

## School Health and Wellbeing Action Plan 2022-2023

School Year- 2022-2023 Strategy – Dean Field Community Primary School		Working with the results of the Electric Health Needs Assessment this plan will ensure actions are taken to improve, monitor and review outcomes to help meet OFSTED requirements linked to Leadership and Management and Personal development, behaviour and welfare. <i>Examples:- Attendance, Social and emotional progress, behaviour, exclusions and reintegration, achievement and attainment</i>		
Where are you now?	What's Important?	What MUST you achieve?	Who is Responsible and Timescale	Review/Success
<b>Healthy Behaviours</b>				
29% of children drink energy drinks/fizzy drinks or eat sweets/crisps daily.  58% of children drink energy drinks/fizzy drinks or eat sweets/crisps at least one day a week.	Reduce number of children who are obese. Reduce sugar intake for healthy gums and teeth.	<ul style="list-style-type: none"> <li>Reduce the number of energy drinks children bring into school – monitor of packed lunches.</li> <li>Better Living team</li> <li>Provide healthier meals through the newsletter.</li> </ul>	Parents, lunch time supervisors and teachers.  Sport and Health Lead to share healthy lunchbox ideas on the newsletter.	Regularly check children's packed lunches and inform parents if they are not acceptable.
Only 31% of children stated they were active for at least 60 minutes a day.	Increase physical activity to ensure children achieve at least 40 mins of MVPA (moderate and vigorous physical activity) in school daily.  Provide a variety of equipment during break and dinner.  Provide a variety of after school physical activities for ALL children.	<ul style="list-style-type: none"> <li>Ensure the warm ups in PE lessons are vigorous of at least 10 minutes.</li> <li>Lunch time timetables for least active.</li> <li>Physical active interventions</li> <li>Sports Leaders to support at dinnertimes.</li> </ul>	Teachers, lunch time supervisors, sports leaders and sports coaches.	Lesson observations

Increase number of children who brush their teeth at least twice a day (currently 43%)	Healthy gums and teeth	<ul style="list-style-type: none"> <li>• Reduce teeth decay and bad breath.</li> <li>• Taught within the Science Curriculum (especially Y4)</li> <li>• Taught within PSHE lessons.</li> <li>• EYFS to teach teeth brushing throughout the year.</li> </ul>	Parents, school nurses and EYFS staff.	Improvement in teeth quality
<b>Avoiding Harms</b>				
78% of children stated they feel safe all the time online.	<p>Ensure they are safe online and know who they are talking to.</p> <p>Protecting their identify online.</p>	<ul style="list-style-type: none"> <li>• Teachers to teach online safety in computing lessons</li> <li>• Tackle any issues that arise in class</li> <li>• Discuss online safety daily</li> <li>• Discuss online safety within PSHE.</li> <li>• Parent workshops</li> <li>• NSPCC workshops</li> </ul>	<p>All members of staff, parents and children.</p> <p>Computing lead.</p>	<p>Look at next year's data</p> <p>Computer lead to monitor as part of the Online Safety Award.</p>
39% of children stated they have more than 6 hours of screen time daily.	Avoiding	•		
4% of children said they have bullied	Children to understand what bullying is	<ul style="list-style-type: none"> <li>• Anti-bullying assemblies/weeks</li> </ul>	All staff	Look at next year's data

	Know what to do/who to go to if the consistent bullying continues.	<ul style="list-style-type: none"> <li>• Year group learning mentors</li> <li>• In class discussion to ensure children understand that bullying is something that happens all the time.</li> <li>• PHSE lessons to support with relationships (friendships)</li> </ul>		
Reduce anxiety over SATS	Reduce the worry about High School	<ul style="list-style-type: none"> <li>• Speak with the children more about their worries and act accordingly</li> <li>• More visits to their high school.</li> <li>• Deliver effective PSHCE lessons around anxiety</li> <li>• Loraine to have a transitioning days</li> </ul>	Y6 teachers and support staff.	Hold a focus group
<b>Emotional Health and Wellbeing</b>				
45% of children feel sad at least once a week	<p>To understand what is making them sad</p> <p>For the child to understand what 'sad' means</p>	<ul style="list-style-type: none"> <li>• Identify which children are sad and why</li> <li>• Use of the wellbeing council in year groups to support these children</li> </ul>	All staff	Look at next year's data

	To understand what to do if you're consistently feeling this way,	<ul style="list-style-type: none"> <li>• Deliver effective PSHE lessons</li> </ul>		
50% of children feeling nervous at least once a week	<p>To understand what is making them nervous</p> <p>For the child to understand what 'nervous' means</p> <p>To understand what to do if you're consistently feeling this way,</p>	<ul style="list-style-type: none"> <li>• Identify which children are nervous and why</li> <li>• Use of the wellbeing council in year groups to support these children</li> <li>• Teach PSHE module around 'coping with anxiety'</li> </ul>	All staff	Look at next year's data
Body weight perception	<p>For the child to understand what a 'healthy average body weight/size is'</p> <p>To understand that everyone is different</p> <p>To understand the difference between healthy weight and unhealthy weight.</p>	<ul style="list-style-type: none"> <li>• Better Living Team in for a health day</li> <li>• Teach the PSHE modules around 'body perceptions'</li> <li>• Wellbeing council sessions</li> </ul>	All staff	Look at next year's data