which he/she will need in adult life.

Equality Policy

We believe that equal opportunities and every form of equality are central to the development of an enjoyable and inclusive learning environment in which, all members of the school community can thrive,

learn and develop. We emphasise the importance of personal identity whilst teaching empathy for others and understanding of cultural diversity. We have a large number of Teaching Assistants, some of whom speak Bangla and/or Urdu, who work in collaboration with teachers. Together staff are able to remove or alleviate barriers to learning to ensure equal access to the curriculum amongst all pupils. We are committed to promoting race equality in all areas of policy and practice. All staff have completed training on the PREVENT website and have attended internal training.

Child Protection Policy

Child Protection is a school responsibility and an integral part of the ethos of the school. We believe that this is a listening school that seeks to create an atmosphere in which children feel secure. At Burnley Brow children's viewpoints are valued, they are encouraged to talk and are listened to. The school follows the procedures as laid down by the Safeguarding department, Oldham Council. We respect all aspects of confidentiality and prioritise working together with other agencies to protect children in our care, particularly those who have been identified as being at risk of abuse.

4. Emotional Health and Wellbeing

(1)The Respect Charter

Our Respect Charter is a whole school initiative which encompasses all aspects of Citizenship and behaviour.

Our five areas of respect are: ***Myself, Others, Learning, Property and the Environment***

Each child and adult in school wears a respect badge. Each unit has child generated displays of the Respect Charter which are displayed in every classroom. Every class has five rules, created in consultation with children, which are directly related to the areas of respect listed above.

Teachers devise and carry out their own method of behaviour management based on the guidance below for promoting good behaviour. Each Unit agrees a Behaviour Map based on the RESPECTs and include examples of what a low, medium and a high level of incident would look like.

Each TLR Unit Leader has an incident file in which to log incidences of children who break the RESPECTs. The child is sent with a behaviour slip detailing the incident to the Unit Leader, who ensures the incident is consistent with the Behaviour Map, Unit Leader's speak to the child and then records their name in the file. After appearing in the incident file, children are expected to attend a Reflection Time. These files are monitored half termly by the Unit Leader under seven main headings: disregarding instructions, disrupting their own and other's learning, moving around the school safely, shouting, mimicking and making silly noises, lack of respect for property, disregard for one's own safety and respect for each other and adults. Unit Leaders feed this back to their Unit and issues addressed. Any children who persistently misbehave are referred to the Unit Leader for further support and guidance.

A member of the Strategy Team monitors these folders and the Unit Leader's monitoring identifying any whole school issues there may be.

Serious misdemeanours e.g. fighting and bullying are to be logged in the serious incident file which is located in the Deputy Head's office.

On the playground

Staff will ask children which respect they are not following and give them the opportunity to do the right thing. If a child continues to make the wrong choices about their behaviour, then they are asked to stand in a time out area of the playground. The incident is then reported to the class teacher and recorded in the

Incident file by the class teacher if needed. The Incident File is monitored termly by the Deputy Headteacher this is fed back at the Health & Safety team and Governors at the end of each term.

Around School

The Respect Charter is displayed around the school, in each classroom and outside in the playground. The Playground Respect and Lunchtime Respect guidelines were written in consultation with children and staff. They are displayed in the hall, corridors and playground. School assemblies regularly focus on what respect looks like and how we create a respectful ethos in school and in society.

Out of School

School will respond to issues that arise beyond the school gate that are non-criminal based or of a bullying nature. The school's discipline policy will be applied and the incident will be recorded in the Incident File if a child:

- Is wearing their school uniform;
- Is in some other way identifiable to the school;
- Is travelling to or from school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

(ii) Behaviour

Aims:

- To ensure a common policy on pupil behaviour and a consistent approach by all staff;
- To ensure that all the children are aware of the policy and know what is expected from them;
- To develop children's understanding of rights and responsibilities and to enable them to make informed choices;
- To ensure that appropriate behaviour is encouraged and rewarded;
- To ensure that inappropriate behaviour is discouraged by using graded interventions and consequences;
- To encourage all members of staff to have high expectations of children's behaviour and work; and
- To ensure that parents are aware and supportive of our school Behaviour Policy.

Actions

We support positive behaviour and a positive environment through:

- Implementing and following our Respect Charter;
- Constructive whole school planning of Circle times, class and team builders;
- Encouraging our children to see themselves as a member of a co-operative, caring school community and recognise their responsibility within this;
- Using Kagan cooperative learning to develop cooperative skills;
- Having a positive and consistent approach to lesson times and continuing this through playtimes and lunchtimes;
- Having a unit shared agreement to behaviour management and reviewing this behaviour management map annually;
- Creating and maintaining a stimulating classroom environment;
- Offering an exciting, inclusive curriculum that is well prepared and planned,;
- Recognising differences in children and ensuring learning is challenging and differentiated to meet the needs of every child;
- Modelling appropriate and courteous behaviour and self-control by all staff members.

We encourage good patterns of behaviour by:

- Praising children and giving positive verbal and non-verbal recognition ;
- Giving children roles and responsibilities;
- Awarding certificates, stickers and team points;
- Informing parents when children do something well;
- Providing incentives for good behaviour in class;
- Implementing co-operative learning structures throughout the whole school;
- Using class-builders and team-builders to build a community; and
- Agreeing 5 class rules with children, displaying them in class and referring back to them.

Dealing with unacceptable behaviour

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions are used fairly and consistently. We believe it is also important to continue to reward and encourage that child for their good behaviour and we operate a 'clean slate' attitude. Various sanctions are used depending on the severity of the unacceptable behaviour:

- Planned ignoring;
- Redirection;
- Non-verbal signals (frowns, shaking of head, finger to lips);
- Verbal warnings including use of the language of choice;
- Reminders about the Respect charter and how they could do things differently;
- Private discussion about why the behaviour is unacceptable and to explore more choices of behaviour ;
- Change of position within the learning environment;
- Separating the child from a group or the class for their own and others' safety and well-being;
- Loss of privileges and loss of playtimes;
- Time out procedures/ time to reflect;
- Searching of pupil if suspected of theft or carrying anything inappropriate including a weapon;
- Speaking to parents;
- Completion of the Unit Incident File for repetitive low level disruption;
- Completion of the school Incident File for more serious behaviour matters e.g. racism, bullying and fighting;
- Introduction of short term Individual Behaviour target card with steps shared between the child and key staff;
- Contacting parents to attend meetings to discuss ways of helping the child to improve his/her behaviour;
- As a last resort when all classroom management strategies are failing, referring the child to the SLT through a series of stages - Unit Leader, Assistant Head, Deputy Head, Head, unless the behaviour needs referring directly to the Headteacher.

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour. These are reviewed by each unit annually and shared at SLT to ensure consistency across the school.

Reasonable Force

We have a proactive approach to behaviour management. Handling children should be a last resort and a member of the Strategy team, who have had Team Teach training, should be called, if possible. There is no legal definition of reasonable force but three criterion are established for guidance:

- if the circumstances of the particular incident warrant it
- the degree of force must be in proportion to the circumstances
- the age, understanding and sex of the pupil

Three broad categories are described when reasonable force might be used:

- in self-defence, where risk or injury is imminent
- where there is a developing risk of injury or significant damage to property
- where good order and discipline are compromised

This is a very important issue and the head teacher has full details of the regulations concerning 'reasonable force'.

Exclusion

Exclusions will only be used as a **last resort** when all other behaviour management strategies used in our school have been exhausted. We follow the guidelines from the DfE. Permanent exclusions will only take place:

- After thorough investigations have been carried out;
- After the child has given his/her version of events;
- In response to serious breaches of the school's behaviour policy;
- If allowing the child to remain in school would seriously harm the welfare of education of the pupil or others in school; and
- Once a wide range of other strategies have been tried without success

There are two types of exclusions: **fixed term and permanent** exclusion.

Fixed term:

- To investigate the incident
- To review arrangements for supporting and reintegrating the child into school
- To punish the child for serious breach of the school's code of conduct
- The child is asked to attend school with their parent, before they are readmitted back into school and agreements are made about the way forward for the child in school
- Work is set for the child and this is returned on the first day back in school

Permanent:

A decision to exclude a child permanently is a very serious one. It will be the final step in a process for dealing with offences following a range of other strategies, which have not been successful. There are exceptional circumstances where in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or one off offence. These might include:

- serious actual or threatened violence against another pupils or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon; and
- persistent and defiant misbehaviour including bullying or repeated possession of an illegal drug in school. See section on Drug, alcohol and tobacco in school and Bullying section

(iii) SMSC (Spiritual, Moral, Social and Cultural Development)

We promote our children's Spiritual, Moral, Social and Cultural Development and their physical well-being across all areas of school. The four areas of SMSC are evident across the whole school community and are embedded into every area of our provision, for example: through reflection in lessons and in the delivery of an exciting and engaging curriculum, where we aim to develop the children's awe and wonder in the world around them (Spirituality); in our Respect Charter and Behaviour Policy and rules and routines in and around school (Moral and Social development); and in our RE and topic provision (Cultural). We use assemblies, themed weeks and techniques such as P4C and circle time to address and promote particular areas of our children's SMSC development. Our use of personalised learning as well as cooperative learning structures

enables our children to thrive in a supportive, highly cohesive learning community. Class and Team builders are done regularly throughout the day, in each class.

(iv) Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- Physical- hitting, kicking, threats with a weapon and theft;
- Verbal- name calling, derogatory remarks, comments referring to sexual orientation, comments about disability or SEN, racist remarks including those about religion and culture;
- Cyber bullying including sending messages which are hurtful or defamatory;
- Indirect- spreading rumours and excluding people from social groups.

Our aims

- To ensure all incidents of bullying are identified;
- To ensure the 'No Blame Approach' is tried;
- To support the bullies and the victims; and
- To involve the parents of all the children involved.

The No Blame Approach

We have agreed to use the 'No Blame Approach' when dealing with bullying incidents for the first time, there are 7 steps:

- Meet the victim
- Arrange a meeting with the child or children involved and some children who are not involved (positive role models)
- Explain the problem
- Share the responsibility
- Ask the group for ideas
- Monitor the situation
- Meet the victim and the perpetrators again

If the behaviour continues:

- A clear account of the incident will be recorded and shared with the head teacher;
- A member of staff will speak to all concerned and sanctions will be used against the perpetrators. These may include loss of break times, loss of reward time, reflection time;
- Class teachers and the leadership team will be kept informed;
- Parents will be kept informed; and

The pupils who have been bullied will be supported by:

- Being given an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice;
- Having their thoughts and feelings respected by members of staff, including expression of need for confidentiality;
- Being offered continuous reassurance and support from the member of staff involved;
- Being offered self-esteem/confidence restoring support and strategies to help them to deal with the harder stages of growing up and life with people who are not always kind.

The following disciplinary steps may be taken:

- Parents will be asked to come into school to discuss the problem with the head teacher and their child;
- The pupil will lose privileges for an extended amount of time;
- Subject to the gravity of the situation a fixed term exclusion may be implemented in line with the LA policy; and
- When returning to school after a fixed term exclusion there will be a return to school meeting with the Headteacher.

The Curriculum

Within the curriculum the school raises the awareness of the nature of bullying through inclusion in assemblies and SMSC teaching, as appropriate, in an attempt to prevent such behaviour. We also use cooperative learning structures, team builders and class builders, circle times and the school council to help develop empathy and understanding.

Safeguarding

We have a display area that gives contact numbers for external agencies, eg. Childline. It also names the adults in school who can help.

Monitoring for impact

The Headteacher and members of the Strategy team monitor the implementation of the Bullying policy and monitor interactions between teaching staff and pupils using the 'No Blame Approach'. Reflection on children's voices is monitored by unit leaders and SLT. Children's views are also collected through school council work and annual surveys.

Responsibilities

All members of staff are responsible for acting on any bullying issues that children raise. They should report these to the Head Teacher, Strategy team or SLT members so that the 'No Blame Approach' can be implemented if this is deemed suitable for the bullying incident. It may be that a child is removed from the situation whilst investigation takes place.

We have very low incidents of bullying and hurtful behaviour. When they occur they are usually concerned with name calling and hurtful remarks. Unfortunately throughout life, there will always be instances when others' behaviour causes hurt feelings, and part of our role in school is to prepare children for this, and support them when they encounter it. This does not mean that we treat bullying lightly, it means we look at each situation, and the children involved, and provide the best solution for all concerned.

Our aim at Burnley Brow is for every child to feel safe.

5. Physical Activity

Aims

We aim to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity. Whilst promoting an understanding of the many benefits of exercise, we aim to enhance pupil's self confidence and promote team spirit.

Objectives

Our Physical Education provision:

- Increases pupil participation in physical activity both within and outside curriculum time;
- Promotes positive attitudes towards health, hygiene and fitness;
- Ensures safe practice and effective exercise procedures, including warm ups and cool downs, and providing a safe and stimulating area in which children can play and be active;
- Develops a sense of fair play and sportsmanship in children of all ages;
- Is based on relevant in-service training opportunities for all those leading physical activity sessions;
- Provides opportunities for older boys and girls to change separately.
- Monitors pupil's levels of involvement in physical activity inside and outside of school;
- Continues to work towards at least 2 hours of curricular physical education in which a broad and balanced programme is required;
- Raises the profile of physical activity throughout the school and encourage cross curricular links;
- Makes facilities and equipment available for pupils to use at lunchtime and break time to encourage activity;
- Organises specific events to raise the profile of activity;
- Participate in Health Champions working with other schools and raise awareness within school.

Action

Facilities and Available Resources

The facilities for the teaching of Physical Education at Burnley Brow are good. As a primary school we have access to a hall, a small grassy area which is also a 5 a side pitch, a hard surface for netball and access to a local swimming pool for years 3 and 4 to have weekly lessons. The swimming pool is also used for pupils with a disability who have restricted access to all PE sessions.

As well as good facilities in which to teach, the school also has a well- resourced PE store for both key stages which includes portable football and netball goals, portable basketball hoops including portable and fixed gymnastics equipment as well as many mats, benches, kits and equipment. Equipment is checked regularly and stock replenished. We have strong relationships with the Radclyffe School PE department and Oldham Integrated Youth Service. We also buy in Sports specialists to provide sessions in and out of the school day.

Time Allocations

We continue to honour the commitment to providing two hours of high quality PE each week. This includes an hour of outdoor PE each week and an hour of indoor PE each week for each class or an hour of PE and a swimming session for Year 3 children. Sports Premium Funding is used to deliver high quality PE sessions as well as build capacity for sustainability through the up skilling of staff. After school clubs involving sport are also provided for example, football, netball, boxing, multi-skills.

Content of Provision

Physical Education has 3 strands at Key Stage 1.

Games

Children develop ways of catching, throwing, striking, rolling and bouncing, either individually or in pairs, e.g. travelling with a ball and a bat.

Gymnastics

The children perform basic actions, travelling, turning, rolling, jumping, balancing, climbing and beginning to link and repeat a sequence of movements.

Dance

The children develop control of their body, co-ordination and balance. Perform movements or patterns and from this show contrasts in speed, shape, direction and level. Learning to express their feelings through movement to the medium used, i.e. music or poetry, is very important.

Physical Activity has 6 strands at Key Stage 2

Games

Children play and develop an understanding of small- sided games which include: invasion games e.g. football, netball, tag rugby, basketball; Striking and fielding games e.g. rounders, cricket; Net/wall games e.g. short tennis and volleyball. They improve their attacking and defending techniques plus practising catching, throwing, striking and travelling with a ball. All these skills are developed in the above games situations.

Gymnastics

Children work on different ways of moving, e.g. turning, rolling, swinging, jumping etc. They are taught how to change shape, speed and direction using gymnastics actions. They refine and repeat a sequence of movements. All of the above skills should be developed on the floor as well as on apparatus.

Dance

Children are taught to compose and control their movements by varying shape, size direction level, speed, tension and continuity. They respond to a range of dance forms from different times and places, including some traditional British dances. They learn to express feelings, mood and ideas, to respond to music and poems, to create simple characters and narratives in response to a range of stimuli through dance.

Athletics

Children are taught to develop and refine basic techniques in running e.g. long and short distances and relays, throwing for accuracy and distance and jumping for height and distance. All the above are done using a variety of equipment. Children also measure, compare and improve their own performances. Staff tend to teach this in the summer term in preparation for Sport's Day.

Outdoor and Adventurous Activities

Children are taught how to perform outdoor and adventurous activities e.g. orienteering exercises in one or more different environments. The year 6 children have the opportunity to go on a residential trip for two days and one night in either the Summer or the Autumn term. They will take part in walking, orienteering and problem solving activities, rock climbing and canoeing.

Swimming

Year 3 children swim for 1 hour a week for half of the school year. Many of our children begin Year 3 as a non-swimmer, but learn to swim at least 25 metres. For children who do not achieve this, parents are informed by letter and encouraged to continue to take their child swimming. Children who have a SEND and will benefit from continued swimming, can continue as long as this is a benefit to them.

Organisation

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the National Curriculum and go beyond its statutory requirements. We are confident that children following our curriculum have the opportunity to surpass the expectations at the end of each key stage. All lessons throughout the school are taught as class groups following the scheme of work, and will not be taught in single sex groups, although children in Years 5 and 6 will have the provision to change in single-sex rooms. Lessons are normally taught by the class teacher, but some year groups may arrange for one member of staff to teach more than one class. As mentioned previously, some lessons may on occasion be taught alongside a sports coach. Swimming lessons are always taught by a specialist swimming teacher alongside the class teacher and teaching assistant.

Out- Of- School- Hours Learning Programme

We openly encourage children to take part in any after school sports clubs offered by teachers and teaching assistants. We aim to have 3 after school sports clubs up and running in all terms. These clubs are open to boys and girls in years 3 – 6 groups. The focus of these clubs is to increase the hours of physical activity and to take part in an enjoyable session either competitive or individual focussed. A register is taken at all after school clubs. In addition to this, there will be one-off opportunities for children to take part in sports festivals at or arranged by The Radclyffe School or Integrated Youth Services. In the mornings, we hold a 'Wake and Shake' work out session in the hall before the school day begins.

Training

Training is regularly available to the staff to ensure that standards of delivery are high. The PLT attends courses offered by Oldham Sports Development. A coach from Oldham Sports Development works alongside class teachers to plan and deliver PE sessions this ensures that training is an ongoing process.

Monitoring for Impact

Our PE provision is evaluated annually and a new action plan is written.

Responsibilities

Primary Link Teacher

Our Primary Link Teacher works with other PLTs within the cluster, to ensure that all our children are taking part in as much physical activity for enjoyment as possible. The PLT for Burnley Brow Community School will ensure that all sport festivals and clubs are attended by children from our school, and monitor the impact of this.

The role of the PLT

The role of the PLT also involves:

- Monitoring and offering lesson ideas to support its implementation;
- Supporting colleagues in all aspects of the curriculum;
- Assisting with recording keeping and assessment of the subject;
- Monitoring the teaching of the subject throughout school;
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves;
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents;
- Ensure standards remain high in each year group through effective monitoring of the subject.

Health and Safety

Every member of staff is aware of any medical concerns within the class. If a child suffers from asthma and physical exertion is a known trigger, the preventative medication is kept nearby throughout the lesson.

It should be noted that, in the event of an emergency, phones are within a short distance of all PE lesson locations and First Aiders are available within easy reach of the hall.

All members of staff have the responsibility for the following in all areas of Physical Activity:

- **Appropriate footwear and clothes-** It is expected that children will change into pumps or trainers whilst taking part in outdoor activities. Footwear should not be worn inside the hall, and children should have a change of suitable clothes i.e. shorts and T-shirt, tracksuit, leggings.
- **Teaching and Non-teaching staff-** should be dressed for P.E. Where this is not possible, appropriate footwear must be worn.
- **Check Apparatus-**before any of the children begin their activities. The frame must be checked and the safety catches on the underneath of the ladders and benches must be checked too.
- **Children who misbehave-** a child should be given the same warnings as listed in the Respect Charter and teachers should follow the same procedures as in the classroom before exiting a child. However, if a child is displaying behaviour which could endanger themselves or others, they should be removed from the lesson for a short period of time, being told exactly what they are doing that is so dangerous. They should not be excluded from the whole lesson.
- **Children not taking part-** All children should be asked to observe the lesson. This should include commenting on certain things or particular skills happening within a lesson. Children are only allowed to miss PE for medical reasons, not for lack of kit unless this is deemed dangerous to the child or others.
- **Coats-** Children may wear their coat for outdoor PE if it is cold. As children become warmer they should remove it, hopefully ensuring children will not be put off PE because they are cold. Children should be encouraged to bring a hoodie rather than wearing their school coats.
- **Jewellery and other items-** Children should remove all watches, jewellery, respect badges and preferably, head scarves before their PE session. Teachers should make somewhere safe available and secure for children to store these items.

Health Related Fitness

During a physical activity lesson, staff are expected to draw attention to changes in the body during exercise. Encourage children to feel their pulse and talk about the heart beating faster. Staff should also remind children about changing all their clothes for P.E. and the effects exercise has on the body, e.g. perspiration.

Health and Safety

All children will receive road safety training during each Key Stage. In addition, Road Safety is addressed through assemblies. Parents also receive monthly newsletters which regularly feature Road Safety guidance.

We have a pelican crossing and the school pays for a school crossing patrol person. In addition, we petitioned successfully to get yellow markings put on the road outside school to further support road safety. Community Police officers are regularly involved in monitoring parking and road safety.

6. Healthy Eating Policy

Aims

We aim to ensure that all aspects of food and nutrition in school promote the health and well being of our pupils, staff and visitors.

Objectives:

- To ensure there are consistent messages about food across the curriculum and throughout the school environment;
- To enable children to make informed choices about food; and
- To have a positive impact on the physical development of all members of our school community.

Break Times

Healthy, nutritious, sugar free foods and drinks are encouraged and promoted at break times. Foundation Stage and Lower School children are provided with a free drink of milk and a piece of fruit daily. Children in Middle and Upper School are given the opportunity to bring in a piece of fruit to eat during morning playtimes.

School Meals

Our school meals meet the latest DfE guidance on improving school meals and follow the food based requirements for school lunches. All members of our school community are regularly informed of weekly menus which are also displayed in the hall adjacent to the serving area. We provide, Halal food so that we include all members of our school community.

Packed Lunches

Our school encourages parents to provide nutritious packed lunches based on the Balance of Good Health by providing foods low in fat, sugar and salt. Parents are reminded that a packed lunch needs to be wrapped and kept cold, as lack of refrigeration until lunchtime could lead to the growth of harmful bacteria. Parents are encouraged to use an insulated box or bag. Those children who bring packed lunches to school are discouraged from bringing fizzy drinks, sweets and confectionery within their packed lunches.

Our school has recognised the importance of supporting parents in ensuring that their children come to school with a healthy packed lunch every day. As a result, we have held packed lunch workshops, led by the school dental service or Senior Midday Supervisor, for both parents and children. During these workshops parents have been shown different ideas for healthy packed lunches.

Dining Room Environment

Our school believes that the dining room environment is an important part of the lunchtime experience. We want to ensure our children are able to enjoy their meals in a dining room which is clean and safe. We continually strive to develop and maintain a dining room environment which encourages social interaction. Children are encouraged to sit with their peers and engage in conversation. In addition, good manners are always promoted and used by all staff, visitors and children. Staff are encouraged to eat their dinner with children.

Water

We realise that access to water is a fundamental human right and is necessary for good health. Therefore, we provide all staff, children and visitors with access to water throughout the school day including lunchtime. Every classroom and office area has access to water.

School Trips

Food and drink provided on school trips conforms to the latest DfE /Department of Health guidance and is consistent with the whole school food policy. For those pupils who do not wish to receive a school packed lunch when on trips, parents are always encouraged to send their children with a healthy packed lunch. For trips, during hot weather, all children are encouraged to bring a still, sugar free drink with them. Fizzy drinks are not permitted on school trips.

After School Clubs

During after school clubs food and drink is not normally served. On the occasion when children do need to have a drink or something to eat, we will always ensure that fruit and water are provided.

Rewards

Our school recognises the importance of acknowledging the achievement of our children. However, we do not reward our children with sweets or unhealthy food treats. Within school our children are rewarded in a variety of ways, these include weekly Reward Time, certificates in good work assemblies and monitors' roles.

Birthdays

We recognise that birthdays and celebrations are an important part of school life. We encourage parents and children to bring in fruit to share or a class book. If parents provide treats these will be given at the end of the day so that parents ultimately decide whether the child is allowed the treat. We will always ensure that every child is made to feel special on their birthday by singing to them and wishing them a happy birthday during our weekly certificate assemblies.

Fundraising Events

Fundraising is an important part of school life. All fundraising activities will consider the importance of the whole school food policy. When possible we will promote healthier choices, however, we acknowledge that in some circumstances this will not always be possible such as the annual summer and winter fairs.

Food in the Curriculum

Our school promotes healthy eating by working with pupils to learn about food in the context of a healthy diet and healthy lifestyle. Pupils are given the opportunity to learn about a variety of foods including those from other cultures. Through our work on food in curriculum areas such as, Science, PSHCE and Design and Technology, children will develop skills in planning, budgeting for and preparing a diet to achieve the Balance of Good Health, as well as basic food hygiene and safety practices. Teachers who teach food as part of the curriculum will be given the opportunity to attend appropriate training and have access to resources to keep their skills and knowledge up to date.

Monitoring and Evaluation

In school we will ensure that we have systems in place to monitor the quality of meals and consumption and waste issues. Through our School Council, we will regularly consult with pupils in order to obtain their views about the meals which we provide. The opinions of our children in relation to the meals we offer are very important to us and where appropriate these views will be taken into consideration and improvements made as a result.

Responsibilities

All staff within school are clear about the aims and objectives of our whole school food policy. Staff have a duty and a responsibility to be good role models for pupils. Therefore, all staff are encouraged to adopt the whole school food policy during the school day. Class teachers have the responsibility for monitoring and evaluating how children learn about healthy eating within the curriculum.

7. Sex and Relationships Education Policy

Aims

The foundation of our SRE programme is to develop pupil's knowledge, skills and attitudes so that they make informed choices about their behaviour, feel confident and competent about acting on these choices, and move with confidence from childhood through to adolescence.

This underpins our aims and objectives of our SRE programme which are to:

- promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners;
- provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind;
- develop positive values and a moral framework which will guide pupil's choices, judgements and behaviour into adolescence and adult life;
- present the facts about lifestyle choices in order for all pupils to then make informed judgements and to be prepared for the demands of life in the 21st century;
- create an ethos of positive relationships between all members of the school community and for pupils to be given appropriate, accurate answers as naturally and honestly as possible to their questions on personal relationships and sex;
- work closely with parents, carers and governors in the dissemination of information on SRE and develop a partnership approach thus ensuring that all pupils receive the best SRE; and
- give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experience.

Objectives –

At **Key Stages 1 and 2**, SRE is delivered through the Science, PSHCE and R.E curriculum programmes. Learning outcomes for pupils are identified in Appendix 1. In the **Early Years Foundation Stage**, pupils are taught elements of SRE relevant to their age and maturity and from the Early Learning Goals. The following topics are taught through the Science, PSHCE curriculum programmes and in the Upper KS2 SRE talk delivered by the school nurses.

- Body Parts (KS1 & 2)
- Emotions and Feelings (KS1 & 2)
- Friendships and Relationships (KS1 & 2)
- Families and Parenting (KS1 & 2)
- Growth, Development and the onset of Puberty (KS2)
- Periods (KS2, Year 5 & 6)
- Pregnancy, Birth and Babies (KS1 & 2)
- Rights and Responsibilities (KS2)
- Safety (KS1 & 2)
- Self-Esteem (KS1 & 2)
- Sexual Language (KS2, Year 6) including correct vocabulary and an acknowledgement of slang words
- Stereotypes (KS1 & 2)
- Who can help? (KS1 & 2)
- How changes at puberty affect bodily hygiene (KS2 Year 5 & 6)
- Homosexuality a transgender (KS2 Year 5 & 6)

Monitoring and Evaluation

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review by the SLT.

