



Healthy Schools Partnership
London Borough of Southwark

Enhanced Healthy Schools

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1. Leadership, Management & Managing Change

Aim: The school provides clear leadership to create and manage an enabling environment, which enhances emotional and physical health and wellbeing supporting children to fulfil their potential

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
 - Healthy eating including school food-based standards, catering and curriculum
 - Physical activity
 - Emotional wellbeing and Mental Health

Evidence base, Rationale, Links to Guidance & Support

Key Documents:

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*

Meeting this criteria and minimum evidence may help you to provide evidence against the following:

Ofsted (2016) School Inspection Handbook

Leadership and Management:

- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

PHE (2015) What works in Schools & Colleges to Increase Physical Activity

- Whole of community approaches have been identified internationally as being among one of seven best investments that work for increasing physical

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activity. Ofsted will consider how well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils.

Ofsted (2012) Outstanding physical education for all

All school leaders should:

- Routinely monitor the quality of teaching and leadership of PE, measuring its impact on pupils' learning and progress, and taking decisive action when outcomes for pupils are less than consistently good

DfE (2015) Personal, social, health and economic (PSHE) education: a review of impact and effective practice

- Taking a whole school approach to health and wellbeing is linked to pupils' readiness to learn. A recent review of the link between pupils' health and wellbeing and attainment advocated promotion of health and wellbeing as an essential element of a school's effectiveness strategy
- There are several common themes which run through the research provide good evidence of effective practice in PSHE. PSHE should
 - Have support from the head teacher and senior management team, which reflect a respect for PSHE education and PSHE coordinators within their school
 - Ensure coherence, teamwork – including involvement from other agencies, parents, governors and members of the wider community

School Food Plan (2015) Ofsted Guidance

Practical guidance to help school leaders and governing bodies adopt a whole school approach to food includes...

- Senior leadership and Governor engagement with what children are eating and drinking
- Strategy / references to healthy eating in School Development Plan
- A culture of exercise and healthy eating

EPI (2016) Children and Young People's Mental Health. Time to Deliver

- There should be a trained lead for mental health and wellbeing in every school

NICE (2009) Social and emotional wellbeing in secondary education

- Head teachers, governors and teachers should demonstrate a commitment to the social and emotional wellbeing of young people. They should provide leadership in this area by ensuring social and emotional wellbeing features within improvement plans, policies, systems and activities. These should all be monitored and evaluated.
- Foster an ethos that promotes mutual respect, learning and successful relationships among young people and staff. Create a culture of inclusiveness and communication that ensures all young people's concerns can be addressed (including the concerns of those who may be at particular risk of poor mental

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health).

- Provide a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours.
- Systematically measure and assess young people's social and emotional wellbeing. Use the outcomes as the basis for planning activities and evaluating their impact (informed by Ofsted guidance on social and emotional wellbeing).
- Ensure young people have access to pastoral care and support, as well as specialist services, so that emotional, social and behavioural problems can be dealt with as soon as they occur.

NICE (2006) Obesity Prevention

- All schools should ensure that improving the diet and activity levels of children and young people is a priority for action to help prevent excess weight gain. A whole school approach should be used to develop life long healthy eating and physical activity practices.

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2. Policy Development

Aim: The school has developed and implemented policies through wide consultation that aim to promote physical and emotional health and wellbeing

Criteria & Minimum Evidence

The school has the following policies which are reflected in practice and through ethos, culture and the environment every 3 years

- School Behaviour including Anti bullying
- Relationships and Sex Education
- Drug, Alcohol and Tobacco Education including Smoke Free
- Safeguarding and Child Protection
- Special Educational Needs including medical needs
- Physical Activity
- Food
- Emotional Wellbeing and Mental Health

Evidence base, Rationale, Links to Guidance & Support

Key Documents:

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*

School Behaviour / Anti-Bullying

- DfE (2016) School Behaviour and Discipline in schools. Advice for headteachers and school staff
- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information Regulations 2008

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- Equality Act 2002
- The Education Regulations 2014
- Education Act 2011
- Schools Regulations 2012
- The School Behaviour Regulations 2012
- DfE (2011) Getting the simple things right. Charlie Taylor's behaviour checklists.

Relationships and Sex Education

- DfEE (2000) Sex and Relationships Education Guidance
 - The role of a school's governing body and head teacher in the determination of a school's policy is crucial. The governing body, in consultation with parents, will be able to develop policies which reflect the parents' wishes and the community they serve.

Drug, Alcohol and Tobacco Education

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2007)
- NICE (2007) Alcohol: School based interventions
- NICE (2010) Smoking prevention in schools
- NICE (2007) Alcohol: school based interventions
 - Introduce a whole school approach to alcohol, in line with DCSF guidance. It should involve staff, parents and pupils and cover everything from policy development and the school environment to the professional development of (and support for) staff
- NICE (2010) Smoking Prevention in schools
 - Develop a whole-school or organisation-wide smokefree policy in consultation with young people and staff. This should include smoking prevention activities (led by adults or young people) and staff training and development. The policy should take account of children and young people's cultural, special educational or physical needs. (For example, large-print versions of information may be needed.)
 - Ensure the policy forms part of the wider healthy school or healthy further education strategy on wellbeing, sex and relationships education, drug education and behaviour.
 - Apply the policy to everyone using the premises (grounds as well as buildings), for any purpose, at any time. Do not allow any areas in the grounds to be designated for smoking (with the exception of caretakers' homes, as specified by law).
 - Widely publicise the policy and ensure it is easily accessible so that everyone using the premises is aware of its content. (This includes making a printed version available.)
 - Ensure the policy supports smoking cessation in addition to prevention, by making information on local NHS Stop Smoking Services easily

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available to staff and students. This should include details on the type of help available, when and where, and how to access the services.

Safeguarding & Child Protection

- Children's Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998)
- DfE (2015) The Prevent Duty
 - Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance.
- DfE (2016) Keeping Children Safe in Education
 - All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction.
 - Copies of policies and Part 1 of the DfE (2016) Keeping Children Safe in Education document should be provided to staff at induction.
 - All staff should be aware of the early help process, and understand their role in it.
 - Governing bodies should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. The Headteacher should ensure that the above policies are followed by all staff and provided on induction.
 - The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, by update annually (At a minimum), and be available publicly via the school website or other means.

Special Educational Needs

Physical Activity

- NICE (2008) Physical Activity in the Workplace
 - Develop an organisation wide plan or policy to encourage and support employees to be more physically active.

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Food

- School Food Plan (2015) Ofsted Guidance.
 - Practical guidance to help school leaders and governing bodies adopt a whole school approach to food including a current whole-school food policy shared widely with stakeholders
- School Food Plan (2015) School Food: Guidance for Governors
 - Checklist to support governors in championing a whole school approach to food and help create a culture and ethos of healthy eating includes asking the SLT to develop/review a whole school policy which includes healthy packed lunch, vending and drinks policy
- NICE (2014) Maternal and Child Nutrition
- NICE (2006) Obesity Prevention
 - Head teachers and chairs of governors, in collaboration with parents and pupils, should assess the whole school environment and ensure that the ethos of all school policies helps children and young people to maintain a healthy weight, eat a healthy diet and be physically active, in line with existing standards and guidance. This includes policies relating to building layout and recreational spaces, catering (including vending machines) and the food and drink children bring into school, the taught curriculum (including PE), school travel plans and provision for cycling, and policies relating to the National Healthy Schools Programme and extended schools.

