



# Healthy Schools London

## Achieving Healthy Schools London (HSL) Silver and Gold Awards

### INTRODUCTION

This document includes both the HSL Silver Award Planning Template and the HSL Gold Award Reporting Template.

- *Please only complete the Silver Plan to apply for the HSL Silver Award. The Silver Plan must be for work that the school is planning to do and cannot be retrospective.*
- *Please only complete the Gold Report to apply for the HSL Gold Award. The Gold Report is to present the activities that you did and their outcome/results.*

#### Silver Award

A school will identify a main health & wellbeing priority for their pupils and devise new projects, practices and interventions to target the priority. Example health & wellbeing priorities might include healthy weight, oral health, emotional resilience, keeping safe and positive relationships.

In order to achieve the Silver Award, a school should:

- Undertake a needs analysis of the unique health and wellbeing issues affecting the school.
- Use the needs analysis to identify and define group/s and number of pupils e.g. whole school or year group, plus any smaller targeted group.
- Develop planned measurable outcomes and an action plan to achieve the health priority.
- Show how it will monitor and evaluate the project to measure success and demonstrate improvements.

**NOTE:** Projects and interventions undertaken as part of a Silver Plan should run over at least 2 terms or 6 months.

#### Gold Award

HSL recognises good practice in demonstrating, sustaining (and learning from) outcomes and impact in supporting children and young people to achieve and maintain good health and wellbeing.

In order to achieve the Gold Award, a school should:

- Have achieved the HSL Silver Award.
- Record results and outcomes.
- Detail approach taken.
- Provide analysis of results.
- Explain how activity is being sustained.



## SCHOOL DETAILS

Complete first 2 tables below when applying for Silver:

<b>Name of School</b>		<b>Borough</b>	
<b>Key contact</b>		<b>Job title</b>	
<b>Silver Plan Start Date</b>		<b>Silver Plan End Date<sup>1</sup></b>	

<b>Date achieved Bronze Award</b>	
<b>Consent to share Silver Plan</b>	<b>Yes</b> <input type="checkbox"/> <i>Plan can be used as an example of good practice to be shared with other schools and partners.</i> <b>No</b> <input type="checkbox"/>
<b>Headteacher sign off</b>	<i>Name and date:</i>
<b>School Council Representative sign off</b>	<i>Name and date:</i>

Complete table below when applying for Gold:

<b>Date achieved Silver Award</b>	
<b>Consent to share Gold Report</b>	<b>Yes</b> <input type="checkbox"/> <i>Report can be used as an example of good practice to be shared with other schools and partners.</i> <b>Yes</b> <input type="checkbox"/> <i>Report <u>without photographs</u> can be shared with other schools and partners.</i> <b>No</b> <input type="checkbox"/>
<b>Headteacher sign off</b>	<i>Name and date:</i>
<b>School Council Representative sign off</b>	<i>Name and date:</i>

<sup>1</sup> Projects and interventions undertaken as part of a Silver Plan should run over at least 2 terms or 6 months.



## HEALTHY SCHOOLS LONDON SILVER AWARD PLANNING TEMPLATE

### PURPOSE

**HEALTH AND WELLBEING PRIORITY:** Describe the issue that you are trying to improve.

**EXAMPLES:** *Improving participation in physical activities; oral health; mental health and emotional wellbeing*

Details:

**GROUP:** Define your group/s and number of pupils who will benefit from the action plan (whole school or year group, plus any smaller targeted group).

**EXAMPLES:**

- *All children Year 1 to Year 6 (225 pupils), OR*
- *KS 2 pupils (120) and Reception children (30)*

Details:

### NEEDS ANALYSIS

**NATIONAL AND LOCAL DATA AND EVIDENCE:** Ask your local Healthy Schools Lead for help with completing this section.

**Include details that provide evidence that your selected Health and Wellbeing Priority is an issue at national, regional or local level.**

**EXAMPLES:**

- *Data - Local Authority Child Health Profiles (data)*
- *Guidance and Reports – Public Health England, Department for Education, Local Authority Health and Wellbeing Strategy*



- *Evidence Base – reference strategies, research or best practices e.g. NICE, Cochrane Database of Systematic Reviews (include how the evidence base indicates that your planned work will be effective for your group/school or any adaptation you'll need to make)*

Details:

**SCHOOL DATA AND EVIDENCE**

**EXAMPLES:**

- *School Development Plan*
- *Survey data*
- *Staff observations*
- *Incident data*

Details:

**HEALTH & WELLBEING INEQUALITIES:** Describe how you will ensure that your activities support all groups, including special educational needs, disabilities, Pupil Premium pupils etc.

