



Healthy Schools Partnership
London Borough of Southwark

Enhanced Healthy Schools

Review Tool

Achieving or Maintaining Healthy Schools Status

Bronze Award

School/setting:
Date:

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

<http://schools.southwark.gov.uk/pshe-healthy-schools>

HEALTHY SCHOOLS LONDON (HSL) BRONZE REVIEW TOOL

Healthy Schools London

Healthy Schools London (HSL) is one of the Mayor of London's key programmes helping to deliver his Health Inequalities Strategy (www.london.gov.uk/health-strategy).

The strategy looks to tackle health inequalities by focusing on five key areas including Healthy Children – helping every London child to have a healthy start in life by supporting parents and carers, early years settings and schools.

HSL supports and encourages schools to develop and deepen their focus on health and wellbeing which will support the attainment, achievement, health and wellbeing of their pupils, staff and wider school communities. HSL is supported by the Mayor's new Healthy Early Years London programme for infants and children in early years' settings, including in primary schools (www.london.gov.uk/healthy-early-years-london).

HSL Bronze Review Tool

This Review Tool is for use by all schools including Academies, Free Schools and Independent Schools. It enables you to record your school's provision for children and young people's health and wellbeing to achieve or maintain HSL Status Bronze Award. The Review Tool needs to be renewed every 3 years in order to retain HSL Bronze status.

HSL Bronze Review Tool Appendices

The appendices provide examples and a series of self-review questions that you can use to stimulate additional evidence. It might be helpful to print off the appendices and refer to them as you complete your review.

There is a link at the bottom of this page for downloading the appendices.

The Review Tool is organised under seven headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School ethos, culture, environment and SMSC development
5. Provision of support services for children and young people
6. Staff continuing professional development (CPD), health and wellbeing
7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing

Against each of the seven headings there is a table which provides:

- The criteria and minimum evidence required
- Prompts against which to record your school's evidence

You can use this review tool to record and update your school's progress under the seven headings.

Next Steps – Silver and Gold Awards

The process of entering information for the Bronze Award might help you to identify and begin to develop an action plan for the HSL Silver Award. At the end of *Table 4: School ethos, culture, environment and SMSC development*, there is a list of example measurable outcomes to provide ideas for a health and wellbeing priority you may wish to focus on in your school.

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

<http://schools.southwark.gov.uk/pshe-healthy-schools>

Southwark's Enhanced Healthy Schools Bronze Review Tool

This Review Tool is for use by all schools including Academies, Free Schools and Independent Schools. It enables you to record your school's provision for children and young people's health and wellbeing to achieve or maintain HSP and Healthy Schools London Status Bronze Award.

The Review Tool is organised under seven headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School ethos, culture, environment and SMSC development
5. Provision of support services for children and young people
6. Staff continuing professional development (CPD), health and wellbeing
7. Partnerships with parents/carers, local communities and external agencies to support pupil health and wellbeing

Against each of the seven headings there is a table with 3 columns:

- Column 1 – criteria and minimum evidence
- Column 2 – Links to Ofsted and DfE
- Column 3 – prompts against which to record your school's evidence

Under the seven headings, you can use this document to record and update your school's progress around "PSHE & Wellbeing", healthy eating, physical activity and emotional wellbeing & mental health. When you have completed the Healthy Schools Partnership Bronze Review Tool for your schools, you will need to send it to the local Healthy Schools Lead. The appendices hold useful guidance and advice information for each of the seven headings.

Our Learning Partnership - www.schools.southwark.gov.uk/pshe-healthy-schools

This enhanced review tool was initially developed by Health Education Partnership (HEP) and special thanks for sharing its development. The tool has been further developed with support from the: "PSHE, Wellbeing, Healthy Schools & Lives Strategy Board", Healthy Schools Champions, PSHE & Citizenship subject networks, leading teaching practitioners from across schools, LA's Education CPD Team as well as the Public Health, Leisure and Community Safety Teams.

Thank you also to PSHE & Wellbeing, Citizenship and healthy schools colleagues locally, nationally and internationally as well as to schools nurses, The Brook, Sex Education Forum, Southwark Science STAR Group and the PSHE Association and Association for Science Education. Finally, many thanks to all the learners and C&YP who have kindly contributed to the whole, healthy schools approach over many years.

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Description of School & Context

Opening section for school to provide background information e.g. from last Ofsted or School Profile reports, if engaged with Silver (bronze renewal), school data etc.

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1. Leadership, Management & Managing Change

Healthy Schools London: Criteria & Minimum Evidence

The school provides clear leadership to create and manage a positive environment, which enhances emotional and physical health and well-being in school.

The school has:

1. A member of the senior leadership team who has a strategic lead for; and (if different)
2. A member of staff responsible for:
 - PSHE education including RSE and drug, alcohol and tobacco education
 - Emotional Wellbeing and Mental Health
 - Healthy eating including the statutory DfE Standards for school food (2015), catering and curriculum
 - Physical activity

School Evidence

PSHE education	Name	Main Job Title
SLT Lead		
List any staff member/s responsible		
Emotional Wellbeing & Mental Health	Name	Main Job Title
SLT Lead		
List any staff member/s responsible		
Healthy Eating	Name	Main Job Title
SLT Lead		
List any staff member/s responsible		

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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PE, Physical Activity and Sport	Name	Main Job Title
SLT Lead		
List any staff member/s responsible		

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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2. Policy Development

Healthy Schools London: Criteria & Minimum Evidence

The school has the policies listed below, which are reflected in practice and through ethos, culture and the environment. They are reviewed by consultation every 1 to 3 years.

School Evidence

Policy	Requirement	Last review date	On school website
School Behaviour / Anti-bullying	<i>Statutory (recommended reviewed annually)</i>		Yes: <input type="checkbox"/> (<i>essential</i>)
Relationships & Sex Education (RSE)	<i>Statutory¹ (HSL reviewed every 1-3 years)</i>		Yes: <input type="checkbox"/> (<i>essential</i>)
SEN Information Report	<i>Statutory (reviewed annually)</i>		Yes: <input type="checkbox"/> (<i>essential</i>)
Safeguarding / Child Protection	<i>Statutory (reviewed annually)</i>		Yes: <input type="checkbox"/> (<i>essential</i>)
Drug, Alcohol and Tobacco Education (including dealing with incidents). This can be part of another policy e.g. PSHE.	<i>Essential for Healthy Schools (HSL reviewed every 1-3 years)</i>		Yes: <input type="checkbox"/> (<i>desirable</i>)
Physical Activity (including PE, sport in and out of the curriculum and travel to and from school)	<i>Essential for Healthy Schools (HSL reviewed every 1-3 years)</i>		Yes: <input type="checkbox"/> (<i>desirable</i>)
Whole School Food and Drink Policy (including sugar reduction and the statutory DfE Standards for school food (2015))	<i>Essential for Healthy Schools (HSL reviewed every 1-3 years)</i>		Yes: <input type="checkbox"/> (<i>desirable</i>)

¹ It is statutory to have a Sex Education Policy and for Healthy Schools essential to have a Relationships and Sex Education Policy. New DfE guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education will become mandatory in September 2020. All schools will need to have in place a written policy for Relationships Education and RSE.

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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2. Policy Development

Emotional Wellbeing and Mental Health	<i>Essential for Southwark's Healthy Schools (HSL reviewed every 1-3 years)</i>		Yes: <input type="checkbox"/> (desirable)
Further evidence			
Please provide examples of how you consult with the following groups (e.g. staff and/or governor meetings, parents' forums/evenings, website, newsletters, written and verbal surveys and questionnaires, school council, lessons).			
Staff (including examples of how you ensure that staff are aware and kept up to date about new policies or policy changes, together with their role and responsibilities in relation to policies)			
Parents/Carers			
Governors			
Pupils			

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

<http://schools.southwark.gov.uk/pshe-healthy-schools>



3. Learning and teaching, curriculum planning and resourcing

Healthy Schools London: Criteria & Minimum Evidence

The school curriculum includes these areas of learning which are monitored and evaluated to ensure the quality of teaching and learning:

- PSHE education including relationships and sex education (RSE) and drug, alcohol and tobacco education
- Emotional wellbeing and mental health including anti-bullying, social and emotional learning (SEL) and risk
- Healthy eating including cooking skills and food education
- Physical activity including a minimum of 90 minutes to 2 hours curriculum PE a week and health-related exercise

Examples of monitoring and evaluation include:

- *pupil/lesson observations*
- *written or verbal assessment*
- *peer and self-evaluation*
- *learning walks*
- *pupil progress meetings*

Pupil progress and achievement in these areas of learning are assessed, recorded and reported in line with current guidance and celebrated appropriately.

Examples for assessment include:

- *learning- knowledge*
- *skills*
- *understanding*
- *behaviour (e.g. healthy eating, physical activity, social and emotional)*
- *health and wellbeing*

Examples methods of recording and reporting include:

- *school/end of year reports*
- *teacher or end of unit assessments*
- *staff meetings*
- *parent/carer evenings*
- *pupil peer and self-assessment*

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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3. Learning and teaching, curriculum planning and resourcing

School Evidence

PSHE education including RSE & drug, alcohol and tobacco education

Please provide details of how PSHE is organised and delivered within the timetable across the school.	
Please provide details of how you deliver RSE within your PSHE curriculum across the school.	
Please provide details of how you deliver drug, alcohol and tobacco education within your PSHE curriculum across the school.	
Please provide the name of any schemes of work, resources and partners supporting the delivery of PSHE, RSE & Drug, Alcohol and Tobacco Education.	
Please provide examples of how you monitor and evaluate lessons.	
Please provide examples of how you assess, record and report on pupil progress.	

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

<http://schools.southwark.gov.uk/pshe-healthy-schools>



3. Learning and teaching, curriculum planning and resourcing

Using the audit tool provided, please RAG-rate your current PSHE provision

For further ideas and resources regarding PSHE visit: <http://www.healthyschools.london.gov.uk/resources/healthy-take-aways/personal-social-health-and-economic>

Emotional Wellbeing and Mental Health

Please provide examples of how emotional wellbeing and mental health is organised in the PSHE curriculum across the school.

Please provide the name of any resources and/or partners supporting the delivery of emotional wellbeing and mental health in the curriculum.

Please provide examples of how you monitor and evaluate lessons.

Please provide examples of how you assess, record and report on pupil progress.

For further ideas and resources regarding EW&MH visit: <http://www.healthyschools.london.gov.uk/resources/healthy-take-aways/emotional-health-and-well-being>

Healthy Eating including cooking and nutrition

Please provide details of how you deliver cooking and nutrition skills in the curriculum.

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

<http://schools.southwark.gov.uk/pshe-healthy-schools>



3. Learning and teaching, curriculum planning and resourcing

Please provide the name of any resources and/or partners supporting the delivery of cooking and nutrition skills in the curriculum.	
Please provide examples of how you monitor and evaluate lessons.	
Please provide examples of how you assess, record and report on pupil progress.	
<i>For further ideas and resources regarding Healthy Eating visit: http://www.healthyschools.london.gov.uk/resources/healthy-take-aways/healthy-eating</i>	
Physical Activity including a minimum of 90 minutes to 2 hours curriculum PE a week	
Please provide details of how PE is organised in the curriculum to meet a minimum of 90 minutes per week across the school.	
Please provide the name of any resources and partners supporting the delivery of PE in the curriculum.	
Please provide details of any physical activity in the curriculum outside of PE lessons (e.g. <i>Daily Mile, Active Curriculum, SchoolsRun</i>).	
Please provide examples of how you monitor and evaluate lessons.	

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

<http://schools.southwark.gov.uk/pshe-healthy-schools>



3. Learning and teaching, curriculum planning and resourcing

Please provide examples of how you assess, record and report on pupil progress.

Using the audit tool provided, please RAG-rate your current PE/Sport provision

For further ideas and resources regarding Physical Activity visit: <http://www.healthyschools.london.gov.uk/resources/healthy-take-aways/physical-activity>

The content of the school curriculum in each academic year has been published on the school website:

Yes

4. School ethos, culture, environment & SMSC development

Outdoor Areas and Playground Provision: Criteria & Minimum Evidence

Outdoor areas and playgrounds are safe, supportive, encourage physical activity and include quiet areas.

Outdoor areas and playground provision includes:

- a range of activities
- active and quiet areas
- plenty of physical activity
- supervision and support

School Evidence

Please provide examples of the energetic activities or sports that are available to pupils in outdoor areas or playground.

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

<http://schools.southwark.gov.uk/pshe-healthy-schools>



4. School ethos, culture, environment & SMSC development

Please provide examples of the quiet activities that are available to pupils in outdoor areas or playground.

Please provide details of the supervision arrangements in outdoor areas or playground.

Please provide details of any pupil-based support available in outdoor areas or playground.

Food Provision: Criteria & Minimum Evidence

The school meets the statutory DfE Standards for school food (2015) for:

- School lunches
- Any food provided other than dinners/lunches e.g. breakfast club, after school clubs.

The school provides guidance on healthy packed dinners/lunches and pupils should have easy access to free, clean and palatable drinking water at all times.

School Evidence

Please provide examples of how you provide a welcoming, social and attractive eating environment.

Please provide examples of how you ensure the food environment is clean and hygienic.

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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4. School ethos, culture, environment & SMSC development

Please confirm how your school dinners/lunches meet the [School Food Standards](#).

Also refer to [DfE Standards for school food \(2015\)](#).



Checklist-for-school-

- Assured by borough approved caterer or external provider, *or*

Yes

- Checklist completed by in-house catering provision

Yes

Please confirm any food other than dinner/lunch provided by the school meet the DfE Standards for school food (2015).



Checklist-for-school-food-other-

- Checklist completed by school

Yes

Please provide some examples of how you are providing opportunities for pupils to eat healthily outside of the lunch time offer e.g.

- *free fruit as snacks*
- *breakfast club provision*
- *linking rewards to healthy food choices*
- *school events and trips*

Please provide details of your packed lunch guidance and how this is disseminated.

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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4. School ethos, culture, environment & SMSC development

Please provide examples of how you ensure there is free, clean palatable drinking water is available at all times e.g. at lunch times, in the classroom, in the playground.

Include any examples if you are working towards a 'water only' policy.

Physical Activity: Criteria & Minimum Evidence

The school provides opportunities for pupils to be physically active in and out of the curriculum throughout the school day. There is a mechanism for monitoring participation. The school encourages pupils to stay active outside school hours.

School Evidence

Please provide examples of the extra-curricular physical activity opportunities that you provide (e.g. before and after school, at lunchtimes).

The Chief Medical Officer's recommended guidelines are 30 active minutes each day in school for all pupils.

Please provide details of the systems in place to track pupil's participation in active opportunities.

Please provide examples of how you encourage less active pupils to participate in physical activity.

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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4. School ethos, culture, environment & SMSC development

Please provide examples of how you signpost pupils to local clubs and activities.

Please provide a link to your school website showing a breakdown of how you've spent or will spend any PE and sport premium funding.

Active Travel: Criteria & Minimum Evidence

The school promotes active travel to and from school.
The school has achieved or is working towards TfL STARS Bronze accreditation (*desirable*).

School Evidence

Please provide details of initiatives in place to promote active travel to and from school.

Please provide details of your TfL STARS accreditation.
Desirable not essential.

Pupil Voice: Criteria & Minimum Evidence

The school has mechanisms in place to ensure the views of all children and young people (including those hard to reach, with Special Educational Needs and/or disability) are reflected in school decision making.

School Evidence

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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4. School ethos, culture, environment & SMSC development

Please provide examples of the mechanisms you have in place to ensure the views of pupils are reflected in decision making, policy and practice.

(e.g. school council, we adopt 'Assessment for Learning' principles to include views of all pupils, less vocal and less visible children targeted for small group support, questionnaires / surveys, suggestion boxes etc.).

Please provide an example of where pupil views have changed practice or provision within the school.

Personal development and wellbeing: Criteria & Minimum Evidence

The school promotes spiritual, moral, social and cultural development (SMSC) and provides opportunities for children and young people to build confidence and self-esteem; develop responsibility, independence and resilience and learn how to assess risk and stay safe.

School Evidence

Please provide examples of the opportunities you provide for the spiritual, moral, social and cultural development of pupils.