Emotional Wellbeing and Mental Health

- NICE (2008) Social and emotional wellbeing in primary education
 - Support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners. In addition, all parents should be given details of the school's policies on promoting social and emotional wellbeing and preventing mental health problems.
- NICE (2009) Social and emotional wellbeing in secondary education
 - Ensure policies and arrangements are in place to promote the social and emotional wellbeing of those who work with young people in secondary education.

DfE (2014) What maintained schools must publish on line

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools>

Schools maintained by their local authorities must publish on their websites:

- Details of your school's behaviour policy. The policy must comply with Section 89 of the Education and Inspections Act 2006.

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- A SEN information report on your school's policy for pupils with SEN. The report must comply with section 69 (2) of the Children and Families Act 2014 & regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

DfE What academies, free schools and colleges should publish online

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Academies and free schools must publish

- If you are an academy or free school, you should publish details of your school's behaviour policy, including its anti-bullying strategy
- A report on your policy for pupils with SEN. The report must comply with section 69 (2) of the Children and Families Act 2014 & regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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3. Learning and teaching, curriculum planning and resourcing

Aim: The school has clear, planned learning and development opportunities to promote physical and emotional health and wellbeing.

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
- 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
- Emotional wellbeing and Mental Health including anti-bullying, social and emotional learning (SEL) and risk
- Pupil progress and achievement in these areas of learning are assessed, recorded and reported in line with current guidance and celebrated appropriately.

Evidence base, Rationale, Links to Guidance & Support

Key Documents:

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 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*

Ofsted (2012) School Inspection Handbook

Leadership and Management:

- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

Quality of teaching, learning and assessment

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate

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understanding of the ways pupils think about the subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Personal development, behaviour and welfare

- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

Outcomes for pupils

- Throughout each year group and across the curriculum, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

Ofsted (2015) The Common Inspection Framework

Effectiveness of leadership and management

- Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community.
- Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.

Quality of teaching, learning and assessment

- Assessment information is gathered from looking at what children and learners already know, understand and can do
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
- Equality of opportunity and recognition of diversity are promoted through teaching and learning

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- Engagement with parents and carers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve

DfE (2014) What maintained schools must publish on line

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools>

Schools maintained by their local authorities must publish on their websites:

- The content of your school curriculum in each academic year for every subject
- How parents or other members of the public can find out more about the curriculum your school is following.

DfE What academies, free schools and colleges should publish online

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Academies and free schools must publish

- The content of the curriculum your school follows in each academic year for every subject.
- How parents or other members of the public can find out more about the curriculum your school is following

PHE (2015) What works in Schools & Colleges to Increase Physical Activity

- Multi Component interventions appear to be most effective. This includes actions relating to curricular learning – teaching about the importance of physical activity through PSHE and maximising opportunities to embed physical activity across the curriculum.
- Increasing the amount of time spent being physically active during PE and other lessons can improve both physical development, educational outcomes and emotional development. A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.
- Self monitoring, for example through use of pedometers deployed with personal goal setting, has been found to support an increase in physical activity; particularly among children and young people who are likely to be the least active. Effective evaluation of physical activity interventions is considered to be a cross cutting principle that requires the identification of appropriate baseline information, interim outputs/milestones and appropriate outcomes linked to physical activity interventions.

Ofsted (2012) Outstanding physical education for all

All school leaders should:

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

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- Routinely monitor the quality of teaching and leadership of PE, measuring its impact on pupils' learning and progress, and taking decisive action when outcomes for pupils are less than consistently good
- Provide weekly opportunities for all pupils to participate and compete in school sport to enable the most able pupils to attain high standards of performance
- Increase the time given to teaching core PE each week, where this is less than two hours, to enable all pupils to exceed National Curriculum PE expectations and lead a healthy lifestyle

All subject leaders should:

- Provide schemes of work for all areas of activity that include clear guidance for colleagues on the step by step stages of teaching specific skills

All teachers, classroom assistants and sports coaches should:

- Improve pupils' fitness by keeping them physically active throughout all lessons and engaging them in regular, high intensity vigorous activity for sustained periods of time
- Apply agreed schemes of work and assessment procedures consistently so that all teaching is at least good.

PHE (2014) The link between pupil health and wellbeing and attainment.

- Whole school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment
- Systematic structured teaching of social and emotional life-skills and values throughout school life has the potential to increase emotional wellbeing and academic achievement

DfE (2013) Design and technology programmes of study: key stages 1, 2 and 3. National Curriculum in England

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

KS1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

KS2

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

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- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

KS3

- Understand and apply the principles
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques
- Understand the source, seasonality and characteristics of a broad range of ingredients

DfE (2013) Science programmes of study: key stages 1 and 2. National curriculum in England

KS1

- Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.
- Pupils might work scientifically by asking questions about what things animals need for survival and what humans need to stay healthy

KS2

- Pupils might discuss different food groups and how they keep us healthy and design meals based on what they find out
- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
- Pupils might work scientifically by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.
- Pupils should find out about different types of reproduction, including sexual reproduction in animals.

KS3

- Pupils should be taught about the content of health human diet and why each is needed, calculations of energy requirements in a healthy daily diet, the consequences of imbalances in the diet including obesity, starvation and deficiency diseases, the tissues and organs of the human digestive system.
- Pupils should be taught about reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

KS4

- Pupils should be taught about the relationship between health and disease, communicable diseases including STIs, non communicable diseases and the impact of lifestyle factors.
- Pupils should be taught about human reproduction, hormonal and non-hormonal methods of contraception

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DfE (2013) Personal, social, health and economic (PSHE) education

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

- PSHE is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.
- We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- Schools should seek to use PSHE to build on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.
- SRE is an important part of PSHE education and is statutory in maintained secondary schools.

DfEE (2000) Sex and Relationships Education Guidance

- Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

DfE (2015) Personal, social, health and economic (PSHE) education: a review of impact and effective practice

- The evidence shows that personal, social, health and economic education can improve the physical and psychosocial well-being of pupils.
- There are several common themes which run through the research provide good evidence of effective practice in PSHE. PSHE should
 - Include lessons which are interactive, participative and engaging: pupils' views should be sought and older children can be involved in the development of curriculum programmes
 - Have lessons with clear objectives, taught by someone who is trained and comfortable in their role
 - Start early and take a developmental approach
 - Be inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity
 - An element of monitoring and evaluation of both pupil and teachers' perceptions of what leads to increased knowledge and engagement and, where possible, attempt to assess longer term outcomes.
- SRE
 - SRE has been shown to reduce unwanted pregnancies and there is limited evidence that it can increase the likelihood of pupils using contraception during sex
 - There is some evidence which suggests that good quality SRE can have a protective function such as delaying initiation of sex, reducing frequency

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

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of sex or the number of sexual partners and increasing the use of condoms or other contraception measures.