**EXAMPLES:**

- *We are aiming to increase participation in physical activities for all pupils. Data from a survey undertaken in 2014 showed that there was a significant difference in up-take of after-school clubs between pupil premium recipients and non-recipients. Those who qualified for pupil premium were far less likely to be involved in any after-school clubs, including those incorporating physical activity. We have therefore set separate measurable outcomes and actions for Pupil Premium pupils as a targeted group.*

Details:



**INTENDED RESULTS**

<b>PLANNED OUTCOMES</b> (there should be a minimum of 3 and maximum of 7 measurable outcomes). <ul style="list-style-type: none"> <li><b>INDIVIDUAL:</b> List the specific measurable changes that you expect to result from your activities e.g. changes in attitudes, behaviours, knowledge or skills of your pupil group/s</li> <li><b>WHOLE SCHOOL:</b> List any organisational changes which you expect to result from your activities and how you will measure them</li> </ul>	<b>MONITORING METHODS</b> List the tools and methods that you will use to monitor whether your activities are being implemented as planned.
<b>EXAMPLES:</b> <ul style="list-style-type: none"> <li><i>Individual - To increase the percentage of students reporting the school helps them to understand and know how to manage their thoughts and feelings. From a baseline of 16% (45/278) to an endline of 70%.</i></li> <li><i>Individual - To increase the percentage of targeted Year 6 pupils reporting the school has helped prepare them for secondary school. From a baseline of 41% (11/27) to an endline of 80%.</i></li> <li><i>Whole School - To increase the number of days that salad and fruit are offered at tables rather than children self-serving from counter. From a baseline of 1 day per week, to an endline of 5 days per week.</i></li> </ul>	<b>EXAMPLES:</b> <ul style="list-style-type: none"> <li><i>Pre and post pupil surveys</i></li> <li><i>Pupil satisfaction survey for those that access school support</i></li> <li><i>School Menu analysis</i></li> </ul>
Details:	Details:

**ACTION PLAN**

<b>ACTIVITIES AND INTERVENTIONS:</b> List the specific activities that you have planned (for staff, pupils or parents) to achieve your improvements, including any resources or partner services that will be providing support.	<b>TIMESCALE:</b> List the month & year when you expect each activity to take place.	<b>LEAD:</b> List the staff member responsible for each activity.
<b>EXAMPLES:</b> <ul style="list-style-type: none"> <li><i>Staff training on emotional health and wellbeing</i></li> </ul>	<i>September 2019</i>	<i>D. Shaw, PSHE Coordinator</i>
<ul style="list-style-type: none"> <li><i>Impacts of sugary drinks included in parent cooking sessions</i></li> </ul>	<i>November 2019</i>	<i>J. Jones, Healthy Schools Lead</i>
<ul style="list-style-type: none"> <li><i>Across the curriculum, work with children about how to avoid conflict and work with children on to how to solve problems</i></li> </ul>	<i>January 2020</i>	<i>D. Shaw, PSHE Coordinator</i>



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## HEALTHY SCHOOLS LONDON GOLD AWARD REPORTING TEMPLATE

Complete this section when your above Silver Action Plan activities have been concluded and you are ready to apply for the Gold Award.

