

Healthy Schools Whole School Review

This form encourages you to think through and record your school's provision for children and young people's health and wellbeing. The review is organised under nine headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School culture and environment
5. Giving children and young people a voice
6. Provision of support services for children and young people
7. Staff continuing professional development (CPD) needs, health and wellbeing
8. Partnerships with parents/carers and local communities
9. Assessing, recording and reporting the achievement of children and young people.

School details

School name*	Federation of Bursledon C of E (C) Infant and Bursledon (CA) Junior Schools
DfE number*	2304
District / Borough Council*	Eastleigh
Head Teacher's name*	Mrs Sian Smith
Head Teacher's email*	headteacher@bursledon-jun.hants.sch.uk
Healthy School Manager's name*	Celine Roue
Healthy School Manager's email*	c.roue@bursledon-jun.hants.sch.uk

Priorities

Please note schools should select a minimum of one and no more than two health and wellbeing priorities. These priorities give advance information to the Healthy Schools Programme of the areas your school will work towards for the Hampshire Healthy Schools Challenge. This is separate to and will follow on from your school's Whole School Review which now appears on the next pages.

First priority*	Emotional health of children
Second priority	Obesity (also known as Healthy Weights which can include outcomes around healthy eating and/or physical activity)

Review headings

1. Leadership, management and managing change

1.1 - How does your school provide the leadership to a positive environment that promotes health and committed to the process of promoting health and well wellbeing?
being across the Federation and whole school

The leadership team, all staff and governors are create a community. Our school values are based on three key areas: love, respect and aspire - values that encourage children to make positive decisions, support each other and achieve their best. These values underpin supportive learning opportunities within a broad, balanced and creative curriculum where risk taking is encouraged and where children can learn from their mistakes.

Health and well being are part of the school development plan, discussed at meetings and included in questionnaires and feedback during parent evenings.

There are key members of staff who work closely as a team to ensure the children, staff and school community

are focussed on health and well being. We have a parent governor who is also part of the team.

Once a week the whole school enjoys celebration assembly where children who have shown the school values are recognised, children and staff are also encouraged to share any achievements out of school. A new lunchtime regime has been supported by leadership, to promote a healthier more positive lunchtime.

A recently reviewed behaviour and reward programme is in place which places value on positive achievements. Rewards are not food or sweet based

- A merit system linked to good behaviour around the schools and can be rewarded by any member of staff within the federation.
- In the Infant school, a Golden time system linked to good behaviour and learning within the class. Each student has the opportunity to earn Golden time on a Friday afternoon, where a range of social activities such as music, computers, creative arts and sporting events are available to choose from.
- Value reward systems
- Individual class rewards

Throughout the year there are weekly themes including anti-bullying week, which resulted in children creating 'Bursledon Buddies' - children who make play times more fun and accessible for less confident children. Staff are trained on internet safety, safeguarding and PREVENT to ensure the safety and well being of all members of the school community. Internet safety posters and rules are on display in all classrooms and children have regular internet safety lessons. Children have access to nurture and ELSA provision.

Parents are encouraged to come to school - end of term concerts, learning together afternoons and school trips.

1.2 - Who are the lead members of staff responsible for aspects of health and wellbeing at school? (for example PSHE education, healthy eating, physical activity). Include name and job title.

Lead staff member for PSHE education	Mrs C. Roue
Lead staff member for healthy eating	Mrs C. Roue
Lead staff member for physical activity	Miss A. Terry
Lead staff member for emotional health and well-being	Mr W. Britt

2. Policy development

2.1 - What are the key health and wellbeing policies at your school? (for example sex and relationship education policy, anti-bullying policy, drugs policy, healthy eating)

PSHE/ PDL

Last review date (month and year)	Jan 2016
Next review date (month and year)	Jan 2019

Drug Education/ Drug Incident Management (if not in PSHE)

Last review date (month and year)	Jan 2015
Next review date (month and year)	Jan 2018

Sex and Relationship Education (if not in PSHE)

Last review date (month and year)	Sept 15
Next review date (month and year)	Sept 18

Confidentiality

Last review date (month and year)	Nov 15
Next review date (month and year)	Nov 16

Safeguarding

Last review date (month and year)	Dec 15
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Next review date (month and year) Nov 16

Physical Activity

Last review date (month and year) July 13

Next review date (month and year) July 16

Healthy Eating

Last review date (month and year) Jan 2016

Next review date (month and year) April 2018

Anti-bullying

Last review date (month and year) Jan 2016

Next review date (month and year) Spring 2018

Visitors (providing education sessions for pupils)

Last review date (month and year) Sept 13

Next review date (month and year) Sept 16

Other relevant policies (optional)

Policy name Equal opportunities policy

Last review date (month and year) Jan 16

Next review date (month and year) April 2018

Policy name Medical conditions

Last review date (month and year) June 2015

Next review date (month and year) October 2017

Policy Name SMSC

Last review date (month and year) Jan 2015

Next review date (month and year) Jan 2017

2.2 - How does your school consult Leadership share policies during staff meetings before they are signed off by people when reviewing any of these governors. policies?

Some policies are shared with school council.

A recent update on the school values was shared with school council who then disseminated it back to their classes to make a children friendly explanation of our school values for all visitors.

Parents have access to key policies on the school website.

3. Learning and teaching, curriculum planning and resourcing

3.1 - How does your school monitor The PSHE schemes of work are regularly reviewed by the subject manager. and evaluate PSHE education This includes lesson observations and work sampling. Teachers are provision to ensure the quality of encouraged to include good pieces of work or example lessons in coaching learning and teaching? portfolios

Teachers regularly review the SOW and evaluate it against the current needs of their pupils. They are encouraged to make cross curricular links wherever possible and include a range of relevant speakers and visits.

The Healthy Schools Manager is responsible for:

- Following Guidance regarding the education of children relating to Healthy eating and the associated lifestyle choices
- Planning learning opportunities to raise the profile of healthy eating and balanced diets amongst pupils and staff

The PSHE and Science managers are responsible for:

- Providing opportunities for discussion about a healthy and balanced diet through the PSHE and Science curriculum
- Providing guidance and advice about resources and worksheets that can support teaching
- Monitoring the outcomes of Healthy Eating education through PSHE records of development

3.2 - How do subjects of relevance PSHE is taught as a discrete subject but is also part of circle time, collective to health and wellbeing meet the worship and other curricular subjects. The PSHE programme of study reflects learning needs of children and young the school policy for PSHE. We use EAL resources, circle time and collective people in your school in line with worship to give children opportunities to explore and understand feelings and

current best practice?

emotions. Children are encouraged to make links with their learning across all subjects and teachers to make these links explicit, for example in RE and Geography we teach children about key values and respect for other cultures, in design technology - children think about healthy food, included the food needed to constitute a healthy diet as well as considerations of budget, planning and preparation. This is reinforced during school lunchtimes. In History - Roman day / Egyptian day - children look at food choices and past times. There is an effective ELSA programme for individual pupils who require emotional literacy support.

3.3 - How does your school ensure structured physical activity is available for all of your children and there are structured activities for the children to take part in and recently young people?

Within the curriculum children have 2 hours of structured physical activity per week. One hour of indoor PE and one hour of outside games. At lunchtimes available for all children to take part in and recently purchased playground equipment to encourage cooperative games. Lunchtime clubs are offered to all children regardless of ability. Children can also participate in school teams and take part in inter school competitions. Teachers are encouraged to make cross curricular links in science/maths/history for example - counting star jumps over time to create a bar chart, growing healthy food for a picnic in science.

There is an after school fitness club, and children have the opportunity to attend street dancing, tennis and gymnastics after school run by coaching staff.

An annual sports day is embedded in the school calendar, as are several trips including a year 6 residential. Structures are in place for children needing individual support and adults are aware of all medical needs and procedures for those children. Year 5 children have swimming lessons. Year 6 children take part in cycling proficiency lessons.

4. School culture and environment

4.1 - How does your school culture enable engagement breakfast club, this is free for pupil premium children. The breakfast club staff of the whole school community? (especially children and young people try a range of new items. Staff often join children for breakfast as an informal in challenging circumstances and those with access issues)

As part of our healthy school focus we encourage children to attend and wear aprons and serve a range of healthy food, children are encouraged to try a range of new items. Staff often join children for breakfast as an informal in those with access issues) opportunity to catch up.

The PE Lead teacher works closely with Superstar sports coaches to ensure all children have a minimum of 2 hours of physical exercise every week. In addition to this, children are encouraged to play sports at lunchtime and break times with supervised football matches and traditional playground games. There are regular inter-school sporting events such as football tournaments and cross country competitions. After school pupils have access to street dance clubs, tennis and gymnastics.

Children and parents are made aware of after school clubs offered by outside agencies. Notice boards display information about what is going on in school and how children can help themselves or gain help. Children's work is displayed around the school showing learning and progress. The school takes the views of pupils and uses these to make real changes. Recently the whole school was responsible for creating the school values and expectations (staff, governors and children) as seen on the school website. As well as creating our celebration top table ideas and reviewing the rewards and sanctions policy.

Nurture groups, Children can be referred by adults in the school, parents or self referral using a "worry box" situated outside the room. Pupils know who to go to for help and know that their concerns are handled sensitively and confidentially. Trip fees are waived for PP children or children in challenging circumstances. Collective worship is used to highlight and reinforce the school values and explain issues which might occur and arise within and outside the school environment. Junior Road Safety officers regularly feedback on their role during collective worship.

Children are encouraged to take part in a wide range of local and national competitions, one pupil recently winning the opportunity to visit the Houses of Parliament with her local MP!

Weekly newsletters are distributed to parents and carers informing them of activities that have been happening within and involving the school, and also informs of upcoming events The school website is revamped and freely



accessible

Leaflets and letters are sent home in book bags and available online and from reception informing parents/carers about areas of internal and external events, workshops and courses that are available,

4.2 - How does your school promote health and wellbeing? (for example through music, dance exams etc. Individual classes have additional programmes to support positive behaviours. Posters around the school provide advice on bullying, contacting childline, racism, practice)

Achievement assemblies are held weekly. Children from every class are chosen as a pupil of the week having shown one of the school values well. Success in and out of school are celebrated including swimming badges, access to clean and palatable drinking water and access to healthy support positive behaviours. Posters around the school provide children with food and drink in line with best support and advice on bullying, contacting childline, racism, practice)

Children are encouraged to bring water bottles in the classroom and drinking fountains are available. Any water bottles can be used but Bursledon ones are available for purchase from reception.

School meals are provided by H3CS with an introduction of a salad bar and picnic bag to increase choices. Children are only allowed healthy snacks at break time.

Classrooms are welcoming and informative, children have enough space to work easily and move around the classroom. Displays are well presented and current, learning walls are informative and assist children's learning. The school is clean, well maintained and free from graffiti. The school's key values are displayed around the school and in the classrooms and are referred to often. Class Charters and class rules are displayed in each classroom. The dining area is made to look welcoming. Calm music is played whilst children are eating. Water is readily available. Children are encouraged to have a social experience during lunchtime. There are high expectations of good manners. Once a week children are chosen to sit at the top celebrator table, this is decorated with table cloths, colored glasses etc as chosen by the children themselves.

Outside, children have access to a large field in which to run around. Picnic tables are available for children to sit at. A quiet shaded area with benches and tables is available. There is a school pond. The school has a woodland trail and a quiet secluded seating area. The children are currently designing their own spiritual garden.

The federation uses a Walk to School initiative whereby children are rewarded for walking to school or using the park and stride system that is in place. Children collect badges for coming to school in an active way. There is also a secure bicycle park in the carpark.

Several opportunities for supporting charities occur during the year with children joining in with Red Nose Day, Christmas Jumper Day, Children in Need day. Most recently several year 6 children supported Sport Relief by organising a mini-marathon in the school grounds for the whole school.