- An international review of sex education programmes concluded that curriculum based programmes did not have harmful effects and did not hasten the initiation of sexual activity or increase sexual activity.
- The TPAIG (2010) stated that 'good SRE taught by trained professionals gives children and young people the knowledge and life skills to resist peer, partners and media pressures and to understand issues such as sexual consent and responsibility.
- DATE
 - Drug and alcohol education can enable young people to make healthy choices and have evidenced impacts on smoking, drug use and alcohol intake
 - Universal school based prevention programmes that combine social competence curricular (self management, and personal and social skills to resist pressure to take drugs) and strategies which give knowledge by managing social norms and myths around drug taking, have better results than single approach interventions (e.g. knowledge only)
 - Successful approaches include interactive learning on life skills, underpinned by an understanding of social influences and social context of decision making.
 - Social competence and social influences curriculum show evidence of smoking prevention. Programmes with adult presenters and those which included booster sessions were most likely to prevent smoking at up to 2 years follow up.
 - A review of school based alcohol misuse prevention programmes found that overarching psychosocial and developmental prevention education can be effective in reducing drunkenness and binge drinking
- Emotional health and wellbeing
 - The evidence shows that effective emotional health and wellbeing programmes can have positive effects for pupils
 - Universal school based social, emotional and or behavioural programmes found that these lessons could benefit pupils for 7 outcome measures – social skills, antisocial behaviours, substance abuse, positive self image, academic achievement, mental health and prosocial behaviour. The largest immediate effectiveness were a reduction in anti social behaviour and enhanced social and emotional skills. In the long term there was greatest impact for enhance academic achievement and reduced substance misuse.
 - School base universal interventions for emotional wellbeing found that social and emotional learning programmes can enhance protective factors, including building children's resilience.
- Diet and healthy lifestyle education
 - Programmes which focus on promoting a healthy lifestyle to pupils can have a positive impact on both diet and exercise in the short term.
 - A broad range of different components were included within these programmes, but evidence from the Waters et al. (2011) review suggests that strategies that include healthy eating, physical activity and body image in the school curriculum allow for increased opportunity for physical exercise, improve the quality of school food and support children eating healthier foods.

Ofsted (2013) Not yet good enough: PSHE in schools

Schools should:

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- ensure that the school delivers age-appropriate sex and relationships education that meets pupils' needs and contributes to safeguarding them from inappropriate sexual behaviours and sexual exploitation
- ensure timely and appropriate learning about the physical and social effects of alcohol misuse
- implement systems to effectively track pupils' progress in PSHE education and monitor pupils' engagement in extra-curricular activities that develop their personal and social skills
- raise teachers' expectations of the quality of pupils' work in PSHE education to ensure it is commensurate with expectations of pupils' work in other subjects
- ensure that where PSHE education is taught mainly through other subjects in secondary school, students' access to the PSHE education curriculum in Key Stage 4 does not depend on them taking particular GCSEs
- improve the quality of leadership and management in PSHE education by ensuring that subject leaders receive appropriate leadership training; designated time to meet with the PSHE team; and time to monitor and evaluate the quality of teaching and learning in PSHE education.

School Food Plan (2015) Ofsted Guidance

Practical guidance to help school leaders and governing bodies adopt a whole school approach to food...

- Consistent messaging across subjects
- Ensuring there is enough timetabling, space and practical resources
- Food education schemes of work with a focus on savoury cooking
- Use of pupil premium or budgets to provide ingredients for pupils unable to bring from home
- Food growing and gardening activities

DfE (2016) Keeping Children Safe in Education

- Governing bodies should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through PSHE and SRE.

DfE (2017) Childhood Sexual Exploitation. Definition and Guidance for practitioners

- Schools, colleges and other education settings have a critical role to play. PSHE lessons are an obvious route for educating children and young people about the risks of child sexual exploitation and other forms of harm, as are pastoral services and school nurse services.

EPI (2016) Children and Young People's Mental Health. Time to Deliver

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- PSHE needs to encompass a rounded approach to young people's physical and mental health. The curriculum needs to take account of online risks and help to build resilience in young people.

Mentor (2016) Preventing Children and Young People's Mental Health and Substance Use Problems

- Deliver mental health education through the curriculum
- Promote mental health and resilience through character education
- Help facilitate preventative activities such as mindfulness

DfE (2017) Policy statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education.

- All primary schools will be required to provide relationships education (and will retain their current choice to teach age appropriate sex education). All secondary schools will be required to provide RSE.

NICE (2007) Alcohol: school based interventions

- Ensure alcohol education is an integral part of the national science, PSHE and PSHE education curricula, in line with DCSF guidance
- Ensure alcohol education is tailored for different age groups and take different learning needs into account. It should aim to encourage children not to drink, delay the age at which young people start drinking and reduce the harm it can cause among those who do drink. Education programmes should:
 - Increase knowledge of the potential damage alcohol use can cause – physically, mentally and socially (including the legal consequences)
 - Provide the opportunity to explore attitudes to – and perceptions of – alcohol use
 - Help develop decision-making, assertiveness, coping and verbal/non-verbal skills
 - Help develop self esteem
 - Increase awareness of how the media, advertisements, role models and the views of parents, peers and society can influence alcohol consumption

NICE (2010) Smoking Prevention in Schools

- Integrate information about the health effects of tobacco use, as well as the legal, economic and social aspects of smoking, into the curriculum. For example, classroom discussions about tobacco could be relevant when teaching a range of subjects including biology, chemistry, citizenship, geography, mathematics and media studies.
- Deliver interventions that aim to prevent the uptake of smoking as part of PSHE (drugs education) and activities related to Healthy Schools or Healthy Further Education status. Link them to the whole-school or organisation-wide smokefree policy and involve children and young people in their design.

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Interventions should:

- be entertaining, factual and interactive
 - be tailored to age and ability
 - be ethnically, culturally and gender-sensitive and non-judgemental
 - aim to develop decision-making skills through active learning techniques
 - include strategies for enhancing self-esteem and resisting the pressure to smoke from the media, family members, peers and the tobacco industry
 - include accurate information about smoking, including its prevalence and its consequences: tobacco use by adults and peers should be discussed and challenged
 - be delivered by teachers and higher-level teaching assistants who are both credible and competent in the subject, or by external professionals trained to work with children and young people on tobacco issues.
- Support tobacco education in the classroom with additional 'booster' activities until school leaving age. These might include school health fairs and guest speakers.
 - Encourage parents and carers to become involved, for example, by letting them know about class work or by asking them to help with homework assignments.
 - Work with local partners involved in smoking prevention and cessation activities to deliver interventions. This could include local health improvement services, regional tobacco policy leads, local tobacco control alliances and NHS Stop Smoking Services.

NICE (2008) Social and emotional wellbeing in primary education

- A curriculum that integrates the development of social and emotional skills within all subject areas. (These skills include problem-solving, coping, conflict management/resolution and understanding and managing feelings.) This should be provided throughout primary education by appropriately trained teachers and practitioners.

NICE (2009) Social and emotional wellbeing in secondary education

- Provide a curriculum that promotes positive behaviours and successful relationships and helps reduce disruptive behaviour and bullying. This can be achieved by integrating social and emotional skills development within all areas of the curriculum. Skills that should be developed include: motivation, self-awareness, problem-solving, conflict management and resolution, collaborative working, how to understand and manage feelings, and how to manage relationships with parents, carers and peers.
- Tailor social and emotional skills education to the developmental needs of young people. The curriculum should build on learning in primary education and be sustained throughout their education.
- Reinforce curriculum learning on social and emotional skills and wellbeing by integrating relevant activities into all aspects of secondary education. For example, such skills might be developed through extra-curricular activities, using projects set for homework or via community-based and individual

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voluntary work.

DfE (2015) The Prevent Duty

- Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

DfE (2016) Mental health and behaviour in schools

- In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. There are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way.
- There are resources available to help school staff support good mental health and emotional wellbeing. The PSHE Association has produced guidance and lesson plans to support the delivery of effective teaching on mental health issues. In addition, MindEd, a free online training tool, provides information and advice for staff on children and young people's mental health and can help to sign post staff to targeted resources when mental health problems have been identified.
- There are things that schools can do – including for all their pupils, for those showing early signs of problems and for families exposed to several risk factors – to intervene early and strengthen resilience, before serious mental health problems occur
- There are national organisations offering materials, help and advice. Schools should look at what provision is available locally to help them promote mental health and intervene early to support pupils experiencing difficulties.

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4. School ethos, culture, environment and SMSC development

Aim: The school's ethos and environment promotes physical and emotional health and wellbeing

Key Documents:

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*

Criteria & Minimum Evidence	Evidence base, Rationale, Links to Guidance & Support
<p>Indoor and Outdoor Spaces</p> <p>Playgrounds are safe, supportive, encourage physical activity and include quiet areas.</p> <p>Playground provision includes:</p> <ul style="list-style-type: none"> • a range of activities • active and quiet areas • plenty of physical activity • supervision and support 	<p>PHE (2015) What works in Schools & Colleges to Increase Physical Activity</p> <p>Multi Component interventions appear to be most effective. This includes actions relating to:</p> <ul style="list-style-type: none"> • Culture, ethos and environment – ensuring a supportive school culture and physical environment. • Access to, and integration in the school day of, open space, forests, parks and playgrounds are positively associated with physical activity levels. Access to loose and fixed equipment, along with non-traditional play materials also support physical activity among children and young people
<p>Food Provision</p> <p>The school provides pupils with food that meet the food-based standards for school lunches and food-based standards for school food other than lunches. The school provides</p>	<p>PHE (2014) The link between pupil health and wellbeing and attainment</p> <ul style="list-style-type: none"> • A whole school approach to healthy school meals, universally implemented for all pupils, has shown improvements in academic attainment at key stages 1 and 2, especially for pupils with lower prior attainment <p>DfE (2015) Personal, social, health and economic (PSHE) education: a review of impact and effective practice</p>

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

- A broad range of different components were included within these programmes, but evidence from the Waters et al. (2011) review suggests that strategies that include healthy eating, physical activity and body image in the school curriculum allow for increased opportunity for physical exercise, improve the quality of school food and support children eating healthier foods.

DfE (2016) School food in England. Departmental advice for governing boards.

- The school food standards are to ensure that food provided to pupils in school is nutritious and of high quality; to promote good nutritional health in all pupils; protect those who are nutritionally vulnerable and to promote good eating behaviour.
- The regulations also set out the requirements for food and drink other than lunch provided to pupils on and off school premises up to 6pm, including breakfast clubs, tuck shops, mid morning break, vending and after school clubs.
- From September 2014 every child in reception, year 1 and year 2 in state funded schools in entitled to a free school lunch.

School Food Plan (2015) Ofsted Guidance

- An attractive, happy and calm dining environment
- Staff and children eat together
- Catering staff are happy and engaged with school staff and children
- Children and parents are actively consulted
- Cashless payment system to reduce queues and stigmatisation of Free School Meal (FSM) pupils
- Making water the drink of choice, freely and easily available.

School Food Standards. A practical guide for schools their cooks and caterers

- The school food standards are intended to help children develop healthy eating habits and ensure that they get the energy and nutrition they need across the whole school day. It is just as important to cook food that looks good and tastes delicious; to talk to children about what is on offer and recommend dishes; to reduce queuing and to serve food in a pleasant environment where they can eat with their friends.
- <http://www.schoolfoodplan.com/wp-content/uploads/2015/01/School-Food-Standards-Guidance-FINAL-V3.pdf>

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	<p>Government Buying Standards</p> <ul style="list-style-type: none"> • Need to be used for Food and Catering Services alongside the School Food Standards to help reduce salt, saturated fat and sugar in children’s diet. • https://www.gov.uk/government/publications/sustainable-procurement-the-gbs-for-food-and-catering-services <p>NICE (2006) Obesity Prevention</p> <p>Children and young people should eat meals (including packed lunches) in school in a pleasant, sociable environment. Younger children should be supervised at mealtimes and, if possible, staff should eat with children.</p>
<p>Physical Activity</p> <p>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. The school is registered on the School Games website and has planned the date for their School Games Day.</p>	<p>PHE (2015) What works in Schools & Colleges to Increase Physical Activity</p> <p>Multi Component interventions appear to be most effective. This includes actions relating to:</p> <ul style="list-style-type: none"> • Curricular learning – teaching about the importance of physical activity through PSHE and maximising opportunities to embed physical activity across the curriculum. • Culture, ethos and environment – ensuring a supportive school culture and physical environment. <p>Offering a variety of physical activity opportunities for young people to take part in, including free play can increase participation in physical activity. In addition, a focus on games and the fun elements of participation, as well as the more traditional sports of competitive activities, can help to encourage participation, particularly among inactive children and young people.</p> <p>Ofsted (2015) Going the extra mile. Excellence in competitive school sport</p> <p>In particular, maintained schools and academies should:</p> <ul style="list-style-type: none"> • recognise the role competitive sport plays in building the whole person, enriching the student experience and improving the school ethos • embed competitive sport firmly in the school culture and ethos and make it a central part of school life, involving staff, parents, students and governors, and taking every opportunity to celebrate and reward success • ensure that there is a well-structured and supported competitive sports programme that provides opportunities for all students to participate in competitive sport and stretches the most able • expect all students to participate in regular competitive sport and ensure that there is provision to meet this

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demand

- ensure that the most able students have access to the range of high quality support and facilities needed to develop their skills and fitness
- foster meaningful sporting links with local and professional sports clubs to encourage more students to regularly compete in sport in their own time
- develop the partnerships needed to build sporting pathways – from primary school to secondary school and with the local and professional sports clubs
- improve the quality of competitive school sports programmes by learning from the best about how to produce high quality sports programmes:
- offer a range of sports but prioritise a few to excel at
- provide enough time in both the PE curriculum and the sports enrichment programme to attain high standards in these sports
- utilise expert coaches to work alongside teachers to coach more able students and school teams, holding them to account for the success achieved by students.

Ofsted (2014) The PE and sport premium for primary schools

Schools should:

- Identify ‘non participants’ in extra curricular sport and provide additional activities to encourage their immediate and longer term participation in sport and physical activity

PHE (2014) The link between pupil health and wellbeing and attainment

A UK study identified that the amount of moderate to vigorous physical activity pupils engaged with at age 11 had an effect on academic performance across English, Maths and Science at age 11, 13 and final GCSE exam results.

DfE (2015) Personal, social, health and economic (PSHE) education: a review of impact and effective practice

- A review of school-based physical activity programmes which promoted exercise and fitness showed positive effects in pupils’ duration of physical exercise per day, time spend watching television and level of fitness
- Pupils taking part in the intervention were three times more likely to engage in moderate to vigorous exercise during the school day, compared with pupils in the control group.
- Reviews of child obesity programmes found strong evidence that effective intervention could show a positive

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effect on children's (aged 6-12 years) BMI

- A broad range of different components were included within these programmes, but evidence from the Waters et al. (2011) review suggests that strategies that include healthy eating, physical activity and body image in the school curriculum allow for increased opportunity for physical exercise, improve the quality of school food and support children eating healthier foods.
- Those which included parental engagement were likely to yield the best results. They also noted that teachers should receive training and support to deliver these messages. A whole school approach is best placed to convince children of the importance of a healthy lifestyle

DoH (2011) Physical Activity Guidelines for Children & Young People (5-18 years)

- All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day
- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least 3 days a week
- All children and young people should minimise the amount of time spent being sedentary for extended periods.

HM Government (2016) Childhood Obesity: A Plan for Action

- Every primary school child should get at least 60 minutes of moderate to vigorous physical activity a day. At least 30 minutes should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events.

NICE (2009) Physical activity for children and young people

- Ensure physical activity facilities are suitable for children and young people with different needs
- Provide children and young people with places and facilities (both indoors and outdoors) where they feel safe taking part in physical activities.
- Make school facilities available to children and young people before, during and after the school day, at weekends and during the school holidays. These facilities should also be available to public, voluntary, community and private sector groups and organisations offering physical activity programmes and opportunities for physically active play.
- Actively promote public parks and facilities as well as more non-traditional spaces as places where children and

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young people can be physically active.

- Ensure the spaces and facilities used for physical activity meet recommended safety standards for design, installation and maintenance.
- Identify local factors that may affect whether or not children and young people are physically active by regularly consulting with them, their parents and carers
- Find out what type of physical activities children and young people enjoy, based on existing research or local consultation. Actively involve them in planning the resulting physical activities.
- Develop multi component physical activity programmes. These should include:
- Education and advice to increase awareness of the benefits of physical activity and to give children and young people the confidence and motivation to get involved
- Policy and environmental changes, such as creating a more supportive school environment and new opportunities for physical activity during breaks and after school
- The family: by providing homework activities which children and their parents or carers can do together, or advice on how to create a supportive home environment. It could also include school based family activity days
- The community: e.g. by setting up family fun days and schemes such as 'Play in the park'
- Ensure opportunities, facilities and equipment are available to encourage children to develop movement skills, regardless of their ability or disability.
- Provide children with access to environments that stimulate their need to explore and which safely challenge them. (Examples include adventure playgrounds, parks, woodland, common land or fun trails.) Also provide them with the necessary equipment. The aim is to develop their risk awareness and an understanding of their own abilities as necessary life skills.
- Ensure children have the opportunity to explore a range of physical activities to help them identify those they can enjoy by themselves and those they can do with friends and family.
- Provide daily opportunities for participation in physically active play by providing guidance and support, equipment and facilities. Keep children motivated to be physically active by updating and varying the way physical activities are delivered (including the resources and environments used).
- Ensure opportunities are available after school, at weekends, during half-term breaks and during the longer school holidays. Activities should be led by appropriately trained and qualified staff (paid or voluntary) and take place in schools and other community setting
- Consult with girls and young women to find out what type of physical activities they prefer.
- Offer school-based physical activities, including extra-curricular ones. Provide advice on self- monitoring and individually tailored feedback and advice. Any dress policy should be practical, affordable and acceptable to participants without compromising their safety or restricting participation.

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	<p>NICE (2006) Obesity Prevention</p> <ul style="list-style-type: none"> • Staff delivering physical education, sport and physical activity should promote activities that children and young people and enjoyable and can take part in outside school, through into adulthood. Children's confidence and understanding of why they need to continue physical activity throughout life (physical literacy) should be developed as early as possible.
<p>Active Travel</p> <p>The school promotes active travel to and from school. The school has achieved or is working towards STARS Bronze accreditation.</p> <p>If don't have Bronze or received Bronze in last year need to provide details of their plans to achieve/maintain. If Bronze renewal, must have STARS Bronze.</p>	<p>PHE (2015) What works in Schools & Colleges to Increase Physical Activity</p> <p>Multi Component interventions appear to be most effective. This includes actions relating to:</p> <ul style="list-style-type: none"> • Culture, ethos and environment – ensuring a supportive school culture and physical environment. <p>Interventions to encourage active travel can play a key role in contributing to children and young people's physical activity levels. Travel plans, which include a range of active travel options, have all been found to increase physical activity levels among children and young people.</p> <p>NICE (2008) Physical Activity in the Workplace</p> <ul style="list-style-type: none"> • Encourage and support employees to be physically active including policies to encourage walking or cycling to and from work. <p>NICE (2009) Physical activity for children and young people</p> <ul style="list-style-type: none"> • Work with schools to develop, implement and promote school travel plans. • Continue to encourage a culture of physically active travel (such as walking or cycling). • Develop a school travel plan which has physical activity as a key aim, in line with existing guidance. Integrate it with the travel plans of other local schools and the local community (see recommendation 5). The aim is to encourage children and young people to choose physically active modes of travel throughout their school career. • Ensure schools provide suitable cycle and road safety training for all pupils. • Encourage children and young people, especially those who live within a 2-mile radius of their school or other community facilities, to walk, cycle or use another mode of physically active travel to get there. • Work with local authorities to map safe routes to school and to local play and leisure facilities. Take into account the views of pupils, parents and carers and consult with the local community. Overcome any barriers that are identified (for example, a lack of secure cycle parking). • Involve children and young people, their parents and carers, the local community and external agencies in

