



Woodventurers Healthy Lifestyles Policy

The context of our Healthy Living policy

Woodventurers is committed to promoting the health and well-being of its learners, tutors, visiting adults and the wider community.

We actively encourage children and adults to grow as kind, compassionate people who are confident and resilient, working to their potential and who are physically and mentally healthy.

We do this by recognising and celebrating differences; treating everyone equitably and with the same respect and care with which we would wish to be treated ourselves. We aim to know everyone as well as we can and therefore work to look after each other. This policy aims to combine other similar policies focused on eating, exercising, learning and living healthily into one holistic policy to develop and promote healthy living.

Overall aims

At Woodventurers we aim to serve our community by providing a full and rounded education of the highest quality that focuses on the whole individual as well as promoting academic progress.

We recognise our learners' ability to make confident, informed choices both in and out of Woodventurers, are fundamental to enabling them to thrive and excel in life. We will help them to develop the self discipline, sense of responsibility and respect for others that they will need in order to grow as caring, successful members of society.

We expect high standards of behaviour and promote an active involvement in all our sessions. We aim to ensure all aspects of healthy living and healthy lifestyles are included within our sessions and embedded within the ethos of Woodventurers.

Staff roles and responsibilities, including leadership

All tutors at Woodventurers have a responsibility to promote healthy lifestyles as part of their professional roles.

Mental well-being

We understand how important mental health and emotional well-being is to our lives in just the same way as physical health is. We recognise that a learner's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. All children and adults experience 'ups and downs' during their education and lives and some also face

significant life events.

We recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues with learners learning about what they can do to maintain positive mental health; what factors may affect their mental health; how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and/or support.

We aim to:

- develop the protective factors which build resilience to mental health difficulties
- ensure all learners and adults are feel valued
- ensure learners have a sense of belonging and feel safe
- enable learners to feel able to talk openly with trusted adults about their problems without feeling any stigma
- promote and value positive mental health
- confirm and demonstrate that bullying, in any form, is not tolerated
- support all learners to feel confident in themselves
- support learners to express a range of emotions appropriately
- enable learners and adults to make and maintain positive relationships with others
- support learners and adults in managing times of stress and be able to deal with change
- enable all to learn and achieve.

Healthy eating

At Woodventurers, we recognise the important role that a healthy diet plays in ensuring our well being and ability to learn effectively. We believe that Woodventurers, in partnership with parents and carers and schools, can make a major contribution to improving children and young people's health by increasing community knowledge and understanding of food, helping everyone to make healthy food choices.

We aim to ensure that healthier food and drink is provided at all times of day, taking account of individual needs (e.g. cultural, ethical, medical), reflecting nutrition and healthy eating messages at all times.

We aim to:

- ensure that all aspects of food and nutrition at Woodventurers promotes the health and well being of learners, families, tutors and visitors
- encourage learners to make healthy choices about what they eat and drink and to adopt healthy eating habits that will lead to lifelong health and well-being

- promote the key message to parents and tutors that healthier learners learn more effectively
- have a positive impact on health related issues such as childhood obesity.

We do this by:

- providing a consistent message through nutrition education that enables learners to make informed choices without guilt or anxiety
- ensuring a pleasant and sociable dining experience which enhances the social development of each learner
- encouraging parents and carers to support Woodventurers in providing nutritionally balanced snacks and packed lunches
- encouraging learners to choose a variety of foods to ensure a balanced diet in line with nationally recognised nutrition guides and standards
- encouraging the consumption of plenty of fresh water
- discouraging sugary drinks and less healthy snacks
- encouraging learners to make healthy lifestyle choices.

Through explicit teaching about healthy eating, we aim to help our learners make healthy and informed choices about their lives. Learning how to prepare food and ultimately cook for themselves is a crucial life skill that will enable learners to feed themselves and others affordably and well, both now and in later life. We also recognise the important role children can play in guiding positive family choices about food.

By the end of a learner's time at Woodventurers they may learn

- what constitutes a healthy diet (including where appropriate understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- how and when to seek support including which adults to speak to if they are worried about their health.

Physical activity and fitness

We recognise the important role that high quality physical activity plays in developing and maintaining a healthy body and mind and supporting future success and healthy lifestyles. We believe that Woodventurers, in partnership with parents and carers and schools, can make a major contribution to improving children and young people's physical and mental health by developing understanding and providing opportunities to increase activity and fitness levels for all.

We aim to:

- develop learners' and staff understanding of the importance of physical activity through the provision of information and development of appropriate skills and attitudes
- improve the self-esteem and confidence of our learners through safe participation in high quality physical activities
- ensure learners are aware of the link between physical activity and healthy eating in order to lead a healthy lifestyle
- promote inclusion within physical activities
- provide and promote opportunities for staff and learners to be physically active throughout and beyond the sessions at Woodventurers
- increase the physical activity and fitness levels of our learners.

We do this by:

- . Providing a range of equipment for developing physical skills
- . Allowing freedom of movement and providing the space for learners to move freely
- . Following learner's interests in physical activity or sports and incorporating such interests in a learner's programme
- . Providing specific sports equipment to follow these interests eg football
- . Offering a range of activities which encourage developing and refining physical to maintain physical fitness and stamina.
- . Providing activities which give opportunities to use equipment designed to promote physical activity, sport and fitness.

All learners at Woodventurers, including those with Special Educational Needs and Disabilities are entitled to participate in a range of physical activities.

At Woodventurers, learners have a wide range of activities in which they can participate: competitive, non-competitive, structured and unstructured including non-sport related physical activity such as drama, gardening and parachute games.

Physical activity provision within Woodventurers is developmentally appropriate and a variety of teaching and learning approaches are adopted to ensure that:

- tasks and activities are matched to learners differing needs and interests by balancing challenge with success
- all pupils can achieve regardless of their varying starting points.

Safety and resilience

In order for our learners to be successful at Woodventurers, in school and in their future lives, they will need to develop the resilience to overcome setbacks, failure, negative influences and other potential barriers. At Woodventurers, we believe in creating a supportive, cohesive environment to help all our learners, staff and wider community overcome difficulties and promote happy, healthy lives. As expectations are high, we can sometimes need to deliver tough messages that are not always easy to hear or to accept,

but can also be a very necessary part of growing and developing into being the very best we can be. We strive to do this in a kind, compassionate and neutral manner to support a learner's development and to provide a safe space to reflect on messaging.

We aim to:

- increase meaningful achievement of all
- provide safe opportunities to fail and then be supported to try again
- support learners through transitions
- encourage healthy behaviours for life and learning
- promote healthy interpersonal relationships
- support and promote community cohesion and inclusion
- protect against risky behaviours.

We do this by:

- ensuring that safeguarding practices are strong and effective
- identifying potential risk factors and risky behaviours
- providing learners and staff with strategies so that they have the capability and capacity to respond to issues with an increasing level of resilience
- including resilience and risk management throughout the school curriculum covering all ages
- targeting intervention and support towards vulnerable pupils and vulnerable elements within Woodventurers and the wider community
- working in partnership with other schools, our local community, voluntary sector and local authority commissioned services and programmes.

Woodventurers ensures that safety and resilience teaching and learning is comprehensively included in Woodventurers' programmes of learning. We are also continually developing and adapting our approach to promoting the social and emotional skills that underpin effective learning; positive behaviour; regular, punctual attendance; and the emotional health and well-being of all who learn and work with Woodventurers. We also make strong links with external agencies and draw upon that support to strengthen the planned safety and resilience learning opportunities within our sessions.

Relationships

We believe a crucial part of developing a healthy lifestyle is learning about the emotional and social aspects of growing up and about ourselves and our relationships with others. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line.

We aim to:

- develop positive interpersonal and communication skills
- develop positive personal values and a moral framework that will guide decisions

and behaviour for the good of all

- help learners and adults develop a healthy respect for themselves and others, their views, backgrounds, cultures and experiences
- help learners and adults develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop learners' ability to keep themselves and others safe, physically and emotionally, both on and off line
- where appropriate develop their understanding of a variety of family structures and how families are central to the well-being of children
- teach learners and adults how to recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to learners' ages and stages of development
- develop learners value, care and respect for their bodies
- build learners' and adults' confidence in accessing additional advice and support for themselves and others.

We do this by:

- reflecting upon a range of lifestyles and family structures when appropriate and in context so that all learners have opportunities to 'see' themselves
- ensuring that the law, in relation to marriage, online behaviours, sexuality, gender and violence, is explained in age appropriate ways
- sharing and providing opportunities to explore a range of different cultural or religious views about family, relationships and behaviours
- accepting and celebrating difference rather than seeking to gain consensus
- encouraging respect and discouraging abusive and exploitative relationships.

We consider Relationships Education to be a continuous process of learning which begins before the children enter our setting and continues into adulthood. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our approach to PSHE does not separate the delivery of Relationships Education from Health Education and wider PSHE. We consider topics which, taking the lead from children's lived experiences, consider related themes including the development of knowledge, skills and attitudes in an integrated way.

Areas that may be covered are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education
- Working Together
- Diversity and Communities
- Beginning and Belonging
- Rights, Rules and Responsibilities

Relationships Education is taught as an integral part of each session and builds on appropriate themes for the learner.

Drugs, alcohol and vaping

We believe that drug education is a major component of preventing issues associated with the misuse of drugs. We aim to provide pupils with the knowledge and skills necessary to make positive, healthy choices in their lives, in line with the wider values and ethos of Woodventurers and the law. We will take account of pupils' age, maturity and personal and family circumstances when deciding on the most appropriate session content and teaching strategies employed.

Economic well-being and citizenship

At Woodventurers, we understand the importance of recognising the value of economic well-being for young people's lives, both now and in the future. We aim to:

- Work in partnership with parents, carers and members of the wider community
- promote high aspirations and the value of work
- develop learners' skills and attitudes for lifelong learning and economic independence
- enable all learners to play a successful and active role in their future lives

Engaging with parents and carers

We recognise the important role parents and carers have in promoting and supporting the health and well-being of their children, and in particular supporting children to make sustained healthy lifestyle choices. Through parent discussions and meetings, we are regularly sharing current themes, teaching and learning with parents, we aim to communicate expectations for promoting healthy lifestyles.

Version Number	2	
Review Cycle	2 Years	
Date of ratified policy	Sept 24	Signed: <i>Toni Rogers</i>
Date of Next Review	Sept 26	
Related Policies	Behaviour policy Health and Safety policy Safer Recruitment policy Staff Code of Conduct/Safer Working Practice/ Tutor Handbook	
Other Relevant Documents	Keeping Children Safe in Education (KCSiE): Sept 2024 Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019) Working Together to Safeguard Children: July 2018 Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools (July 2018) Information sharing: Advice for practitioners providing safeguarding services to children, Advice for practitioners: March 2015 Education Child Protection Record Keeping Guidance Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings: Oct 2015	