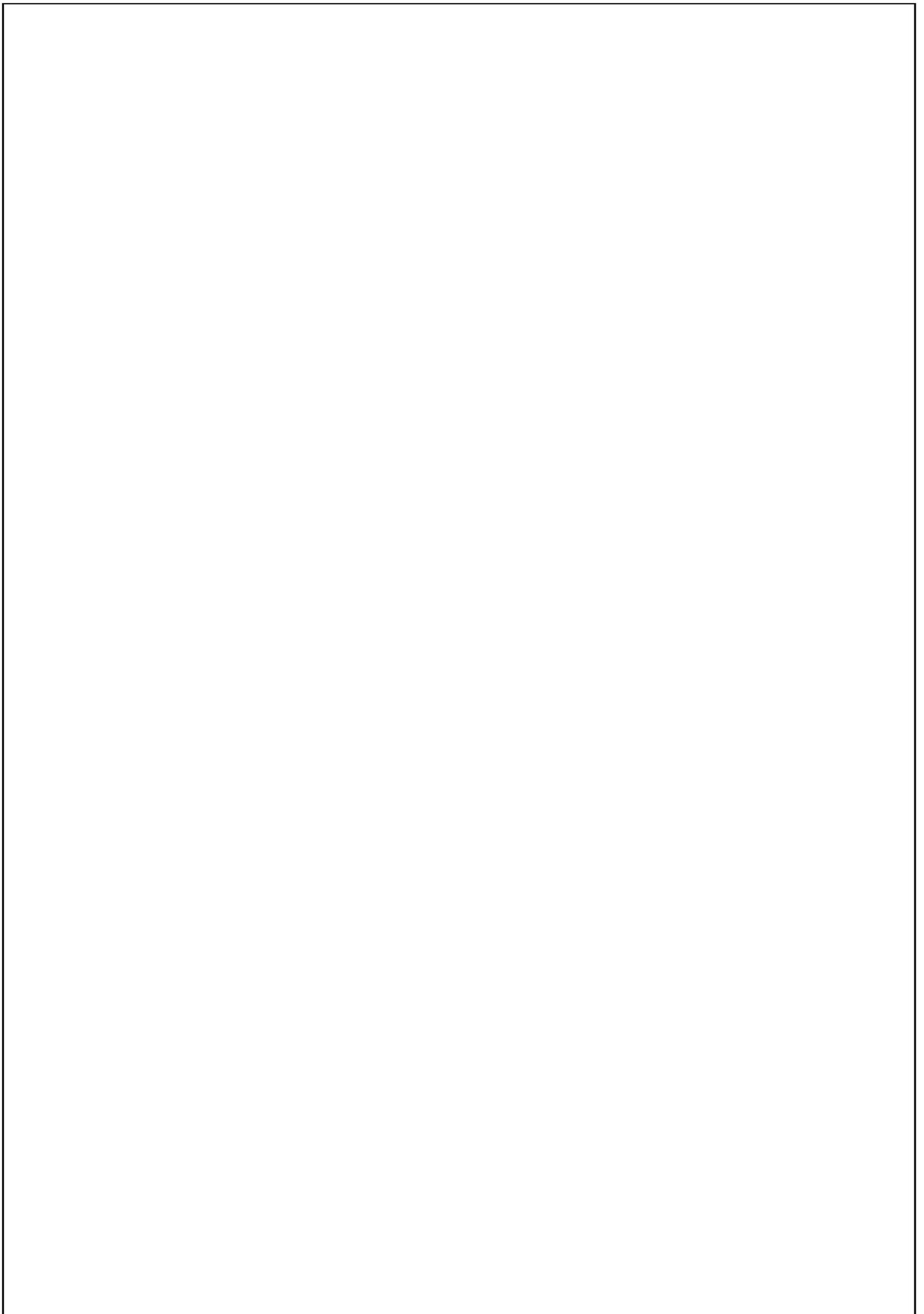
5. Giving children and young people a voice

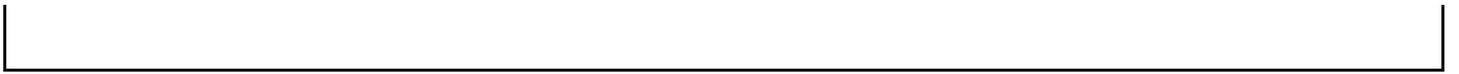
5.1 - What systems and processes are in place to ensure the views of children and young people are developed and reflected across all areas of school? (for example curriculum and environment and expectations, contribution to rewards and sanctions. Subject leaders within the school use pupil interviews as a regular method of gaining views on the quality of provision and enjoyment of learning.)

The school takes the views of pupils seriously and uses these to make changes. The School Council takes an active role in helping the school all children and young people are develop and councillors feed back to the the rest of the class and request reflected across all areas of school information which they then feed back to meetings. Recent developments life? (for example curriculum and environment and expectations, contribution to rewards and sanctions. Subject leaders within behaviour) the school use pupil interviews as a regular method of gaining views on the quality of provision and enjoyment of learning.

Children are introduced to topics with "What I want to know" and "what I know already" sections to enable pupils to give their input into what is going to be taught. Children review units of work and respond to 'the prize' or the outcome of their learning.

Children have taken an active role in developing a recycling initiative at school and are developing the school reflection garden. All children have taken part in a whole school questionnaire which has been analysed by SMT about learning behaviour.





5.2 - How does your school respond There is a strong pupil voice in the school. Surveys take place regarding to the needs of all children and learning and attitudes including happiness at school. Children take part in young people, including those who school council meetings, JRSO, organising and delivering assemblies. There are less vocal and visible? are prefects and Bursledon Buddies in place to support all children and these are reinforced in assemblies. Worry boxes are in each classroom and outside the ELSA room.

In the school environment work displayed with evidence of learning and progress, speech bubbles to show children's voice, these are often linked to school values. There is a focus on personal development and behaviour. All staff have had epi-pen training, 2 children who have nut allergies have their pictures displayed in relevant areas (school kitchen, staff room, info for supply teachers) - The parents of these children bring in separate recycling materials for junk modelling. Health information is distributed to all staff,.

RAP asks for regular monitoring of PP children. There are nurture groups in place to deal with emotional issues, bereavement and friendship problems. Vulnerable pupils have access to counselling, therapeutic story writing and breakfast club.

Teachers and the SENCo build relationships with parents and can refer parental support to correct agencies

5.3 - What opportunities are there Throughout their learning opportunities children are encouraged to respond to for children and young people to their work using self and peer assessment in lessons. Children have clear develop responsibility, build targets and when these are met they are highlighted in their books. Children confidence and self-esteem? have learning partners in class to work alongside, these change regularly and

are a chance for children to work with someone they wouldn't usually work with. Children are monitors for jobs in and around the classroom and these change regularly. Opportunities to work with children in other classes and across year groups is also well established.

The year 6 children in particular have several opportunities to develop responsibility around the school. They are chosen as prefects to assist during break and lunch times, organising games and playing with younger children as well as serving in the lunch hall. Year 6 children also help in the infant school at lunch time. They also have a residential trip which is aimed at increasing children's confidence and independence..

Across the school there is a Bursledon Buddy system, these children are available at break times to ensure all children have a safe and happy play time. The Year 5 children run the library club at lunchtime.

The school has a number of school sports teams where children can represent the school at outside sporting events. The children can also be members of groups such as the school choir and are able to perform in front of the school and at events around the country, for example at the O2. Several children regularly organise charity cake sales after school, this includes organising the cakes, advertising the event and running the sale on the day.

Children have opportunities to earn several rewards throughout the academic year. There is a termly governor's award for a child in each year group who has shown an achievement in the school values. Walk to school badges are collected. Children receive merits for good work or attitudes and these are collected towards bronze, silver and gold medals proudly worn on jumpers.

Children are taking more responsibility for organising and presenting assemblies.

School councillors have a valued role in the school community, including being part of the interview panel for new staff.

Celebration assembly is very much looked forward to as children get to share achievements in and out of school. The celebration table at lunchtime has been planned and organised by the children.

All children take part in end of term productions, YR take part in the Christmas production, Y1 present the Easter production and Y2 share their leaver's assembly. The lower school produce the Christmas performance and the upper school present the summer production. There is also an annual

speech competition where children are encouraged to undertake public speaking.

Nurture groups are available to increase children's confidence and develop their social and emotional and behavioural skills. They are run 3x week in the afternoons by fully qualified nurture teachers.

6. Provision of support services for children and young people

- 6.1 - How does your school identify Teachers create supportive relationships with parents and have an open door children and young people facing policy. challenging circumstances? What Communication between all staff is also very open and relevant information support is provided for these shared to the adults who need to know. Children on PP register are carefully identified groups? monitored by a member of staff as well as the class teacher. The ELSAs are available for any emotional concerns. Parents often share appropriate information. Teacher vigilance is paramount and is addressed in safe guarding training. We also have 4 DSL, so one is on site at all times.
- 6.2 - What arrangements are in The school nurse makes regular visits to the school. Staff as a matter of place to refer children and young course report any medical or health concerns to the appropriate staff people to specialist services that can members. Appropriate staff also attend any meetings in relation to the health give professional advice? and well being of our pupils. Alison Harsley works with the school running EP surgeries. The school takes part in the weight and height programme and uses this data to be informed of any health/obesity issues.
- 6.3 - How does your school respect There is specific confidentiality policy which outlines how staff should treat the confidentiality of children and confidential issues. All staff are trained annually on safeguarding issues. The young people, parents/carers and school offers an ELSA programme which enables children to discuss concerns staff who access advice and support and ask for advice. via the school? Staff can approach the headteacher for confidential advice. There is a child protection and whistleblowing policy.

7. Staff continuing professional development (CPD) needs, health and wellbeing

- 7.1 - What continuing professional development (CPD) opportunities, EHT and SENCO attended a Rights and Respects conference. DSLs have regular updates to their training. relevant to health and wellbeing, do ELSA/nurture teachers have supervision 3x year. your staff have access to this year? The PSHE coordinator has been on a recent PDL course which resulted in updating SOW and resources
Staff have been on a drugs administering course
The healthy schools coordinator was been on the healthy schools course and attended network meetings
All staff have had epipen training
First Aid training is completed annually by key staff
Key staff have also had training in outdoor education safety and taking swimming lessons.
There is annual safeguarding training for all staff.
- 7.2 - How does your school identify If a child exhibits a specific need (bereavement/attachment) appropriate staff CPD needs of relevance to training is sought to support them. The RAP takes account whole school health and wellbeing? issues and how we will address them. Performance management meetings take place regularly where targets and issues for development are identified and acted upon. Courses and training are then identified. Staff can also request training opportunities.
- 7.3 - How does your school The schools have a no smoking policy. Performance management reviews encourage staff to develop and include a discussion of work / life balance. Phase leaders provide support to maintain a healthy lifestyle to enable staff. We work as a very supportive team which responds to out of school them to be positive role models? emergencies to cover for unexpected personal events. The school closes at 5.30 to ensure all staff maintain a healthy work/life balance. There are regular out of school social events to develop professional and social relationships. Staff participate in charity events such as World Book

Day and dressing up days. We support Macmiilan with a whole school coffee morning.
Members of staff run and participate in lunchtime and after school clubs.



Some staff eat with the children - providing a positive role model for children at lunchtimes and children can invite an adult to their celebration table to eat with them.

Staff share experiences and achievements in assembly. Healthy events are displayed in the staffroom.

8. Partnerships with parents/carers and local communities

8.1 - Who are the external agencies Children's services have contact with Senior Leadership. CAMHS works that support your school? closely with children in our school. The Educational Psychologist, Behaviour support team and Speech and language team work regularly with our pupils. Transform supports children with bereavement concerns.

Luna the reading dog comes to school to 'hear' the children read. Vicar and pastoral support team have weekly visits to school to present collective worship. They are also integral to RE lessons on Christianity. We also have termly visits to the church for festival celebrations.

The fire service have visited the school to talk to the children about health and safety in particular firework safety.

There have been several visits with a sports theme including an olympic athlete Authors have visited the school for World Book Day

Theatre groups visit the school.

8.2 - How does your school signpost Children have a 'worry box' to record any concerns to the ELSA's who remind children and young people to children that this is available in Collective Worship. If there are any concerns appropriate services, within and these are addressed immediately. The school website has links to external beyond your school? help and support. There are Childline posters and internet safety posters in each classroom and around the school. Newsletters home refer parents to courses that are available.

In circle time and PSHE lessons children are given strategies for coping with a range of situations and opportunities for talking about emotions. During these opportunities children have access to websites, leaflets and next steps if they feel they need more help. Through safeguarding training all staff are made aware of pointers to look out for and how to deal with these. The SENCO, ELSA, Head, SLT, and teacher referrals can be used to signpost children to the correct services.

Leaflets for external services are also available at reception and information is available on notice boards within the school .

There is also a buddy system in place and children receive training for this role.

8.3 - How does your school signpost The SENCO, ELSA, Head, SLT, and teacher referrals can be used to signpost parents/carers to appropriate parents to the correct services. services?

The school has an open door policy which encourages two-way communication between parents and teachers in order for communication about school and home to be effective.

Newsletters give information of parental courses available.

Teaches are also available outside on duty at the end of the day for parents to speak to, this is a good way to build relationships and keep channels of communication open. There are two parents evening each year, another opportunity to signpost parents to appropriate services.

Learning together afternoons occur every half term to foster relationships between school and home.

Leaflets and flyers are available in reception and notice boards at the school entrances.

8.4 - You may wish to record details Year 6 parents are invited to SRE evening before the subject is taught. of the topic and dates of sessions Year 6 parents are invited to a residential pre-visit meeting planned for parents/carers on health Parents of children in Year 3 and 4 are invited to "learn together" on a half and wellbeing awareness during the termly basis coming year

Year R and Year 3 parents are invited to visit their children as part of the settling in process

Year R team make pre-school visits

All parents are invited to attend sports day

9. Assessing, recording and reporting the achievement of children and young people

9.1 - How does your school assess The school reports throughout the year to parents on the progress being and report on the progress and made by their children and particular focus is given to their child's personal, achievement of children and young social and health development. A formal report to parents is provided in the people in subjects relevant to their summer term and takes into account the pupil's progress and achievement in health and wellbeing? line with expectations. PSHE is assessed in line with the school's assessment

policy. IEP review meetings are held with review to PSHE targets. Monitoring of the number of racial/ sexual abuse/ bullying incidents is kept.

Children are assessed in a variety of ways; learning journeys are part of every lesson and are referred to throughout the learning process, as well as at the end of each session to assess and report on progress/next steps. Children take advantage of technology to make videos of presentations , posters, inter-key stage projects.

In early years teachers maintain the foundation stage profiles.

Teachers use the PSHE end of unit statements to evaluate the progress of each child.

9.2 - How does your school Names are shared in newsletters for parents. celebrate the achievements of Good work and achievements can be seen through photographs on the school children and young people across all website. areas of school life?

Parents are invited to school during lesson time to share work and "learn together".

Displays show children's good work and progress.

Achievements made out of school are celebrated in assembly.

Children collect stickers, merits and minutes towards golden time.

Pupils of the week are chosen for celebration assembly.

Collected merits contribute towards bronze, silver and gold achievement badges.

There is a termly governor's award. Each week a selection of children are chosen for the top table to eat their lunch with a member of staff. These names are collected in a celebration book.

SMSC evidence folder

Head teacher's award given weekly for adhering to the school values. Postcards home communicate good work and learning behaviour.

QAG report - office use only

Points for congratulation

How your school provides the leadership to create a positive environment that promotes health and well being

4.1 A full and comprehensive account of your school's approach to addressing health and well being, especially that of your pupils in challenging circumstances

4.2 The impressive way in which your indoor and outdoor environment promotes health and well being

5.3 The wide range of opportunities for children to develop essential life skills, responsibility, self-confidence and self-esteem.

8.2 How your school clearly signposts children to appropriate services

Points of advice and suggested

Provide more detail about the referral arrangements actions

Additional information

Congratulations! Your application to renew your Hampshire Healthy Schools Status has been approved at the recent Quality Assurance Group meeting. Your school continues to be listed on the Hampshire Healthy Schools database. A further certificate will be forwarded to you for display in your school.

Thank you for letting us know your chosen priorities of emotional health and obesity. You should continue working on your outcomes and milestones using the healthy schools planning template. (Plan, Do, Review www.hants.gov.uk/healthyschools) If you need further support in developing outcomes please contact the Healthy Schools team. We also look forward to receiving your next healthy schools story template when you have successfully achieved your outcomes.

The Healthy Schools team encourages you to post this completed submission on your website as an excellent example of how you are supporting the personal development, behaviour and welfare of your pupils.

