

# 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*	Hatch Warren Infant School
DfE number*	2470
District / Borough Council*	Basingstoke & Deane
Head Teacher's name*	Mrs Michelle Moore
Head Teacher's email*	m.moore@hwis.hants.sch.uk
Healthy School Manager's name*	Mrs Louise Weston
Healthy School Manager's email*	l.weston@hwis.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	Nothing selected

## Review headings

### 1. Leadership, management and managing change

1.1 - How does your school provide the leadership to create a positive environment that promotes health and wellbeing?

Vision and aims of the school within the school prospectus-Mission Statement. Shared with all parents on the school website and within the welcoming letter they receive when starting school. The statement and aims of the school were devised in collaboration with staff and are shared with all staff through the annual staff handbook. A copy is given to all prospective parents and is available on-line from our website. Behaviour and anti-bullying policies are available online detailing rewards and sanctions. Behaviour plans, contacts and class charters are shared with parents for all year groups. Behaviour is seen as whole school responsibility and all staff intervene/praise/reward as needed working together as a team. Positive ethos promoted around school. Displays around school show our mission statement in action. Governors attend PSHE Excellence Team. Progress is fed back to the Curriculum committee termly on recent

developments/initiatives. Well-being meetings are held with support and teaching staff termly. Children have weekly circle times to address this. Leadership Team lead by example-staff and children are valued. School Council feedback sessions weekly so that pupil voice is involved in decision making.

Behaviour contracts agreed within classes and shared with parents. Children involved in developing roles-ownership. Children are rewarded with smiley stamps which they collect on cards. When their card is completed they earn a badge and then receive the next coloured card to complete. On a Friday we have our celebration assembly. Two children from each class are rewarded with a carrot from Fluffy the Rabbit (our school mascot) and they receive a letter to take home to their parents. Once a half-term we have a super six party. Each teacher chooses six children from their class to attend a party with the Head teacher and Deputy Head teacher. Children are also sent to the Head teacher and Deputy Head teacher to share their work and they receive stickers and a certificate.

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 Louise Weston
Lead staff member for healthy eating	Miss Sue Hurdle
Lead staff member for physical activity	Miss Sue Hurdle
Lead staff member for emotional health and well-being	Mrs Louise Weston

## 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)	Nov 2015
Next review date (month and year)	Nov 2016

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

Last review date (month and year)	
Next review date (month and year)	

### **Sex and Relationship Education** (if not in PSHE)

Last review date (month and year)	
Next review date (month and year)	

### **Confidentiality**

Last review date (month and year)	Sept 2015
Next review date (month and year)	Sept 2017

### **Safeguarding**

Last review date (month and year)	July 2015
Next review date (month and year)	July 2016

### **Physical Activity**

Last review date (month and year)	Jan 2016
Next review date (month and year)	Jan 2018

### **Healthy Eating**

Last review date (month and year)	Jan 2016
Next review date (month and year)	Jan 2018

### **Anti-bullying**

Last review date (month and year)	Feb 2016
Next review date (month and year)	Feb 2018

**Visitors** (providing education sessions for pupils)

Last review date (month and year) Feb 2016

Next review date (month and year) Feb2018

**Other relevant policies (optional)**

Policy name

Last review date (month and year)

Next review date (month and year)

Policy name

Last review date (month and year)

Next review date (month and year)

Policy Name

Last review date (month and year)

Next review date (month and year)

2.2 - How does your school consult people when reviewing any of these policies?

All statutory policies have been reviewed this year and are available on request from the school website where parents are able to comment upon them. School based policies are reviewed by staff on a 2 year basis. Statutory policies are reviewed by staff and then ratified by the Governing Body (made up of staff, parents, community and LA representatives)-any comments/queries are then answered and the policy changed accordingly. Governors monitor the implementation of the policies to ensure the policy is put into practise. They have a new policy checking document which is completed when statutory policies are reviewed.

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### 3. Learning and teaching, curriculum planning and resourcing

3.1 - How does your school monitor and evaluate PSHE education provision to ensure the quality of learning and teaching?

Yearly overview for PSHE is in the PSHE file and on the school's computer system. Weekly PSHE planning is produced for all year groups. The PSHE planning has strong SEAL links. The planning for PSHE is reviewed at the end of each half term by the excellence team (a member of staff from each year group is on the excellence team and brings the feedback from their year group to the meetings) and any areas for improvement are added to the planning. Attainment in PSHE is tracked by all teaching staff on the schools tracking system using the objectives and outcomes from the Primary National Strategy. The PSHE co-ordinator holds annual pupil conferencing sessions to discuss the SEAL's tasks and assemblies. All lesson observations monitor the well being of the children and an overview is reported to governors on a termly basis. PSHE manager produces an annual development plan and report which shows the objectives attained during the year. Representatives from each year group team (teachers/support staff) support the implementation and achievements of the plan. Governors monitor PSHE and report back on a termly basis. Visitor and parent comments are captured and fed back and protocols discussed and reviewed where needed.

3.2 - How do subjects of relevance to health and wellbeing meet the learning needs of children and young people in your school in line with current best practice?

Sex and Relation Education and Drugs Education is taught as an integral part of our school's PSHE programme and not taken out of context or over emphasised in any way. PSHE/SEAL is taught across the school in set lessons and as a discrete subject. We also hold themed PSHE/SEAL assemblies. Healthy eating is taught through Science, Design and Technology and PSHE. We promote 5 a day and the 'eat well plate' when delivering our Science, DT and PSHE lessons. We promote healthy eating at playtimes where the children can have a piece of fruit of vegetable as part of the NHS scheme or one that they bring in from home. The school hall has displays up which promote healthy eating (Eat well plate, 5 a day) and physical activity (change for life). Our school meals are provided by HC3S. They put up a display at our new parents meeting and leave out food for the parents to try on their visit. Healthy eating is also covered informally when doing cooking. The children all bring in water in water bottles which they can access throughout the school day and we have Year 2 children as water monitors in the hall at lunchtime. Water fountains are also available for the children to use. School Prospectus reinforces healthy eating and children only able to access water throughout the school day. Water leaflet shared with new parents stressing importance of drinking. We are also part of the cool milk scheme which provides children under five with free milk on a daily basis,

once the children are five their parents are given the option to pay for their children to have milk at school.

All children have Christmas and themed lunches together. Opportunity for children/staff to share a meal together – important part of ethos of school.

Cooking club teaches children importance of healthy eating and children make range of healthy recipes.

Physical health and well-being is taught through Science, Design and Technology and P.E. A variety of physical after school clubs are run weekly and all children are encouraged to attend. Some are internally/externally run- karate club, dance, football, hockey. P.E lessons are 2 hours per week. Year R have daily dough gym to improve their core stability, gross motor and fine motor skills. Children are taught the importance of being active and how exercise affects their body. They consider different forms of exercise and the effect it has on their pulse. Children are taught the importance of warming up and cooling down. Gross motor activities are planned in for children with a specific need to support them in accessing physical activity. Some children have specific plans to follow from the OT. At lunchtimes young leaders from the junior school teach the children new games. We are working closely with the Hampshire Travel Team to promote the 'Park and Stride' scheme to parents to make our school gates safer and encourage the children to walk to school. We launched the campaign in January. We also launched the walk once a week campaign in October where the children can earn a badge each month if they walk once a week. We also take part in walk to school week each May.

The School Council's project for the Summer Term 2016 is to review and revise packed lunch provision-children will decide what can/cannot be in lunch boxes.

PSHE (including SEAL) is taught across the school in set lessons and as a discrete subject. Anti-bullying is addressed through an annual 'Say Yes to friendship' weeks-which explore key concepts thoroughly and at a level appropriate to the children. Whole school and year group assemblies cover a range of key skills e.g. hope, consideration as well as other SEAL based ideas. Trained ELSA supports individual children as necessary. Circle-times in class talk about issues/concerns in a supported environment. School rules are regularly reviewed with the children. Weekly focus and children are rewarded for following them.

3.3 - How does your school ensure structured physical activity is available for all of your children and young people?

The children are encouraged to join physical activities at lunchtimes by lunchtime supervisors and young leaders from the junior school.

Fliers for after school clubs-are available in the School Office and distributed via Parentmail.

A variety of extra-curricular clubs have been offered to the children.

Dance, karate, football and hockey clubs run once a week – other physical activity clubs have been available e.g athletics, gymnastics.

School website signposts local clubs/afterschool clubs/holiday clubs

Children participate in 2 hours of structured Physical activity per week.

Children are taught the importance of being active and how exercise affects their body.

They consider different forms of exercise and the effect it has on their pulse.

Children are taught the importance of warming up and cooling down.

Gross motor activities.

Daily dough gym-Year R.

Year R have daily access to physical activities and we have recently installed climbing equipment in our outside area to develop their gross motor skills.

Walk once a week campaign.

Park and Stride.

Walk to school week.

## 4. School culture and environment

4.1 - How does your school culture and environment enable engagement of the whole school community? (especially children and young people in challenging circumstances and those with access issues)

Single equality framework is in place including action plans to address issues concerning race, gender and disability.

Annual parent/children/staff questionnaires.

Curriculum is fun and engaging.

All children are included in all activities and events.

Class monitors.

Staff and children use Makaton to communicate with children in our school community that use Makaton. Used on signs to allow access to all children.

Children with SEN have their own placemats, chairs and table positions with in the hall for lunch times.

'Trip trap' chairs from the OT are used to support 2 children in the school to

enable them to sit comfortably at the tables with the other children. Community groups access the hall – brownies, guides, rainbows, football club. School website offers translation to other languages/format accessible to all. Disability awareness day annually enables children to understand how needs of different people are met – visits from Hearing Dogs, Guide dogs, use of wheelchairs to access the building.

4.2 - How does your school environment promote health and wellbeing? (for example through access to clean and palatable drinking water and access to healthy food and drink in line with best practice)

A recent visit to the school by Ian Wright commented on the colourful displays within the school hall and how they support many of the Healthy Schools values. An article was published on them for the PDL News. The children have access to lots of outdoor space. In the lower Year One and Two playground this space is zoned for lunchtimes with sports areas, areas for playing running games, quiet areas and a large field for the children to play on. There is also climbing equipment for the children to play on. Systems in place to record playtime and classroom based incidents and reported to Governors half termly. Specific changes implemented as a result, and communicated to all.

School council consulted on playtimes and equipment needed to improve. In the Early Years playground the outside area has activities out for the children to access throughout the whole day and at lunchtime. The children choose the activities that they would like out. They always have access to the mud kitchen and climbing equipment as well as the new grassed area. They have a playground for running games at lunchtime and during class times this area has football, hockey, obstacle courses, basket ball, scooters and bikes depending on the children's choice for that day. They also have quiet areas outside for reading and colouring.

The Den used by ELSA as a quiet/calm space for children to access for focused individual/group work linked to emotional needs. Referral system is in place for young people to access school nurse, PATCH, PBS etc.

Signposting and care pathway in place for referral to specialist Child and Adolescent Mental Health Service (CAMHS) and other support services .

Parents advised of developments within Emotional health and wellbeing in school and made aware of support services available for families .

Identified children feel better able to manage their emotions. Range of rewards in place to promote good behaviour – smileys, stickers, positive praise etc. Clear behaviour expectations evident throughout school. Year R use cold pricklies/warm fuzzies to support children's understanding – language used by children. Photos support children's understanding. Golden time evident in Year 1 and 2 with class charters which all children involved in negotiating and rewards decided as a class.

## 5. Giving children and young people a voice

5.1 - What systems and processes are in place to ensure the views of all children and young people are reflected across all areas of school life? (for example curriculum and policy development, environment and behaviour)

Weekly school council meetings discuss a variety of issues including their thoughts about the curriculum-changes are subsequently made. The children have an input into their teaching and learning through the weekly school council meetings. Their feedback is also collected through the pupil interviews carried out by curriculum subject managers and governors. The weekly school council meetings also provide the pupils with an opportunity to discuss their thoughts on the school environment-changes have subsequently been made with zoning in the year 1 and 2 playground and the installation of climbing equipment and a grassed area in the Year R playground.

Teachers in Year R begin topics from what the children already know and what they want to find out and use this to inform their planning. Children's interests are taken into account. Relevant and up to date events are included in planning e.g. British astronaut on space station. On a Friday in Year R the children have Fab Funky Friday and help to decide what activities will take place and what they want to find out about.

The weekly school council meetings also provide the pupils with an opportunity to discuss their thoughts on the school environment-changes have subsequently been made with zoning in the year 1 and 2 playground and the installation of climbing equipment and a grassed area in the Year R playground.

Annual questionnaires are given to the children to ascertain their thoughts

and feelings about the school-safety, things that they like/dislike. Weekly circle times are an opportunity to discuss class well-being.

5.2 - How does your school respond to the needs of all children and young people, including those who are less vocal and visible?

The school council are the pupil's voice. All children encouraged to stand as councillors. Election process determines outcome. This is changed twice throughout the year. School Council meet weekly and are given a discussion board which they share with their class and bring back. Decisions are made through informed conversations with the classes. Whole class discussions allow individual children to share their thoughts with teachers which are the feedback to SMT. All children are encouraged and supported in their needs by all staff.

We run weekly ELSA sessions that maybe 1:1 or small groups. Nurture style groups support key children with their wellbeing. Children also attend groups to help with their FMS, auditory memory, gross motor skills, speech and language, writing, reading and calculations.

School has children with a range of needs – high level of SEN (Epilepsy, Downs syndrome, ASD, HI) children in school which has provided all children with the opportunity to understand how their needs differ. Developed high levels of tolerance and respect.

5.3 - What opportunities are there for children and young people to develop responsibility, build confidence and self-esteem?

Role of the school council.

Every class in the school has special helpers that change daily/weekly.

Monitors for lunchtimes.

Every child in the school gets to perform in the school play.

Year Two children perform at their leavers concert.

We have a bi-annual show where we hire out a local theatre and the children from choir, dance club, recorder club and Ukulele perform.

We take the choir to perform at the Young voices Concert at the O2 bi-annually on a rota with our theatre production.

In the Spotlight in Year R builds the children's confidence in speaking in front of the whole class about themselves and their families and the things that they like to do in their spare time.

Circle-time and PATHs builds the children's confidence.

The use of talk partners.

Home challenges that the children share with the rest of their class. Each year group sets a task linked to their topic to complete alongside their parents.

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## 6. Provision of support services for children and young people

6.1 - How does your school identify children and young people facing challenging circumstances? What support is provided for these identified groups?

All staff have a good understanding of the children in their care and are able to respond to a child's needs. Staff talk with parents/external agencies to ensure right level of support offered to child/family. Access to Early Help Hub, parenting groups, holidays activities support children and their families. Children with medical needs – care plans, PEEPS in place. Appropriate risk assessments completed.

Vulnerable pupils are recorded on a register that is discussed and amended by staff during staff meetings. Vulnerable pupil tracking sheets are updated termly.

Weekly individual and group ELSA sessions take place. ELSA files kept on each child who attends.

School are vigilant in monitoring needs of families. Regular ongoing conversations/support. Attendance of CIN/TAF meetings to provide pupil voice.

Inclusion policy/Local offer on school website – explains what is on offer in school. High level of support for SEN children and their families including attending medical appointments, completing paperwork etc to ensure appropriate support in place for child. Ongoing emotional support for parents of child.

IEP's/Intervention overviews/Provision maps for SEN children.

Designated teacher supports LAC. PEP in place and attendance at all meetings alongside cover and social worker. Clear support programme in place to support child. Ongoing liaison with family. Designated teacher report presented to Governing body.

6.2 - What arrangements are in place to refer children and young people to specialist services that can give professional advice?

Depending on specific children's needs class teachers/Inclusion Managers can make referrals. The relevant paperwork will be completed by the class teacher and Inclusion Managers and shared with the parents. It is then sent off to the relevant service. These referrals can be to speech and language



service, PBS, PATCH, CAMHS, OT, Physio, EMTAS, EP, EHH, Children's Services.

6.3 - How does your school respect the confidentiality of children and young people, parents/carers and staff who access advice and support via the school?

Safeguarding/Confidentiality policy in place and has been shared with parents/staff/accessible on website.  
Volunteers sign confidentiality document and receive relevant guidance and advice.  
Parents/carers and staff signposted to external agencies.  
Staff have access to employee support line (free HCC counselling service)  
Children can seek advice from any adult. DHT & HT informed and involved in formal situations. Records kept.  
Staff always ready to listen to children/parents.  
LT always ready to listen to staff.  
Open door policy.

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

7.1 - What continuing professional development (CPD) opportunities, relevant to health and wellbeing, do your staff have access to this year?

ELSA training  
Vibrant circle time for EYs – Jenny Moseley  
PDL networks  
Prevent training  
Range of courses to support our SEN children – Developing independence and Friendship, Understanding Autism  
Outreach from SEN schools  
Designated Teacher training/PEP toolkit

7.2 - How does your school identify staff CPD needs of relevance to health and wellbeing?

PDL Manager- Meetings with Ian Wright to discuss Healthy Schools. One visit and meeting in May 2015 and another visit in November 2015.  
Dependent on role – training linked. Staff access planned sessions depending on children worked with, focus areas but can also be responsive to need if change in circumstances/need arises.  
HCC CPD file available to all staff and they are encouraged to identify training they require.

Performance managements for all staff identify CPD.

Staff share good practice and knowledge through meetings.

Staff have professional development time.

7.3 - How does your school encourage staff to develop and maintain a healthy lifestyle to enable them to be positive role models?

Staff helpline information displayed in the staffroom.  
Staff encouraged to maintain a healthy work/life balance. Time in lieu given for running clubs. Non contact time given to manage subjects and complete teacher tasks.  
Before and After school tea club- opportunity to chill and offload.  
Staff supportive of each other.

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## 8. Partnerships with parents/carers and local communities

8.1 - Who are the external agencies that support your school?

H3SC liaise with head teacher to discuss changes to the menu  
School Nurse talks to the children  
PCSO road safety training  
CAMHS-support children with emotional well-being  
PBS-support children with specific behaviour needs  
PSA-works with parents/families who need support at home  
E.P  
EHH.  
Children's services.  
After school clubs.  
Breakfast club  
Scooter training  
Sports clubs

8.2 - How does your school signpost Class teachers refer children to ELSA for support.

children and young people to appropriate services, within and beyond your school?

Each year group runs different groups for children to attend to help them with their maths, auditory memory, FMS, handwriting, phonics reading. Referrals for speech, PBS, school health, EMTAS, PATCH, EHH, Children's Services – key information shared with agencies with permission of parents/carers  
Comprehensive records/ongoing discussions ensures key people aware of support in place etc.

8.3 - How does your school signpost parents/carers to appropriate services?

Appropriate services and training are signposted for the parents via parentmail, the website, school displays and fliers.  
Parents are confident in approaching staff for support as necessary.  
Notice boards.  
Texting/emailing.

8.4 - You may wish to record details of the topic and dates of sessions planned for parents/carers on health and wellbeing awareness during the coming year

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

9.1 - How does your school assess and report on the progress and achievement of children and young people in subjects relevant to their health and wellbeing?

We track the children's progress in all areas of the curriculum on our own excel tracking documents which are updated half-termly in all year groups. In the Early Years the children are constantly being observed and observations are written up and put in the children's learning journals. These observations cover all areas of the EYFS curriculum along with the COEL. These observations help us identify the children's next steps for learning. Each year group reports back to parents in a written report at the end of each year the child's attainment in all areas of the curriculum including PSHE and PE.

9.2 - How does your school celebrate the achievements of children and young people across all areas of school life?

Weekly celebration assembly-carrots given out to two children in each class to celebrate their achievement. Parents sent a letter home to inform them.  
A super six tea party each half term to reward children who are constantly trying hard-children's name are included on the newsletter.  
Parents can submit their child's achievements out of school which are then reported via the newsletter.  
Smiley assemblies to celebrate the completion of a smiley card.  
Year R Golden moments – Parents share examples of golden moments observed at home. These are displayed in class windows.  
Parents are encouraged to come in and see work on a Wednesday after school  
Children are encouraged to share good work with the DHT and HT. Awards / praise given  
Class charters-parents informed of content and when they have been completed. Reward is chosen by children.  
Individual rewards for children on behaviour plans.  
Stickers.  
Praise given by staff.

## QAG report - office use only

Points for congratulation

1.1 How your school provides the leadership to create a positive environment that promotes health and well being  
3.2 The many examples of how you are meeting the health and well being needs of your whole school community  
3.3 The wide range of physical activity opportunities available  
  
4.2 The impressive way in which your indoor and outdoor environment promotes health and well being  
6.1 How your school identifies pupils in challenging circumstances and makes effective provision

Points of advice and suggested actions

2.2 Describe how you have consulted with children around policy development



Additional information

Congratulations! Your application for Hampshire Healthy Schools Status has been approved at the recent Quality Assurance Group meeting. Your school has now been added to the Hampshire Healthy Schools database. A certificate and logo will be forwarded to you for display in your school.

Thank you for letting us know your chosen priority of emotional health and well being. You should now be developing outcomes and milestones using the healthy schools planning template. (Plan, Do, Review [www.hants.gov.uk/healthyschools](http://www.hants.gov.uk/healthyschools)) If you need support in developing outcomes please contact the Healthy Schools team. We also look forward to receiving your 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.