### RESULTS AND IMPACT

**RESULTS:** Describe your results and whether you were able to achieve your planned outcomes.

**EXAMPLES:**

*The group of pupils remained the same throughout the implementation of the action plan, September 2018 to July 2019: All pupils (Reception & KS1) = 190. The sample size completing initial and final surveys varied, September 2018 = 135 and July 2019 = 175.*

**1. To increase the percentage of children eating a portion of salad with their lunch. Target 40%.**

*In September 2018, 17% (23/135) of children ate a portion of salad with their lunch. In July 2019, this had increased to 56% (98/175). **EXCEEDED***

**2. To reduce the percentage of pupils reporting that they ate an unhealthy snack after school on the previous day. Target 40%.**

*In September 2018, 61% (83/135) of children reported that they ate an unhealthy snack after school on the previous day (Note: unhealthy snack defined as chocolate, sweets, biscuits, pastries, crisps). In July 2019, this had reduced to 46% (81/175). **IMPROVED BUT NOT MET***

*Include tables, graphs and bar charts to demonstrate changes in data.*

Details:

**UNINTENDED OUTCOMES:** Describe any unintended outcomes (positive or negative).

**EXAMPLES:**

- *Healthy Eating week had a fantastic impact upon the whole school and had a wider impact upon the snacks children are choosing after school. We had at least one third of each class enter the competition, which prompted discussion around what children were eating after school and their understanding of what is healthy and unhealthy. The competition meant that children wanted to share with their parents their ideas for recipes and parents were happy to engage with their children to develop healthy snacks.*
- *The review of targeted individual pupil's developmental abilities, emotional wellbeing and behaviour in comparison with levels of communication was so effective that it was extended across the school and similar workshops were held for class teams in each of the learning pathways – autism spectrum disorder (ASD), severe learning difficulties (SLD) and profound and multiple learning disabilities (PMLD).*



Details:

**ACTIVITIES:** Explain if the activities in your action plan were delivered as intended, or if there were any changes and why. Describe any external or unanticipated factors that had an effect on your project.

**EXAMPLES:**

- *Activity: A partner organisation offered additional parent workshops, specifically focused on after school snacks and portion sizes. The workshops were well attended by a large group of reception parents - on average 15 parents attended each session. Parents were enthusiastic about the workshop with many requesting further hand-outs for friends. Some were parents who had been identified as needing targeting by teacher observations.*
- *External factor: The Local Authority commissioned an obesity prevention programme for families during the implementation of our action plan which we were able to access and plan for our school. This complemented the aims of our action plan and helped to support its success.*

Details:

**OVERALL**

**STRENGTHS:** Describe the overall strengths of your project.

**EXAMPLES:**

- *A zone structure was developed so that the playground had designated zones for different types of activities. The zones have been the major change to the school environment – the playground has structured titled zones e.g. music zone, construction zone, ball games zone. The children and lunchtime staff are clear about the zones which means that equipment in each zone stays in its designated zone all of the time. This has ensured the playground environment is less chaotic and more organised and structured.*
- *Tasting sessions provided an excellent opportunity for children to discuss unfamiliar fruits and vegetables and try these, then choose these independently in the lunchroom.*





Details:

**LESSONS LEARNT:** Describe what went well, what didn't go so well, and what recommendations you would you make for the future.

**EXAMPLE:**

- *We found that there was actually an increase in students accessing support for mental health and well-being. To begin with I felt this was a negative thing and felt concerned that the work we had put in had been unsuccessful. However, after talking to our pastoral managers we realised more students had accessed support because they felt more confident to talk about their own mental health, which is actually a positive thing and was one of our targets.*
- *I received feedback from teachers that cooking can be complex due to the location of our equipment, the need for a second adult to take food to ovens and the time taken for everything to be cleared away from classrooms. All of these things made cooking less desirable and taught less frequently. However, following these discussions I have made a proposal to our head teacher for a classroom to be built specifically for cooking.*

Details:

**SUSTAINABILITY:** Describe what you will do in future to sustain the project.

**EXAMPLES:**

- *Mindfulness has become an integral part of our school. The children and staff and many parents have loved doing it and have felt far reaching benefits from the programme. Our aim is now to keep developing our practice and to become a lead school and share our experiences with other schools. The PTA has enthusiastically agreed to support and fund the creation of a mindful area of the school playground. The intention is for the children to design and paint a wall mural in the area; to grow flowers and herbs and to position various items (e.g. wind chimes, glitter bottles etc.) which will create an area of calmness and reflection.*
- *This year we have had a very positive response to our school council deputies becoming salad monitors and encouraging children to eat more salad. Next year, we intend to give every child in KS1 an opportunity to be a salad monitor.*



Details:

**PHOTOGRAPHS & QUOTES:** Include any photographs, quotes, feedback or other evidence from your project.

Details: