

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 priority for their pupils and devise new projects, practices and interventions to target the priority. Example health 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

Applying for awards.

Complete first 2 tables below when applying for Silver:

Name of School		Borough	
Key contact		Job title	
Silver Plan Start Date		Silver Plan End Date	

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

Complete table below when applying for Gold:

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



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*

Physical Activity: Increasing levels of physical activity and active travel, while building positive relationships towards being physically active for pupils.

To include:

- Increasing the amount of time pupils are being physically active daily
- Reducing the time pupils spend being “sedentary” on a daily basis
- Increase in the number of children who are “travelling actively” to and from school on a daily basis
- Building children’s physical literacy and motor skills through physical activity and active play
- Increase in children who have a positive attitude towards physical activity

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 e.g. SENDS, LAC, EAL).

EXAMPLES:

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

Add numbers of pupils

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
- how the evidence base indicates that your planned work will be effective for your group/school or any adaptation you'll need to make

National Guidelines

The Chief Medical Officer's Physical Activity guidelines for children and young people are relevant to children under 5 and from 5 to 18 years. Physical activity is associated with better physiological, psychological and psychosocial health among children and young people. Global and UK specific evidence has shown that boys are more active than girls at all ages and that physical activity levels decline through childhood into adolescence. As such, ensuring the all children are as active as possible throughout childhood is important for current and future population health.

Physical activity guidelines for children and young people aged 5-18 years:

- Children and young people should engage in moderate to vigorous physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.
- Children and young people should engage in a variety of types of intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength
- Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity

Covid-19 Impact (<https://www.sportengland.org/know-your-audience/demographic-knowledge/coronavirus>)

According to Sport England "there has been a massive disruption in the physical activity levels of adults and children" during the coronavirus pandemic. This means that keeping children as active as they can be should remain a priority during this time. A couple of the key findings of this are below:

- The majority of children under 16 (93%) have continued to do something to stay active during lockdown but the *amount* of activity they are doing has fallen; The number of children meeting the Chief Medical Officer's guidelines (of taking part in sport or physical activity for an average of 60 minutes or more every day) has dropped from 47% to 19%. 43% are doing less than half an hour of activity and a worrying 7% are doing nothing.
- The usual, pre-lockdown inequalities have continued: 13% of children from less affluent backgrounds have done no exercise (vs. 6% from more affluent) and 9% of secondary school pupils are also doing nothing (vs. 5% primary). However, lockdown appears to have brought about some behavioural changes: Whilst 12% of BAME children are inactive (vs. 6% white), they are more likely to say that they have increased activity during lockdown. Similarly, girls are more likely to say that are being more active during lockdown.



- Barriers to being active include lack of access to usual clubs and facilities (36%), local spaces/pitches (24%) and concerns about the virus (14%). Those with access to outdoor space are more likely to have done an hour or more of activity a day than those that do not (20% vs. 13%) and there has been an increase in walking and cycling during lockdown, probably due to the accessibility of these during restrictions.

Add any local authority guidance and data e.g.

The following priority and outcomes from the **Kensington and Chelsea Joint Health and Wellbeing Strategy 2016-2021** will be addressed by our Silver Action Plan:

- **Priority 1:** Early help support for families to ensure readiness for school (e.g. development reviews, speech/ language, physical, and emotional health)
- **Priority 2:** Maintaining healthy weight (e.g. school environment, being physically active)

Add any local physical activity levels including “Active Live Survey” e.g. https://www.sportengland.org/know-your-audience/data/active-lives?section=access_the_reports

SCHOOL DATA AND EVIDENCE

We are aware that lockdown will also have had an impact on children and families’ ability to be physically active and enjoy the outdoors, having an effect on both physical and mental health. A range of physical activity classes, sessions and groups will also have had to stop during the pandemic allowing for even less opportunities to be active. In a study in April 2020, Sport England found that the percentage of children meeting the national guidelines for physical activity has fallen dramatically according to their research.

Add further school data and background evidence (links to School Development Plan, results from any surveys, staff observations etc.).

Support and Resources

E.g. The following local partner agencies and resources will be supporting the implementation of our Silver Action Plan:

- Borough Healthy School Lead
- Healthy Schools London - <https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/home>
- Sport England “Join the Movement” <https://www.sportengland.org/jointhemovement>
- Sport England “Return to Play” <https://www.sportengland.org/how-we-can-help/coronavirus/return-play>
- London Sport “Moving Activities Online” <https://londonsport.org/covid-19/moving-activities-online/>
- The Daily Mile - <https://thedailymile.co.uk>
- Your Local Authority Leisure Provider
- Chang4Life Activity Cards - <https://www.nhs.uk/change4life/activities>

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HEALTH 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.*

In **Month 2020**, the total number of SEN pupils is **? (?%)** and the number of Pupil premium children is **? (?%)**

Our planned activities will be accessible to all pupils with class teachers taking care to differentiate activities and deploy support staff effectively. For example, students with special education needs will be given additional support as necessary during wellbeing activities.

Effort will be made to ensure that pupil premium students are involved in the interventions planned across the year groups.

Add any further details of vulnerable groups identified and support that will be provided e.g. How pupils will be supported with whole school physical activity to suit their needs, for example an alternative version of “The Daily Mile”

INTENDED RESULTS

PLANNED OUTCOMES (there should be a minimum of 3 and maximum of 7 measurable outcomes).

- **INDIVIDUAL:** 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
- **WHOLE SCHOOL:** List any organisational changes which you expect to result from your activities and how you will measure them

MONITORING METHODS

List the tools and methods that you will use to monitor whether your activities are being implemented as planned.

Some example measurable outcomes – to be decided after surveys with pupils and staff (figures, percentages and any measurement scales to be added).

Individual Pupil Outcomes e.g.

- To increase the percentage of pupils achieving recommended 30 minutes of physical activity within school per day
- To increase the percentage of pupils achieving recommended 30 minutes of physical activity outside of school per day
- To increase the percentage of pupils travelling in an “active way” to and from school
- To increase the percentage of pupils who report they enjoy being physically active
- To reduce the average number of minutes in which pupils spend being sedentary

- Pre and post pupil surveys
- Pre and post staff surveys
- Record keeping
- Staff feedback and evaluation of training
- Teacher assessment on pupil personal and learning development targets
- Behavioural monitoring reports



Individual Staff Outcomes e.g

- To increase the percentage of staff who feel confident in their knowledge of the national guidelines for physical activity
- To increase the number of staff who have been trained in delivering any form of physical activity
- To increase the number of staff who feel confident in overseeing and delivering physical activity

Whole school – Staff Professional Development e.g

- To increase the number of staff who have received physical activity related training
- To increase the number of staff who feel confident to facilitate physical activity
- To increase staff knowledge on guidelines and recommendations of physical activity
- To increase staff awareness of physical activity provision outside of school day/hours
- To introduce active travel safety training to staff and pupils
- To increase the number of “play leader” pupils

ACTION PLAN

ACTIVITIES AND INTERVENTIONS: 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.

TIMESCALE: List the month & year when you expect each activity to take place.

LEAD: List the staff member responsible for each activity.

The following are some example activities.

Add monthly timescales each row.

Add lead staff names and job titles to each below.

Staff wellbeing and development

Review staff needs and concerns through a staff wellbeing survey and create action plan based on findings

Staff training in relation to physical activity, active play and active travel. Ensure staff are equipped to facilitate physical activity where possible.

Physical activity and wellbeing for staff – Staff are supported to be physically active where possible, supporting their physical and mental health. This includes reducing sedentary behaviours in the workplace.

Policy Development



Review and update current “Physical Activity” policy in line with National Physical Activity Guidelines.		
Review and update current “Physical Activity” policy to include section on how physical activity will be used to improve mental health and emotional wellbeing.		
Create or review “School Travel Plans” to map out opportunities for increase in active travel, in line with local authority templates or GLA “TFL Stars.”		
Share updates and new policies at staff meetings and publish on website for parents and partners to view.		
Ethos and Environment		
Creating active classrooms where the environment is centred around physical activity where possible. This could include removing chairs for some parts of the day to decrease time spent being sedentary.		
Creating active playgrounds where play is both encouraged through spaces which are more appropriate for physical activity and active play. E.g marked out physical activity zones or activity signs, equipment for active play etc.		
Facilitated physical activity sessions delivered by staff or student “play leaders” within break times of after school clubs.		
Deliver a whole school or large group physical activity session within the school day, such as The Daily Mile or equivalent.		
Resources shared with parents and children in regard to local physical activity provision, active travel and local outdoor spaces.		
Teaching and Learning		
Staff use physically active elements to teaching a range of subjects to increase the time pupils are physically active, whilst making learning suitable for those who learn in a more active way.		



Staff receive training on using physical activity as a tool to be used within the classroom.		
Physical Education lessons promote ways in which children can be physically active outside of the school day and that helps them achieve the recommended amount of daily physical activity.		
Tools which promote physical activity are used to support teaching and learning e.g. "Go Noodle" and "Wake up Shake Up"		
Targeted Support		
Provide staff support where possible to vulnerable children to ensure they access physical activity opportunities offered by the school.		
Review and update list of partner organisations to support vulnerable children and families – particularly those that operate outside of school hours and during school holidays.		
Ensure staff are confident through CPD to identify vulnerable children and understand the pathways for support.		
Parents and Carers		
Review current communication methods used with parents – is this inclusive e.g. language barriers / accessing technology / confidence using technology etc.		
Parent voice – how are families feeling, what have they experienced etc and therefore how best to support		
Parents Information meeting (may have to be online so consider accessibility) - to outline the positive approach we are taking to building a sense of self, ability to be more resilient and improve positive relationships.		
Raise awareness around domestic abuse amongst parents by disseminating information through the following methods: newsletter, school website, parents' evenings etc.		



Review and update list of local partner organisations to support families and consider different methods of dissemination		
Build on successful methods of home learning engagement with families		



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: