



**South Gloucestershire's
Health in Schools Programme (HiSP)**

Gold Award Feedback report

School: St. Stephen's Junior School

Date: April 2020

Health in Schools

GOLD AWARD

Implement
national health
& wellbeing
objectives

St. Stephen's Junior School has demonstrated a commitment to establishing approaches to developing positive mental health and emotional wellbeing in a range of different ways: through introducing the Jigsaw PSHE curriculum; using the whole school Thrive approach; through staff training and parent workshops; as well as implementing a range of wellbeing interventions such as:

- Mindful moments – introduced Feb 2019 and rolled out as a part of our '5 ways to well-being' specifically, 'Take Notice'. Classes to take 2-3 mins per day to participate in a breathing or mindfulness activity.
- Annual whole-school mental-health weeks with a focus on the 5 ways to wellbeing
- Mentally Healthy School Policy
- Assembly and class work once per term around 5 ways to well-being.
- Staff activities for the five ways to well-being (e.g. meditation staff meeting).

Next steps include the creation of a Reflection Garden – this is awaiting a start date. The children will be involved in designing garden and planning how to use it.



Sustain
healthier
behaviour
outcomes
(Silver)

St. Stephen's Junior School has demonstrated how healthier behaviour outcomes achieved as part of the silver award have been sustained over a period of time through the following:

- 4x new Wake and Shake routines to kick-start from Jan 2020 – staff join in with children at 8:40am every morning on the playground.
- Class competition to design new Wake and Shake routines (June 2019).
- Play Leaders (Y4) – trained to lead games during break/lunch times. Since Jan 2020 TAs and Thrive practitioners guide particular children to this area.
- Worked with CSET to train 'athletic leaders' (Bronze award). (3/12/19)
- Six-monthly drives for new PlayPod equipment – Nov 2019 play-leaders audited PlayPod and campaigned for new equipment.
- All children 'trained' to use PlayPod Jan 2020. Continued requests for equipment via text/email.
- Staff use Cosmic Kids Yoga during wet play or PE sessions - ongoing since Jan 2018.
- Travel Tracker completed daily - since 2017.
- Yoga as P.E. warm downs (ready to go back to class) - introduced after staff meeting Feb 2019.
- Bristol sport – lead one indoor and one outdoor PE sequence for each class at least once per academic year. They also run 1-2 after-school clubs per term.

Unexpected or new healthier behaviour outcomes:

- Less behaviour incidents reported at lunchtimes since relaunching the PlayPod (Jan 2020).
- Teachers reporting less incidents to deal with following lunch so increased readiness to learn from the class.
- Parents have started to join in with the Wake and Shake routine whereas previously they didn't do this (Jan 2020)
- 2xTAs and Play Leaders have set up a separate area at break times for children who usually attend Thrive sessions or who report having little/no friendship groups – this has led to the formulation of new friendships and structured play for those who might usually sit alone or try to remain in the building.



Developing leadership roles; inspiring others

St. Stephen's Junior School has demonstrated a commitment to the importance of pupil participation and pupil led health and wellbeing interventions that inspire others to take action and lead change.

What has happened?

The allotment is now up and running with two members of staff regularly tending to it as well as weekly visits from the Food Council (24 children) and Gardening Club (30 children). Children receiving additional Thrive support in school are also invited to spend time with Mr. Evans on the allotment every Tuesday when he is in. In addition, children are permitted to tend to the plots during lunch times and teachers are encouraged to visit the allotment with their classes as and when it fits with their current enquiries.

Children (primarily from the two clubs) have been learning - what to plant and when; the importance of crop rotation; how to harvest different crops and what nutritional value is offered by different fruits/veg/herbs. Gardening Club and Cooking Club are changed every term so new children will be taught the same skills, led by the Food Council who will not recruit new members until academic year 2020/21. The idea is that all children will get to experience the growing-cooking experience over a two-year rotation (so twice in each club over KS2).

Children have acquired a greater understanding of 'field to fork' through involvement in the growing process (from start to finish) and then the opportunity to either sell fresh produce or cook with it. We have 6 induction hobs and one oven for cooking; however, the school kitchen has become a lot more involved and are regularly allowing the children to use their facilities to cook.

What has the impact been? And how do you know?

Prior to working on our Food for Life and Health in Schools awards, lessons around food and nutrition were primarily taught using in-class activities (e.g. website research/meal plans/explanations of the Eatwell Plate etc.). Over the past year, children and staff have played a bigger part in creating and enjoying 'hands on' experiences such as gardening, harvesting, meal planning, cooking and selling fresh produce.

Children have had opportunities to taste food grown on site in our salad bar, in flavoured water, in foods sold after school (such as strawberries) and in meals cooked by the school kitchen and in cooking clubs.

As our curriculum has developed – linking our enquiries to the UN's 17 Sustainable Global Goals – staff have begun to make connections for opportunities to use our allotment to teach about balanced nutrition, field to fork, sustainability and cooking skills for 2020/21 enquiries.

The kitchen is regularly using produce grown on site in their meals and deserts, and are also looking at how produce bought in can be sourced from more local suppliers.

Staff confidence around gardening and planning enquiries linked to growing has increased. (Currently a prediction but plan was to re-issue staff questionnaire about growing in Term 5).