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	<p>implementing the school travel plan. Use a mix of measures to promote it (for example, walking buses, walk and bike to school days). Work with the local authority school travel plan adviser to recruit volunteers on a long-term basis to help implement it.</p> <ul style="list-style-type: none"> • Set performance targets for school travel plans which are audited annually and which form part of delivery plans for local strategic partnerships. Remedial action should be taken when agreed targets are not reached. • Develop parents' and carers' awareness of the wider benefits of walking and cycling and other physically active modes of travel. For example, explain how it can improve children and young people's movement skills, social wellbeing, self-confidence and independence. Also explain how it can help children to explore and become more familiar (and at ease) with their local environment while, at the same time, being physically active.
<p>Pupil Voice</p> <p>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.</p>	<p>Ofsted (2016) School Inspection Handbook</p> <p>Leadership and Management:</p> <ul style="list-style-type: none"> • Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. <p>PHE (2015) What works in Schools & Colleges to Increase Physical Activity</p> <ul style="list-style-type: none"> • Giving students a voice and enhancing their ownership of physical activity delivery to ensure that activities are appropriately tailored to their needs can support participation. In addition, encouraging young people to act as role models can have an aspirational impact and encourage younger age groups to follow a similar path to their elders. <p>DfE (2015) Personal, social, health and economic (PSHE) education: a review of impact and effective practice</p> <ul style="list-style-type: none"> • There are several common themes which run through the research provide good evidence of effective practice in PSHE. PSHE should <ul style="list-style-type: none"> ○ Seek pupil's views of PSHE and older children can be involved in the development of curriculum programmes <p>School Food Plan (2015) School Food: Guidance for Governors</p> <ul style="list-style-type: none"> • Checklist to support governors in championing a whole school approach to food and help create a culture and

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	<p>ethos of healthy eating includes asking the SNAG / school council to provide feedback on the quality and enjoyment of school food and overall lunchtime experience</p> <p>DfE (2016) Mental Health and behaviour in schools</p> <ul style="list-style-type: none"> • Schools should ensure that pupils and their families participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the pupil and their parents/carers should always be considered.
<p>SMSC</p> <p>The school provides opportunities for spiritual, moral, social and cultural development of pupils</p>	<p>Ofsted (2016) School Inspection Handbook</p> <p>Overall effectiveness:</p> <ul style="list-style-type: none"> • The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being <p>Leadership & Management:</p> <ul style="list-style-type: none"> • Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work. <p>Quality of teaching, learning and assessment:</p> <ul style="list-style-type: none"> • Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. <p>Personal development, behaviour and welfare</p> <ul style="list-style-type: none"> • Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. <p>DfEE (2000) Sex and Relationships Education Guidance</p> <ul style="list-style-type: none"> • Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical

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development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

DfE (2014) Promoting fundamental British values as part of SMSC in schools

- All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.
- Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.
- Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.
- It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.
- The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it.
- If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law.
- Pupils should be made aware of the difference between the law of the land and religious law.

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Personal Development, Behaviour & Welfare

The school 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

Ofsted (2016) School Inspection Handbook

Leadership & Management:

- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leader and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Personal development, behaviour and welfare

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact of their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, training or employment and for their adult life
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate

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understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Ofsted (2015) The Common Inspection Framework

Effectiveness of Leadership and Management

- Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
- Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors actively promote British values
- Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

Personal development, behaviour and welfare

Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children's and other learners'

- pride in achievement and commitment to learning, supported by a positive culture across the whole provider
- self-confidence, self-awareness and understanding of how to be a successful learner
- choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training
- prompt and regular attendance
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and

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extremism, including when using the internet and social media

- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

PHE (2014) The link between pupil health and wellbeing and attainment.

- Pupils' sense of belonging to school is a key determinant of their wellbeing and is higher in schools where children feel safe and have lower levels of bullying. These are also more likely to be high achieving schools
- The quality and nature of relationships – spanning pupil to pupils and pupil to teacher relationships are key to engendering a sense of belonging and pupils liking school, which influences student wellbeing and readiness to learn.

DfE (2015) Personal, social, health and economic (PSHE) education: a review of impact and effective practice

- Careers education, information, advice and guidance interventions can make a difference to pupils, including increased self-confidence and enhanced decision making skills which can act as precursors to longer term socio economic outcomes.

NICE (2010) Smoking Prevention in Schools

- Consider offering evidence-based, peer-led interventions aimed at preventing the uptake of smoking such as the ASSIST (A Stop Smoking in School Trial[1]) programme. They should:
 - link to relevant PSHE activities
 - be delivered both in class and informally, outside the classroom
 - be led by young people nominated by the students themselves (the peer leaders could be the same age or older)
 - ensure the peer leaders are trained outside school by adults who have the appropriate expertise
 - ensure peer leaders receive support from these experts during the course of the programme
 - ensure young people can consider and, if necessary, challenge peer and family norms on smoking, discuss the risks associated with it and the benefits of not smoking.

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NICE (2008) Social and emotional wellbeing in primary education

- Integrated activities to support the development of social and emotional skills and wellbeing and to prevent bullying and violence in all areas of school life. For example, classroom-based teaching should be reinforced in assemblies, homework and play periods (in class as well as in the playground).

NICE (2009) Social and emotional wellbeing in secondary education

- Develop partnerships between young people and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing.
- Introduce a variety of mechanisms to ensure all young people have the opportunity to contribute to decisions that may impact on their social and emotional wellbeing.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it. This could involve developing a peer education or peer mediation approach. Note, young people who act as peer supporters need training and the support of staff and other professionals.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality. Make young people aware of their rights on confidentiality.
- Involve young people in the creation, delivery and evaluation of training and continuing professional development activities in relation to social and emotional wellbeing.

DfE (2015) The Prevent Duty

- The guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- Schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE
- Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and

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recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

- Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support schools in this work. These include products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills. Local authorities and the local police may be able to advise on the resources which are available. In some cases these resources may be charged for, particularly where they are delivered by external facilitators. As with any other resources for use in the classroom, schools should satisfy themselves that they are suitable for pupils (for example in terms of their age appropriateness) and that staff have the knowledge and confidence to use the resources effectively

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5. Provision of support services for children and young people

Aim: The school has systems and arrangements in place for identifying, supporting and signposting pupils that need support

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).

Evidence base, Rationale, Links to Guidance & Support

Key Documents:

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*

Ofsted (2016) School Inspection Handbook

Leadership & Management

- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium ... secures excellent outcomes for pupils.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leader and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

DfE (2014) What maintained schools must publish on line

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools>

Schools maintained by their local authorities must publish on their websites:

- A strategy for the school's use of the pupil premium. For the current academic year, you must include:

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- Your school's pupil premium grant allocation amount
- A summary of the main barriers to educational achievement faced by eligible pupils at the school
- How you'll spend the pupil premium to address those barriers and the reasons for that approach
- How you'll measure the impact of the pupil premium
- The date of the next review of the school's pupil premium strategy
- For the previous academic year, you must include:
 - How you spent the pupil premium allocation
 - The impact of the expenditure on eligible and other pupils
- If your school receives PE and sport premium funding you must publish:
 - How much funding you received
 - A full breakdown of how you've spent the funding or will spend the funding
 - The effect of the premium on pupils' PE and sport participation and attainment
 - How you'll make sure these improvements are sustainable

DfE What academies, free schools and colleges should publish online

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Academies and free schools must publish

- Regardless of what your funding agreement requires you to publish, we recommend that, if you are an academy or free school, you publish details of your pupil premium strategy. For the current academic year, we recommend you publish:
 - how much pupil premium funding you received for this academic year
 - details of the main barriers to educational achievement that the disadvantaged children in your school face
 - how you will spend your pupil premium funding to address these barriers and the reasons for the approach you've chosen
 - how you will measure the impact of the pupil premium
 - the date of the next pupil premium strategy review
 - For the previous academic year, we recommend you publish:
 - how you spent your pupil premium funding
 - the impact that the pupil premium had on pupils
- If your school receives PE and sport premium funding, your grant funding agreement will explain what information you must publish. It is likely that you'll have to include:
 - how much PE and sport premium funding you received for this academic year
 - a full breakdown of how you've spent or will spend the funding this year
 - the effect of the premium on pupils' PE and sport participation and attainment

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- how you will make sure these improvements are sustainable

Ofsted (2014) The PE and sport premium for primary schools

Schools should:

- Clearly show how school leaders will evaluate the impact that the premium is having on improving PE and sports provision
- Ensure that their strategic plans for using the new funding include clear, measurable targets for improvement
- Identify non participants in extra curricular sport and provide additional activities to encourage their immediate and longer term participation in sport and physical activity
- Introduce activities specifically aimed at enabling their most able pupils to achieve high standards in PE and Sport.

School Food Plan (2015) Ofsted Guidance

Practical guidance to help school leaders and governing bodies adopt a whole school approach to food includes...

- Pupil premium spending promoting healthy eating and learning (including breakfast and after school clubs)

DfE (2016) Keeping children safe in education

- School staff are particularly important as they are able to identify concerns early, provide help for children, and prevent concerns from escalating
- All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

NICE (2007) Alcohol: school based interventions

- When children/ young people in schools are thought to be drinking harmful amounts of alcohol...
 - ...Where appropriate, offer brief, one-to-one advice on the harmful effects of alcohol use, how to reduce the risks and where to find sources of support. Offer a follow up consultation or make a referral to external services, where necessary.
 - ...where appropriate, make a direct referral to external services
 - ...follow best practice on child protection, consent and confidentiality. Where appropriate involve parents and carers in the consultation and any referral to external services.

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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

- Schools and other education providers should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training on attachment difficulties.
- Staff in schools and other education settings and health and social care professionals should work together to ensure that children and young people with attachment difficulties:
 - Can access mental health services for children and young people and education psychology services for interventions
 - Are supported at school while they are taking part in interventions following advice from mental health services for children and young people and education psychology services
- When providing support for interventions in schools and education settings, staff should:
 - Be aware of the possibility of stigma, bullying and labelling as a result of any absences from school
 - Take into account the child or young person's preferences for the setting of the intervention
- Schools and other education providers should ensure that the designated teacher
 - Has had specialist training to recognise and understand difficulties and mental health problems and also in data protection and confidentiality
 - Is aware of and keeps accurate and comprehensive records about all children and young people in their school who are in the care system, have been adopted or subject to special guardianship orders, have or may have attachment difficulties
 - Has contact details for the parents, carers and health and social care professionals for all the above groups
 - Maintains an up to date plan setting out how they will be supported in school
 - Provides a key person who can advocate for the child or young person and to whom the children or young person can go for support.
 - Allocates a safe place in school where a child or young person can go if they are distressed
 - Attends looked after children reviews
 - Maintains an effective referral system with other agencies
- Schools and other education providers should avoid using permanent and fixed term school exclusion as far as possible for children and young people in the care system with identified attachment difficulties.

NICE (2008) Social and emotional wellbeing in primary education

- Identify and assess children who are showing early signs of anxiety, emotional distress or behavioural problems. Normally, specialists should only be involved if the child has a combination of risk factors and/or the difficulties are recurrent or persistent. The assessment should be carried out in line with the Common Assessment Framework (to ensure effective communications with the relevant services) and using other appropriate tools.
- Discuss the options for tackling these problems with the child and their parents or carers. Agree an action plan, as the first stage of a 'stepped care' approach
- Provide a range of interventions that have been proven to be effective, according to the child's needs. These should be part of a multi-agency approach to support the child and their family and may be offered in schools and other settings. Where appropriate, they may include:
 - problem-focused group sessions delivered by appropriately trained specialists in receipt of clinical supervision. These specialists may include

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- educational psychologists or those working in child and adolescent mental health services (at tiers one and two)
- group parenting sessions for the parents or carers of these children, run in parallel with the children's sessions.
- Ensure parents or carers living in disadvantaged circumstances are given the support they need to participate fully in any parenting sessions that are offered. For example, they may need help with childcare or transport.

DfE (2015) The Prevent Duty

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology

DfE (2016) Mental health and behaviour in schools

- Where severe problems occur schools should expect the child to get support elsewhere as well, including from medical professionals working in specialist CAMHS, voluntary organisations and local GPs.
- Schools can use the Strengths and Difficulties Questionnaire (SDQ) to help them judge whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents/carers and the pupil in considering why they behave in certain ways.
- Schools should consider if their pupils would benefit from the offer of school counselling services. The Department for Education has published advice on how to set up and improve schools counselling services. Additionally, Counselling MindEd, which is part of MindEd, is also available to support the training and supervision of counselling work with children and young people.
- There are national organisations offering materials, help and advice. Schools should look at what provision is available locally to help them promote mental health and intervene early to support pupils experiencing difficulties.
- There are things that schools can do – including for all their pupils, for those showing early signs of problems and for families exposed to several risk factors – to intervene early and strengthen resilience, before serious mental health problems occur.

6. Staff continuing professional development (CPD), health and wellbeing
Aim: The school supports staff to attend CPD and to maintain a healthy lifestyle

Criteria & Minimum Evidence

Staff CPD

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

Staff health and well-being

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).

Evidence base, Rationale, Links to Guidance & Support

Key Documents:

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*; *PfE (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*

Ofsted (2016) School Inspection Handbook

Leadership and Management:

- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Ofsted (2015) The Common Inspection Framework

Effectiveness of Leadership and Management

- Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development

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PHE (2015) What works in Schools & Colleges to Increase Physical Activity

- Evidence supports the need for an appropriately trained, skilled and knowledgeable workforce. Ensuring staff have the confidence and competence to offer high quality experiences of both physical education and physical activity across the school day can contribute towards higher levels of physical activity by children and young people.

Ofsted (2014) The PE and sport premium for primary schools

Schools should:

- ensure that the professional development of staff is systematically planned and tailored to the individual needs of teachers and classroom assistants
- Monitor the impact of professional development to ensure a lasting legacy of consistently good teaching of PE

DfE (2015) Personal, social, health and economic (PSHE) education: a review of impact and effective practice

- There are several common themes which run through the research provide good evidence of effective practice in PSHE. PSHE should
 - Be taught by someone who is trained and comfortable in their role

Ofsted (2013) Not yet good enough: PSHE in schools

Schools should:

- Ensure that staff teaching PSHE education receive subject-specific training and regular updates, including in the teaching of sensitive issues
- Raise teachers' expectations of the quality of pupils' work in PSHE education to ensure it is commensurate with expectations of pupils' work in other subjects
- Ensure that subject leaders receive appropriate leadership training

DfE (2016) Keeping Children Safe in Education

- All staff should receive appropriate safeguarding and child protection training which is regularly updated

Mentor (2016) Preventing Children and Young People's Mental Health and Substance Use Problems

- To enable teachers to perform their roles within school based mental health provision, they need appropriate training. Opportunities for CPD should be

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identified by school leaders, and differentiate between those requiring support around the delivery of mental health and substance use within PSHE, and those in pastoral roles requiring support in responding to incidents and disclosures.

NICE (2008) Physical Activity in the Workplace

- Introduce and monitor and organisation wide programme to encourage and support employees to be physically active. It could include
 - Flexible working policies and incentive schemes
 - Policies to encourage employees to walk, cycle or use other modes of transport involving physical activity
 - The dissemination of information on how to be more physically active and on the health benefits of such activity.
 - Ongoing advice and support to help people plan how they are going to increase their activity levels

NICE (2010) Smoking Prevention in Schools

- Provide training for all staff who will be involved in smoking prevention work.

NICE (2008) Social and emotional wellbeing in primary education

- Training and development to ensure teachers and practitioners have the knowledge, understanding and skills to deliver this curriculum effectively. The training should include how to manage behaviours and how to build successful relationships.
- Ensure teachers and practitioners are trained to identify and assess the early signs of anxiety, emotional distress and behavioural problems among primary schoolchildren. They should also be able to assess whether a specialist should be involved and make an appropriate request. Children who are exposed to difficult situations such as bullying or racism, or who are coping with socially disadvantaged circumstances are at higher risk. They may include: looked after children (including those who have subsequently been adopted), those living in families where there is conflict or instability, those who persistently refuse to go to school, those who have experienced adverse life events (such as bereavement or parental separation), and those who have been exposed to abuse or violence.

NICE (2009) Social and emotional wellbeing in secondary education

- Integrate social and emotional wellbeing within the training and continuing professional development of practitioners and governors involved in secondary education.
- Ensure practitioners have the knowledge, understanding and skills they need to develop young people's social and emotional wellbeing. Training may cover:
 - listening and facilitating skills and the ability to be non-judgemental

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- how to manage behaviours effectively, based on an understanding of the underlying issues
- identifying and responding to the needs of young people who may be experiencing emotional and behavioural difficulties
- how to access pastoral care based in secondary education or specialist services provided by other agencies, such as child and adolescent mental health services
- the issues in relation to different medical conditions (such as diabetes, asthma and epilepsy) to ensure young people with these conditions are not bullied, inappropriately excluded from school activities or experience any undue emotional distress
- opportunities to reflect upon and develop their own social and emotional skills and awareness.

NICE (2006) Obesity Prevention

- Head teachers and chairs of governors should ensure that teaching, support and catering staff receive training on the importance of healthy-school policies and how to support their implementation.

DfE (2015) The Prevent Duty

- The guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
 - At a minimum, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

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

Aim: The school engages with parents/carers, the local community and external agencies to promote physical and emotional health and wellbeing to pupils

Criteria & Minimum Evidence

Engaging with parents/carers

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

Engaging with the local community and external agencies. 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
- Healthy eating
- Physical activity
- Emotional wellbeing and Mental Health

Evidence base, Rationale, Links to Guidance & Support

Key Documents:

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*

Ofsted (2016) School Inspection Handbook

Leadership and Management:

- Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leader and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

Ofsted (2015) The Common Inspection Framework

Quality of teaching, learning and assessment

- Engagement with parents and carers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve

PHE (2015) What works in Schools & Colleges to Increase Physical Activity

Multi Component interventions appear to be most effective. This includes actions relating to:

- Engagement of the wider community and families

Ofsted (2015) Going the extra mile. Excellence in competitive school sport

In particular, maintained schools and academies should:

- foster meaningful sporting links with local and professional sports clubs to encourage more students to regularly compete in sport in their own time
- develop the partnerships needed to build sporting pathways – from primary school to secondary school and with the local and professional sports clubs
- utilise expert coaches to work alongside teachers to coach more able students and school teams, holding them to account for the success achieved by students.

Ofsted (2012) Outstanding physical education for all

All subject leaders should:

- work in partnership with parents and health agencies to enable overweight and obese pupils to participate regularly in a personalised programme of PE as part of a healthy lifestyle.

DfE (2015) Personal, social, health and economic (PSHE) education: a review of impact and effective practice

- There are several common themes which run through the research provide good evidence of effective practice in PSHE. PSHE should
 - Include involvement from other agencies (where appropriate), parents, governors and members of the wider community.

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DfE (2016) Keeping Children Safe in Education

- Governing bodies should ensure that the school contributes to inter-agency working in line with statutory guidance. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

NICE (2007) Alcohol: school based interventions

- Where appropriate, offer parents or carers information about where they can get help to develop their parenting skills. (This includes problem-solving and communication skills and advice on setting boundaries for their children and teaching them how to resist peer pressure.)

NICE (2009) Physical activity for children and young people

- Ensure parents and carers are aware of government advice that children and young people should undertake a minimum of 60 minutes moderate to vigorous physical activity a day. Make them aware that, at least twice a week, this should include activities to improve bone health, muscle strength and flexibility.
- Provide information and advice on the benefits of physical activity, emphasising how enjoyable it is. Provide examples of local opportunities.
- Encourage parents and carers to get involved in physical activities with their children.
- Encourage parents and carers to complete at least some local journeys (or some part of a local journey) with young children using a physically active mode of travel. This should take place on most days of the week. The aim is to establish physically active travel (such as walking or cycling) as a life-long habit from an early age. Parents and carers should also be encouraged to allow their children to become more independent, by gradually allowing them to walk, cycle or use another physically active mode of travel for short distances.
- Act as a role model by incorporating physical activity into daily life. For example, opt for travel involving physical activity (such as walking or cycling), use the stairs and regularly participate in recreational activities or sport.
- Promote physically active travel as an option for all the family. Raise awareness of how it can help children and young people achieve the recommended daily amount of physical activity.

NICE (2008) Social and emotional wellbeing in primary education

- Support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners. In addition, all parents should be given details of the school's policies on promoting social and emotional wellbeing and preventing mental health problems.

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NICE (2009) Social and emotional wellbeing in secondary education

- Work in partnership with parents, carers and other family members to promote young people's social and emotional wellbeing.
- To help reinforce young people's learning from the curriculum, help parents and carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by appropriately trained health or education practitioners.
- Ensure parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This should include support to participate fully in any parenting sessions (for example, by offering a range of times for the sessions or providing help with transport and childcare). This might involve liaison with family support agencies.

NICE (2006) Obesity Prevention

- Schools should establish links with relevant organisations and professionals, including health professionals and those involved in local strategies and partnerships to promote sports for children and young people.
- Where possible, parents should be involved in school-based interventions through, for example, special events, newsletters and information about lunch menus and after-school activities.