Please provide examples of the opportunities you provide for children and young people to:

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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4. School ethos, culture, environment & SMSC development

- Build confidence and self-esteem
(e.g. peer mediation, school council and Eco-schools representative roles, charity work, circle time, pupils are regularly awarded verbally, peer-praise system, class ambassadors to welcome guest into the class room, house points system in place where children work together across year groups and are rewarded as houses etc.).

- Celebrate their achievements
(e.g. Golden book, displays, newsletter, website, show headteacher, assemblies, show case performances etc.).

- Develop responsibility, independence and resilience
(e.g. working in school office, taking registers, fruit monitors, lunch time food servers. prefects, charity days, school's assembly programme teaches about people who inspire and show resilience in situations etc.).

- Learn how to assess risk and stay safe

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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4. School ethos, culture, environment & SMSC development

(e.g. topics of risks and safety are covered in many areas of the curriculum including PSHE, circle time, Science, ICT and PE, road safety, laptops and iPad have software protection for pupils safety, residential trips and activities such as orienteering, night walking and archery, risk associated with animals, external agencies including Fire Service, NSPCC, the playground is zoned and children understand the safety reasons for this etc.).

Next steps – ideas for moving on to the Silver/Gold Awards

PSHE, Emotional Wellbeing and Mental Health

For example, set measurable outcomes to improve:

- Levels of emotional literacy
- Levels of satisfaction with school experience

For example, set measurable outcomes to:

- Increase the number of staff that feel comfortable talking about RSE with students
- Increase the number of pupils reporting that they have rules at home about using the internet
- Increase the number of pupils reporting they feel safe in school
- Increase the number of pupils reporting “I know what to do if I feel worried or upset at school”
- Increase the number of pupils reporting the school does enough about bullying

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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4. School ethos, culture, environment & SMSC development

- Increase the number of pupils reporting they are confident to be peer mediators following training
- Increase the number of pupils reporting they know where to access support for their mental wellbeing
- Increase the number of pupils reporting they have strategies in place to deal with exam stress

For example, set measurable outcomes for a targeted group of pupils to improve:

- Relationships and behaviour through restorative approaches
- Development of pupils' skills to advance the quality of their lives, including communication, relationships with others and engagement with learning.
- Behaviour and wellbeing of targeted pupils so that they increase the amount of time they are engaged with other staff and pupils in the classroom.

For example, set measurable outcomes for a targeted group of pupils to:

- Increase the number of pupils reporting they have good self-esteem
- Increase the number of pupils reporting they can work well in groups
- Increase the number of pupils reporting they have learned ways to calm themselves down
- Improve the self-worth and self-belief of pupils by increasing the number who are able to tell you what they like and dislike
- Improve the self-awareness and self-identity of pupils by increasing the number who are able to tell you what they look like
- Reduce the number of pupils reporting that pressure from social media has caused them to feel upset, stressed or anxious about the way they look
- Reduce incidents of challenging behaviour (and high levels of distress)

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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4. School ethos, culture, environment & SMSC development

Healthy Eating

(including oral health)

For example, set measurable outcomes to improve:

- Food growing and engagement with food
- Healthy eating (snacks consumed in and out of school)
- Content of packed lunches
- Pupils reporting that they eat 5 or more portions of fruit and vegetables every day

For example, set measurable outcomes to:

- Increase the number of pupils reporting they eat a healthy breakfast each morning
- Increase the number of pupils reporting they attend the dentist at least once a year for a check up
- Increase the number of pupils reporting they clean their teeth twice every day
- Reduce the number of pupils reporting they have soda, fizzy drinks, sugary drinks or fruit juice each day

Physical Activity

(Including Active Travel)

For example, set measurable outcomes to improve:

- The number of active minutes each day in the curriculum
- The percentage of pupils meeting the Chief Medical Officer's recommended guidelines of 30 active minutes each day in school.

For example, set measurable outcomes to:

- Increase engagement in physical activity at breaks, lunch time and outside of school
- Increase the number of pupils to have achieved an award in their cycling proficiency skills
- Increase the number of pupils reporting they either cycle or scoot to school on a regular basis
- Increase the number of pupils reporting they walk to school on a regular basis

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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4. School ethos, culture, environment & SMSC development

- Increase the number of students who have been put forward for and been successful in achieving their Independent Travel Award
- Increase the number of pupils reporting an increased knowledge of the importance of air quality

For example, set measurable outcomes for a targeted group of pupils to:

- Increase the number of pupils taking part in extra-curricular physical activity clubs and activities
- Increase the number of pupils reporting they understand the links between physical activity and wellbeing
- Increase the number of pupils reporting their wellbeing has improved as a result of taking part in extra physical activity clubs and activities

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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5. Provision of support services for children and young people

Healthy Schools London: Criteria & Minimum Evidence

The school has systems to identify and meet the needs of vulnerable children and young people and has arrangements to provide appropriate and relevant support. All children and young people and parents/carers can, confidentially, access advice, support and services (within and beyond school).

School Evidence

Please provide examples of how you identify vulnerable pupils.

(e.g. observation, progress monitoring, pupil premium, EAL register, SEN register, attendance monitoring, cohort progress tracking, pupil assessment, parent consultation, younger carers register, Weighing and Measuring results, LAC register etc.).

Please provide examples of the support and arrangements you have in place within school to meet the needs of vulnerable pupils.

(e.g. pupil premium spend, small group supports for EAL, SEN differentiated curriculum, individual support via TA/Learning Mentor/counsellor, playground friends, school-based therapists, quiet room, cards to leave class if feeling upset, at risk children have a nominated key contact person etc.).

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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5. Provision of support services for children and young people

Please provide examples of arrangements you have in place to work with, refer and/or signpost to external agencies for advice and support for vulnerable pupils.

(e.g. CAMHS, advisory teachers, visiting therapist/counsellor, local agencies/charities, LA offer, ChildLine posters, Fit for Life, NHS helpline etc.).

Please provide a link to the school website to evidence you are meeting the statutory requirement to report the school's strategy for the use of pupil premium for the current and previous year.

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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6. Staff continuing professional development (CPD), health and well-being

Staff CPD: Criteria & Minimum Evidence

The school identifies staff CPD needs for health and wellbeing and provides appropriate training and development opportunities.

School Evidence

Please provide examples of how you identify staff training needs relating to health and wellbeing topics.

Please provide examples of the health and wellbeing training and development opportunities that staff have attended.

(e.g. PSHE education, RSE, drug and alcohol education. healthy eating, cooking and nutrition skills. PE and physical activity, emotional health and wellbeing, mental health first aid, equality and diversity, online safety, Prevent, behaviour, safety and bullying).

Staff health and well-being: Criteria & Minimum Evidence

The school supports staff in maintaining their health and wellbeing and a healthy lifestyle and encourages them to be positive role models. All staff can, confidentially, access advice, support and services (within and beyond school).

School Evidence

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

<http://schools.southwark.gov.uk/pshe-healthy-schools>



6. Staff continuing professional development (CPD), health and well-being

Please provide examples of how school staff are supported in maintaining their health and wellbeing.

(e.g. [London Healthy Workplace Charter](#), bike racks for staff that cycle to work and Council cycle scheme offered to staff, wellbeing policy that includes staff, yoga classes, relaxation sessions, team bonding activities).

Please provide examples of how staff have been encouraged to be positive role models for positive health and wellbeing.

(e.g. staff run and take part in after school / lunchtime clubs, staff participate in charity events, staff eat lunch with children – providing a positive role model for children at lunchtime, staff eat healthy packed lunches on school trips).

Please provide examples of how staff can, confidentially, access advice, support and services.

Including external programmes and services such as [Education Support Partnership](#).

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

<http://schools.southwark.gov.uk/pshe-healthy-schools>



7. Partnerships with parents and carers, the local community, external agencies and volunteers

Engaging with parents/carers, the local community and external agencies: Criteria & Minimum Evidence

The school provides opportunities for parents/carers to access information, support and advice on health and wellbeing.

The school engages with the local community and a range of external agencies and encourages volunteering by children and young people and the wider community to support pupils, parents/carers and staff on:

- PSHE education
- Emotional Wellbeing and Mental Health
- Healthy eating
- Physical activity

School Evidence

Please provide examples of any opportunities you give for parents/carers to access information, support and advice on health and wellbeing.

Health messages and advice from school nursing, Public Health, Fire Brigade e.g. oral health, immunisations, healthy lifestyles, safety etc.

Please provide examples of how the school engages with the local community and a range of external agencies to support pupils, parents/carers and staff.

Including any opportunities to encourage volunteering by pupils e.g. [Team London](#) and [Team London Young Ambassadors](#).

N.B. remember to refer to the Appendices p.32-38 for examples of evidence, and p.29-31 for the rationale and evidence-base to inform practice

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Appendices

1. Leadership, Management & Managing Change

Support guidance & advice

The criteria and minimum evidence for this section has been based on the following documents: *Ofsted (2016) School Inspection Handbook*; *PHE (2015) What works in Schools and Colleges to Increase Physical Activity*; *Ofsted (2012) Outstanding physical education for all*; *DfE (2015) PSHE education a review of impact and effective practice*; *School Food Plan (2015) Ofsted Guidance*; *EPI (2016) Children and young people's mental health time to deliver*; *NICE (2009) Social and emotional wellbeing in secondary education*; *NICE (2006) Obesity Prevention*

2. Policy Development

Support guidance & advice

The criteria and minimum evidence for this section has been based on the following documents: *DfE (2016) Keeping Children Safe in Education*; *DfEE (2000) Sex and Relationships Education Guidance*; *School Food Plan (2015) Ofsted Guidance*; *School Food Plan (2015) School Food: Guidance for Governors*; *NICE (2014) Maternal and Child Nutrition*; *DfE (2014) What maintained schools must publish on line*; *DfE What academies, free schools and colleges should publish online*; *NICE (2008) Physical Activity in the Workplace*; *DfE (2016) School behaviour and discipline in schools advice for headteachers and school staff*; *DfE (2011) Getting the simple things right Charlie Taylor's behaviour checklists*; *DfE (2015) The Prevent Duty*; *NICE (2007) Alcohol: school based interventions*; *NICE (2010) Smoking prevention in schools*; *NICE (2008) Social and emotional wellbeing in primary education*; *NICE (2009) Social and emotional wellbeing in secondary education*; *NICE (2006) Obesity Prevention*; *DfE (2015) The Prevent Duty*

3. Learning and teaching, curriculum planning and resourcing

Support guidance & advice

The criteria and minimum evidence for this section has been based on the following documents: *Ofsted (2012) School Inspection Handbook*; *Ofsted (2015) The Common Inspection Framework*; *DfE (2014) What maintained schools must publish online*; *DfE (2014) What academies, free schools and colleges should publish online*; *Ofsted (2012) Outstanding Physical Education for all*; *DfE (2013) Personal, Social, Health and Economic (PSHE) education*; *DfEE (2000) Sex and Relationships Education Guidance*; *DfE (2015) PSHE education a review of impact and effective practice*; *Ofsted (2013) Not yet good enough: PSHE in schools*; *DfE (2016) Keeping children safe in education*; *DfE (2017) Childhood Sexual Exploitation, Definition and guidance for practitioners*; *PHE (2015) What works in schools and colleges to increase physical activity*; *PHE (2014) The link between pupil health and wellbeing and attainment*; *DfE (2013) Design and technology programmes of study KS1,2,3*; *DfE (2013) Science programmes of study*; *School Food Plan (2015) Ofsted Guidance*; *EPI (2016) Children and Young People's Mental Health. Time to Deliver*; *Mentor (2016) Preventing Children and Young People's Mental Health and Substance Use Problems*. *NICE (2007) Alcohol: school*

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based interventions; NICE (2010) Smoking prevention in schools; NICE (2008) Social and emotional wellbeing in primary education; NICE (2009) Social and emotional wellbeing in secondary education; DfE (2015) The Prevent Duty; DfE (2016) Mental Health and Behaviour in Schools

4. School ethos, culture, environment & SMSC development

Support guidance & advice

The criteria and minimum evidence for this section has been based on the following documents: *PHE (2015) What works in schools and colleges to increase physical activity; PHE (2014) The link between pupil health and wellbeing and attainment; DfE (2015) PSHE education a review of impact and effective practice; DfE (2016) School food in England. Departmental advice for governing bodies; School Food Plan (2015) Ofsted Guidance; School Food Standards. A practical guide for schools their cooks and caterers; Government Buying Standards; Ofsted (2015) Going the extra mile. Excellence in competitive school sport; Ofsted (2014) The PE and Sport Premium for Primary Schools; PHE (2014) The link between pupil health and wellbeing and attainment; DoH (2011) Physical Activity Guidelines for Children and Young People (5-18 years); HM Government (2016) Childhood Obesity: A Plan for Action; NICE (2008) Physical Activity in the workplace; Ofsted (2016) School Inspection Handbook; School Food Plan (2015) School food guidance for Governors; DfEE (2000) Sex and Relationships Education Guidance; Ofsted (2015) The Common Inspection Framework; NICE (2009) Physical activity for children and young people; NICE (2010) Smoking prevention in schools; NICE (2008) Social and emotional wellbeing in primary education; NICE (2009) Social and emotional wellbeing in secondary education; NICE (2006) Obesity Prevention; DfE (2014) Promoting fundamental British values as part of SMSC in schools; DfE (2015) The Prevent Duty; DfE (2016) Mental health and behaviour in schools*

5. Provision of support services for children and young people

Support guidance & advice

The criteria and minimum evidence for this section has been based on the following documents: *Ofsted (2016) The School Inspection Handbook; DfE (2014) What maintained schools must publish online; DfE (2014) What academies, free schools and colleges should publish online; Ofsted (2014) The PE and sport premium for primary schools; School Food Plan (2015) Ofsted Guidance; DfE (2016) Keeping children safe in education. NICE (2007) Alcohol: school based interventions; NICE (2015) Children's attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care; NICE (2008) Social and emotional wellbeing in primary education; DfE (2015) The Prevent Duty; DfE (2016) Mental Health and Behaviour in schools*

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6. Staff continuing professional development (CPD), health and well-being

Support guidance & advice

The criteria and minimum evidence for this section has been based on the following documents: *Ofsted (2016) School Inspection Handbook*; *Ofsted (2015) The Common Inspection Framework*; *Ofsted (2014) The PE and Sport Premium for primary schools*; *DfE (2015) PSHE education: a review of impact and effective practice*; *Ofsted (2013) Not yet good enough: PSHE in schools*; *DfE (2016) Keeping children safe in education*; *PHE (2015) What works in schools and colleges to increase physical activity*; *Mentor (2016) Preventing children and young people's mental health and substance use problems*; *NICE (2008) Physical Activity in the workplace*; *NICE (2010) Smoking prevention in schools*; *NICE (2008) Social and emotional wellbeing in primary education*; *NICE (2009) Social and emotional wellbeing in secondary education*; *NICE (2006) Obesity Prevention*; *DfE (2015) The Prevent Duty*

7. Partnerships with parents and carers, the local community, external agencies and volunteers

Support guidance & advice

The criteria and minimum evidence for this section has been based on the following documents: *Ofsted (2016) School Inspection Handbook*; *Ofsted (2015) The Common Inspection Framework*; *Ofsted (2015) Going the extra mile. Excellence in competitive school sport*; *Ofsted (2012) Outstanding physical education for all*; *DfE (2015) PSHE education: a review of impact and effective practice*; *DfE (2016) Keeping Children Safe in Education*. *NICE (2007) Alcohol: school based interventions*; *NICE (2009) Physical activity for children and young people*; *NICE (2008) Social and emotional wellbeing in primary education*; *NICE (2009) Social and emotional wellbeing in secondary education*; *NICE (2006) Obesity Prevention*

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Achieving and Maintaining Healthy Schools London Status Bronze Award

Please find below further examples and a series of **self-review questions** that you can use to stimulate additional evidence. It might be helpful to print off the appendices and refer to them as you complete your review. The appendices are organised under the seven headings:

Leadership, management and managing change		
Example Evidence		Prompt Self Review Questions
School leads <ul style="list-style-type: none"> • PSHE education Coordinator • Physical Activity Coordinator • Learning Mentor 	Managing a positive environment <ul style="list-style-type: none"> • School mission statement • Statement in parent handbook • Governor who leads on PSHE education • Governors meeting • Leadership & LM structures of the school • SEF Partnerships 	<p>Could you provide some examples of the strategic steps your school takes to create a positive environment that promotes health and wellbeing?</p> <p>How does your school promote health and wellbeing in its mission statement?</p>

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Policy development		
Example Evidence		Prompt Self Review Questions
<p>Consultation process</p> <ul style="list-style-type: none"> • Newsletters inform parents where policies can be found • Invitations are sent to parents to be part of a parents working group. • All parents review parent policies booklet • Feedback forms returned / reviewed by Parent Working Group • Comments fed back to lead teacher in school related to policy • Policies are reviewed by all staff at meetings • Policies are reviewed by Governors 	<p>Consultation process</p> <ul style="list-style-type: none"> • Policies are available to parents via website, parent policies booklet (and comments sheets collected) • School council review and share appropriate policies • Policies shared at assemblies, parents evenings and induction meetings • Via SNAG (School Nutrition Action Group) 	<p>Could you provide some examples of the strategic steps your school takes to create a positive environment that promotes health and wellbeing?</p> <p>How are staff encouraged to prepare for, and with, an external agency who will be working with their class?</p> <p>How does the school induction process ensure new staff understand their role in relationship to policies?</p>

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Learning and teaching, curriculum planning and resourcing

Example Evidence			Prompt Self Review Questions
<p>Monitoring and evaluation</p> <ul style="list-style-type: none"> • PSHE education staff meetings • Regular review of schemes and resources with all staff and parents • Book scrutiny • Performance management • Peer observations and coaching • Multi-disciplinary meetings • Scheme of work scrutiny • PSHE education curriculum map • PE and sport registers and reports • Surveys and questionnaires of pupils – ensuring PSHE education is meeting the needs of pupils • Playground incident book <p>Methods of recording and reporting</p> <ul style="list-style-type: none"> • School meal uptake • School meal consumption • FSM data • Incidents of bullying • Parent consultation group • Annual reports to parents 	<p>Assessment opportunities</p> <ul style="list-style-type: none"> • Surveys and questionnaires of pupils – ensuring PSHE education is meeting the needs of pupils • Only fresh fruit is allowed at break time – and the children understand the reason for this as part of a healthy diet • School allotment encourages children’s understanding of growing own fruit / vegetables and children learn to prepare and enjoy tasting produce • Anti-bullying week • Circle Time • Worry boxes • SRE and Drug Education • Mentoring 	<p>Celebrate achievements</p> <ul style="list-style-type: none"> • Weekly celebration assemblies where children receive praise and certificates for positive behaviour as well as attainment • Children also get to take a note home to parents / carers letting them know of specific positive behaviour and/or achievement in school • Children are also rewarded with extended playtimes and golden time • Whole school trips and visits regularly • Event evenings held to celebrate the school gaining the awards • Weekly newsletters and Displays around school, including certificates and awards • Staff lunches • Website 	<p>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?</p> <p>How does your school ensure structured physical activity is available for all of your children and young people?</p> <p>How does your school celebrate the achievements of children and young people across all areas of school life?</p> <p>Which scheme of work do you use?</p> <p>Which resources do you use for SRE and drugs?</p> <p>Is there an overall plan of what each year group is covering in each half term?</p> <p>How is PSHE education timetabled and who teaches it?</p> <p>How do you check teachers are teaching and that it is good quality?</p> <p>What do staff and pupils or parents say about the programme?</p>

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School ethos, culture, environment and SMSC development

Example Evidence			Prompt Self Review Questions
<p>Indoor and outdoor spaces</p> <ul style="list-style-type: none"> • Changing rooms are safe and pupil- friendly. • The school grounds provide opportunities for growing food, storing bikes and physical activity equipment. • The school has shower facilities for staff actively travelling to school • The school has cooking facilities for pupils • Playground buddies • Friendship stops • Pupil chosen decoration in dining room <p>Drinking water</p> <ul style="list-style-type: none"> • Water bottles • Filtered tap / coolers available for all pupils and staff • Cups available in classroom • Encouraged by teachers; accessible in all lessons • Jugs of water available at lunchtimes • Importance of drinking adequate water promoted in school. 	<p>Involving less vocal students</p> <ul style="list-style-type: none"> • School adopts 'Assessment for Learning' principles to include views of all pupils, • Class teachers gauge children's emotional wellbeing by asking them to 'show thumbs' at regular intervals throughout the day • Less vocal and less visible children targeted for small group support • Questionnaires / surveys – anonymous • Students' views are taken in the form of written and confidential evaluations • Needs assessments • School council is representative of different groups • Confidential counselling service • Learning mentor • Small group and one-to-one support • Opportunities for SEN pupils to provide feedback 	<p>Develop responsibility, build confidence via</p> <ul style="list-style-type: none"> • Nurture group /Counselling sessions (1:1 or group) • Peer mediation, school council and Eco-schools representative roles • Working in school office; taking registers; fruit monitors; lunch time food servers / table layers) • prefects • student councils • Students celebrate their music, drama and dance talents each term in a school "show" • Charity work • classroom "managers" / monitors • "duties" at break and lunchtime, like regular school staff • Pupils develop confidence and self esteem through circle time sessions • circle of friends 	<p>How does your school ensure structured physical activity is available for all of your children and young people?</p> <p>How does the school ensure easy access to free, clean and palatable drinking water?</p> <p>Do you encourage water on desks, throughout the school?</p> <p>Do teachers encourage children to drink?</p> <p>Do teachers model drinking water in class?</p> <p>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?</p> <p>How does your school respond to the needs of all children and young people, including those who are less vocal and visible?</p> <p>What opportunities are there for children and young people to develop responsibility, build confidence and self-esteem?</p> <p>How do you monitor packed lunches in primary school?</p> <p>Who has a current Level 2 Food safety hygiene certificate?</p>