Responsibilities

Sexual Health and Relationships Education will be taught to all children in the form of class lessons, with provision for single-sex groups as appropriate in Upper School, and will be delivered towards the summer term. This is to ensure we are promoting an atmosphere of trust and to encourage the participation of girls in the discussion. The school nurse/ health advisor will be invited to support the delivery of this curriculum in Upper School during the summer term.

Other agencies/ visiting speakers may be invited to input into the programme. All linked agencies, as above, will be made aware of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present, and prior to discussions with children, parents will be informed of the content of the talk and resources to be used.

The Parent forum was consulted on the writing of the SRE Policy in 2011 and as a result, a coffee morning was delivered updating parents on SRE. Parents have the right to withdraw their children from any SRE that falls **outside of the statutory curriculum** (*Education Act, 1996*)- they cannot withdraw from human reproduction as in NC Science, for example. Any parents expressing concerns will be invited into school for discussions with the head teacher and teacher responsible for delivering the programme, and to view materials and resources.

Should they still decide to exercise this right school will make provision for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the DfE.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. help lines, websites, leaflets etc.

8. Drugs, alcohol and tobacco education policy

Aims:

We strive to promote and safeguard the health and safety of pupils and others who are part of our school community. We provide Drug, Alcohol and Tobacco education and this policy describes our plans for managing incidents related to substances whilst maintaining the ethos of our school.

The policy relates to all staff, parents, governors and all visitors to the school as well as the pupils. It also applies to activities outside the school boundaries such as school trips, as well as those within the school boundaries.

Objectives:

- To help pupils develop, extend and practise the skills they need to cope responsibly and assertively in a society in which they are likely to be exposed to many potentially harmful substances;
- To provide access to reliable, up to date, objective information about drugs, alcohol and tobacco as pupils need it;
- To give opportunities for pupils to explore a range of attitudes to drugs and drug users, including their own and each other's attitudes;

- To emphasise the school's focus upon personal safety, personal health and individual responsibility;
- To explore issues relevant to pupils which are raised by the use of substances in society;
- To contribute actively to raising and maintaining high self esteem in all pupils;
- To foster competence and confidence in pupil's critical thinking and decision making skills; and
- To identify sources of further information and reliable support.

Action:

Our aims will be achieved through the learning experiences of pupils in the formal and informal curriculum. Education about drug use/ misuse is part of the wider PSHCE delivered to all pupils and is supported by learning taking place in Science. Sometimes literacy will also be used to explore drug use/misuse. For example, making posters to inform, using role play to explore peer pressure, researching on the internet and in books. The issues are addressed in an open and positive way appropriate to the age of pupils as a vital part of pupil learning. The school also uses outside agencies and groups to help deliver some aspects of PSHCE. For example, the school nurse and Sports providers. Any agencies used are chosen with care and are made aware of the school policy.

Range of substances covered by this policy include:

- Volatile (sniffable) substances (e.g., solvents including petrol, butane, aerosols, glue, alkyl nitrates)
- Over the counter medicines (e.g. Paracetamol, cough medicines)
- Prescription medicines (e.g. Tranquillisers, anti-depressants, amphetamines, anabolic steroids etc)
- Alcohol
- Tobacco
- Other legal drugs (e.g. Caffeine, tobacco, alcohol, prescription drugs etc)
- Illegal drugs (e.g., cannabis, heroin, LSD, ecstasy, cocaine)

Monitoring & Evaluation:

We have consulted the following people in the development of this policy:

- SLT
- School council
- Parents
- Governors
- Healthy Schools Advisor

The policy will be monitored through: curriculum reviews, teaching and learning reviews, Child Protection Lead in a proactive approach and the Headteacher through discussion with and feedback from staff and children.

An overview of Managing Drug related incidents:

The principle concerns in the management of all incidents are to preserve the health & safety of the whole school community, and to optimise learning.

The staff of Burnley Brow are committed to ensuring that they are familiar with procedures & documentation and that pupils know:

- the school rules relating to all drugs and medicines, tobacco, alcohol and other substances

- That the management of medicines will always be in accordance with DfE/DH 1996 Good Practice Guide
- Where the limits of the school premises are
- Times when school begins and ends
- When 'in loco parentis' applies
- That parents will be informed as a matter of course
- That incidents will be carefully recorded by completing and submitting forms to the LEA

The school's procedures for 'Situations involving drugs without medical authority' - See Appendices. Medical emergency procedures are set out in more detail on the 'Drug situations – medical emergencies' chart in Appendices

Longer Term Responses to Drug-related incidents:

Burnley Brow is committed to and understands its longer term responsibility to any pupils who continue to misuse drugs.

Responses include:

- Early warning
- In-school listening services
- Counselling referrals
- Case conferences
- Pastoral support plans
- Work with other agencies

The use of exclusions:

Where exclusion for drug related incidents is deemed necessary. We will:

- ensure care is taken so that any periods of exclusion do not place the pupils at further risk
- if a pupil is excluded for more than 2 days, give work and mark it until the pupil returns to school
- make arrangements for pupils coming back into school to have a buddy to relate or report to, close monitoring by a member of staff, provide an adapted curriculum if needed and one to one counselling.
- Ensure that permanent exclusion is always a last resort, a final sanction when all other reasonable steps have been taken.

Responsibilities:

Headteacher & Governing body

The Headteacher takes overall responsibility for the policy and its implementation in school. This responsibility includes liaison with the governing body, parents, LA and any appropriate outside agencies. In cases where the suspicion of drug use/misuse is confirmed by evidence, the Headteacher will inform parents/guardians and will then work together in the best interest of the pupil(s) concerned. The Headteacher will assess the limits of confidentiality and the use of outside agencies. The Headteacher will take all responsibility for contact with the media. At all times, the Headteacher will ensure that if any reporting takes place, it will be in the best interest of the individual pupil, family and school. At all times, the school will seek to balance the interests of the individual and other members of the school. Reference will be made to the LA Guidance on the Management of Drug related Incidents.

Teaching Staff and other Responsible Adults

Discovering or confiscating substance – any substances should be taken directly to the Headteacher. A record of place, date, time and circumstances will be kept. If at all possible, this record will be countersigned by a witness. The Headteacher will decide what action needs to be taken.

9. ECO Schools

Aims

We aim to ensure that all members of our school become aware of their responsibilities to both our local and global environments. Through our involvement in ECO Schools we aim to promote children's health and well-being.

Objectives

- To establish effective recycling systems for paper within school and promote recycling opportunities at home;
- To ensure energy resources are used economically, with electrical equipment turned off when not in use;
- To enable pupils to understand how leading a healthy and active lifestyle can help the environment;
- To encourage pupils to take increasing responsibility for looking after our school grounds, including ensuring litter stays at a minimum; and
- To explore both the local and global perspectives, in relation to environmental issues such as transport, energy consumption and waste management.

Action

We have earned the Green Flag ECO schools Award. This award has been achieved through our work on the areas of recycling, energy efficiency and transport.

Throughout our school, we recycle paper. Every classroom and central area has a paper recycling bag. These baskets are emptied by recycling monitors regularly. Foundation Stage and Key Stage One children also recycle their milk cartons daily. Through consultation with our School Council we have established an Energy Checklist which is on display in all classrooms. On our Energy Checklist we have listed all the actions we will do to ensure energy is not wasted in our school, for example, turning off lights when not in use. Every classroom has energy monitors in place to help with this. In addition, we have also worked to develop our school grounds by trying to develop a school vegetable garden whilst ensuring that litter stays at a minimum. All areas of ECO Schools are also promoted within our curriculum.

Monitoring for Impact

We will ensure that the systems we have put in place are reviewed by our ECO Council at regular intervals. All staff will monitor that our recycling and energy systems remain in use at all times. The Strategy team will have overall responsibility for monitoring that we are working on our ECO schools objectives.

Responsibilities

All staff will be aware of ECO Schools and our aims and objectives. Staff will ensure they are positive role models by promoting these aims and objectives on a daily basis.

Class teachers will have the responsibility for monitoring and evaluating how children learn about ECO Schools within the curriculum.

10. Confidentiality

Aims

To protect the child at all times and to give all staff involved clear, unambiguous guidance as to their legal and professional roles and to ensure good practice throughout the school which is understood by pupils, parents/carers and staff.

Objectives:

- * To provide consistent messages in school about handling information about children once it has been received;
- * To foster an ethos of trust within the school;
- * To ensure that staff, parents and pupils are aware of the school's confidentiality, policy and procedures;
- * To encourage children to talk to their parents and carers;
- * To ensure that pupils and parents/carers know that school staff cannot offer unconditional confidentiality;
- * To ensure that if there are child protection issues then the correct procedure is followed;
- * To ensure that confidentiality is a whole school issue and that in lessons ground rules are set for the protection of all;
- * To understand that health professionals are bound by different code of conduct; and
- * To ensure that parents have a right of access to any records the school may hold on their child but not to any other child that they do not have parental responsibility for

11. Monitoring and evaluation of this policy

The Head teacher has responsibility for monitoring this policy. All staff has a duty of care and responsibility towards pupils, parents/carers and staff. We work with a range of outside agencies and share information on a professional basis. The care and safety of the individual is at the core of everything we do.