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Provision of support services for children and young people			
Example Evidence			Prompt Self Review Questions
<p>Systems</p> <ul style="list-style-type: none"> • Policy relating to homophobia and sexual bullying • Sensitivity to the needs of LGBT students parents and staff in school • Drug Education provided through PSHE education teaching • School nurse and class teacher in providing SRE – information given to pupils regarding use of contraception to avoid pregnancy • Topic covered within PSHE education and RE (Religious Education) curriculum • Resources available in school to help teachers teach topic sensitively • All staff made aware of any children / staff / families affected by bereavement issues and so are sensitive • Participation in NCMP 	<p>Arrangements</p> <ul style="list-style-type: none"> • Chlamydia screening on site/ Signposting to local service • Families with mental health problems identified and targeted for a variety of specific intervention sessions run by counsellor • Personal adviser (1:1 sessions) • Signposting to local family planning services, Respect Yourself Campaign, Brook etc • Advice, guidance and/or counselling for parents and children given in individual circumstances • Healthy weight management programme • Dyslexia support centre on site • Parent Support Advisers 	<p>Access</p> <ul style="list-style-type: none"> • School has links with CAMHS (Child & Adolescent Mental Health services) and TAMHS (Targeted Adolescent Mental Health services) through SENCO • Social services/ Educational Psychologist • Substance misuse workers • Youth Connexions/ Local Voluntary organisations • Bereavement councillor available via cluster • Education Social workers • Referrals to local child minders 	<p>How does your school identify children and young people facing challenging circumstances? What support is provided for these identified groups?</p> <p>What arrangements are in place to refer children and young people to specialist services that can give professional advice?</p> <p>How does your school respect the confidentiality of children and young people, parents/carers and staff who access advice and support via the school?</p>

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Staff continuing professional development (CPD), health and well-being

Example Evidence			Prompt Self Review Questions
<p>Identify training needs</p> <ul style="list-style-type: none"> • Performance Management meetings take place regularly where targets and opportunities are identified for all staff • Headteacher runs and attends regular Teaching Assistant meetings • Induction Programmes for all new members of staff, teaching and non-teaching posts 	<p>Staff CPD</p> <ul style="list-style-type: none"> • PSHE education and SEAL twilights and network meetings regularly attended • Food hygiene, preparation and storage training • Basic understanding in Healthy Eating • Sports coaching training • Nurture group training/ SEL training for all staff • Anti-bullying training • Reducing stress working with young people who self-harm • Identifying & understanding eating disorders • Strategies for working with bereaved young people and their families • Child protection • Confidentiality training • Risk and safety • Pastoral care 	<p>Staff as role models</p> <ul style="list-style-type: none"> • Members of staff run and take part in after school / lunchtime clubs • Staff participate in charity events • Staff eat lunch with children – providing a positive role model for children at lunchtime • Staff eat healthy packed lunches on school trips <p>Staff access</p> <ul style="list-style-type: none"> • Bike racks for staff that cycle to work and Council cycle scheme offered to staff • Wellbeing policy that includes staff • Yoga classes • Relaxation sessions • Team bonding activities 	<p>What continuing professional development (CPD) opportunities, relevant to health and wellbeing, do your staff have access to this year?</p> <p>How does your school identify staff CPD needs of relevance to health and wellbeing?</p> <p>How does your school encourage staff to develop and maintain a healthy lifestyle to enable them to be positive role models?</p>

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Partnerships with parents and carers, the local community, external agencies and volunteers

Example Evidence		Prompt Self Review Questions	
<p>Engaging with parents</p> <ul style="list-style-type: none"> • Through aims and appointment of staff • Inclusion policy • Links to community (e.g. local centres, churches etc) • Social events • Lettings of the school building / site • Open door policy • Compliance with 'Implementing the disability discrimination act in schools and early years settings' • Language workshops / lessons offered and / or signposted to • Lunch clubs offered for children who cannot attend after school clubs due to transport issues • Translation of letters / parent / carer evenings etc. • Parent governor • Parent Teacher Association • Engaging parent volunteers in tuck shops, growing clubs, sports days, reading, mentoring 	<p>Signpost varied menu of activities and study support</p> <ul style="list-style-type: none"> • Out of hours clubs • 1:1 tuition for identified pupils • Gifted and talented workshops • Homework club • Breakfast club • Gardening and school allotment • Parent workshops • Language classes • School games coordinators 	<p>Engagement with external agencies</p> <ul style="list-style-type: none"> • Police communities and support officers • SRE providers • Drug education service • Sport and Leisure services • Local sports clubs • Dieticians • Scouts and guides • Team London • Kitemark e.g. <ul style="list-style-type: none"> ○ TfL Active Travel ○ Food for Life Partnership ○ School Games ○ Investors in People 	<p>How do you let parents know what their child is learning in PSHE, cooking skills / food technology and PE?</p> <p>How do you help parents to be healthy with their child / help their child's health and wellbeing?</p> <p>Have you done any promotion of immunisations with parents?</p> <p>Who are the external agencies that support your school or parents, carers and families?</p> <p>How does your school signpost children and young people to local clubs and activities?</p> <p>How does your school signpost parents/carers to appropriate services?</p> <p>Are your staff aware that they should be picking up on issues of concern (e.g. child's weight, parental alcohol misuse)?</p> <p>How do you engage pupils, parents and carers in volunteering to support pupil health and wellbeing?</p>

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