



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 healthy eating, oral health; physical activity, mental health and emotional wellbeing*

Healthy eating- Increasing knowledge and building positive relationship towards healthy eating for pupils.

Add how you are going to improve the health and wellbeing priority e.g.

- Increasing pupils' understanding of nutrition
- Developing pupils' abilities to learn about food origins and benefits
- Reducing pupils' unhealthy eating patterns
- Building pupils' confidence to choose healthier food options
- Improving unhealthy behaviours in children
- Improving the participation in growing, cooking and eating healthy foods both within and outside school.

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 Guidance NHS:

A healthy, balanced diet for children should include:

- At least 5 portions of a variety of fruit and vegetables every day
- Meals based on starchy foods, such as potatoes, bread, pasta and rice (choose wholegrain varieties when possible)
- Some milk and dairy products (choose low-fat options where you can)
- Some foods that are good sources of protein, such as meat, fish, eggs, beans and lentils

Covid-19 impact [\(food foundation survey, May 2020\):](#)

- New data shows more than five million people living in households with children under the age of 18 have experienced food insecurity after just a month of lockdown
- Parents in the UK have been unable to shield more than two million children from food insecurity
- More than 200,000 children have had to skip meals because their family couldn't access sufficient food during lockdown
- A million children have had less nutritious sustenance; eating low-cost, unbalanced meals because their parents have run out of food
- 2.8 million households with children in the UK report a loss of income
- The number of households with children experiencing poverty and isolation-driven food insecurity has doubled since lockdown begun

Emerging evidence: Coronavirus and children and young people's food, [Children's Food Campaign and Food Active, September 2020](#)

Key healthy eating challenges for children and young people during the pandemic:

- Lack of routine, boredom, constant access to food in the house and provision of treats to alleviate pressure.
- Rise in children snacking habits: Children ate more crisps, ice creams and lollies, cakes and biscuits, sweets and chocolate.
- Food insecurity increases during the pandemic- At the beginning of lockdown, the economic impact of Covid-19 led to a large rise in food insecurity across the UK, as seen by a rise in demand from food banks. Compared to the same period last year, the Trussell Trust reports a 107% increase in the number of children needing support from a food bank in April 2020

Vulnerable groups:

- Vulnerability to food insecurity has worsened for the economically vulnerable under COVID-19 conditions.



- The COVID-19 crisis has also created new economic vulnerability for people who experiencing income losses and self-isolation.
- In addition to economic vulnerability, self-isolation and a lack of food in shops has created new dimensions of food insecurity in the UK: people being unable to acquire the food they need because they cannot go out and/or because food supplies are not available

More food and nutrition education in schools is important to emphasise on healthy eating messages. Teachers and school staff play a vital role in education about the coronavirus, how unhealthy food can have an impact on child's overall wellbeing, identifying any unhealthy eating behaviour, and make a positive change around food.

National Institute for Health Research, NIHR (2019) Diet and physical activity interventions targeting children and youth have different, yet small, effects on preventing obesity

The review implies that weight management interventions should contain diet and physical activity elements for those aged 0 to 5, but physical activity should be the main emphasis for young people aged 6 to 17. This adds further detail to current NICE guidelines that recommend multi-component programmes for children and young people up to 17 years old, including both diet and physical activity.

Benefits of outdoor nature experiences on mental health:

BBC news website post: 3rd May 2020

Coronavirus lockdown: Can nature help improve our mood? <https://www.bbc.co.uk/news/health-52479763>

Mind for better mental health website post: <https://www.mind.org.uk/information-support/tips-for-everyday-living/nature-and-mental-health/how-nature-benefits-mental-health/>

How can nature benefit my mental health?

Spending time in green space or bringing nature into your everyday life can benefit both your mental and physical wellbeing. For example, doing things like growing food or flowers, exercising outdoors or being around animals can have lots of positive effects. It can:

- improve your mood
- reduce feelings of [stress](#) or [anger](#)
- help you take time out and [feel more relaxed](#)
- improve your physical health
- improve your confidence and [self-esteem](#)
- help you [be more active](#)
- help you make new connections
- provide [peer support](#).



"Nurturing something else into life has really helped my wellbeing – gently caring for something helped me learn to care for myself."

Local Data and Guidance

Add any local authority guidance and data e.g.

The **March 2020 Child Health Profile** for the borough reports:

- The level of child poverty in Kensington & Chelsea is 20.5% of children aged under 16 years in low income families, which is worse than the England average (17%).
- The rate of family homelessness is 4.1% for the borough, which is worse than the England average (1.7%), (material deprivation, which can be associated with low attainment and low aspirations).
- Obesity figures (accessed November 2020)

Indicator	Period	Kensington & Chelsea			Region	England	England		
		Trend	Count	Value	Value	Value	Worst	RAG	Best
Reception: Prevalence of obesity (including severe obesity)	2018 - 2019	Level	52	8.2%	10.2%	9.7%	14.2%	Amber	5.4%
Year 6: Prevalence of obesity (including severe obesity)	2018 - 2019	Level	156	23.6%	23.2%	20.2%	29.6%	Red	10.7%

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

Key priority: Giving children, young people and families have the possible best start in life

Actions include:

- Work with schools to ensure children are taught about maintaining good nutrition, oral health, play and physical activity

SCHOOL DATA AND EVIDENCE



We are aware that lockdown will also have an impact on children and families' dietary habits, having an effect on overall health. A range of nutrition and cooking sessions will also have had to stop during the pandemic. In a recent UNICEF report, half a million children who normally rely on free school meals have received no substitutes at all since lockdown came into effect ([report published from UNICEF](#))

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

Example surveys:

- Health Education Partnership: Primary Nutrition survey = https://www.research.net/r/CNQ_Primary_Template
- Health Education Partnership: Primary Healthy Eating Habits survey = https://www.research.net/r/pri_healthyeatinghabits

Support and Resources

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

- Borough Healthy Schools Lead
- School Health Service
- The Food Foundation: [Covid -19 impact](#)
- Easy, affordable and healthy eating tips during COVID-19: [Ideas to help your family maintain a nutritious diet](#)
- Healthy Schools London – [Resources to support schools](#)
- Health Education Partnership: [National and Local Directory of Services](#)
- Public Health England (2015) [Food teaching in primary schools a framework](#)
- [The Eatwell Guide](#)

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

We are aiming to increase participation in healthy eating and balanced nutrition for all pupils. Eating habits are developed from a young age and messages about healthy lifestyles need to be delivered in a clear and consistent manner if children are to develop the knowledge, understanding and skills they need to make appropriate food choices and develop positive attitudes to diet and health

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

Our planned food 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.

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.

- Increase in pupils' understanding of main food groups from the Eat Well Guide
- Increase the number of pupils reporting that they eat 5 or more portions of fruit and vegetables every day
- Increase the number of pupils reporting they bring in fresh fruit/vegetables as a break time snack every day
- Increase the number of children who report that they would be able to prepare a healthy meal.
- Increase the number of children who report that they have had the opportunity to grow things at school over the past year.
- Increase the number of different fruits that each child has tried
- Increase the number of pupils reporting that they learn how to cook healthy meals and snacks at school
- Increase the number of pupils selecting one or more serving of vegetables at lunch time
- Increase the number of pupils able to explain at least 2 ways in which a plant could be cooked
- Increase the number of pupils reporting regularly eating fresh fruit as a snack
- Increase the number of pupils that have experience and an understanding of the concept of harvesting, by connecting food preparation to the fruit or vegetables they have grown themselves
- Increase the number of pupils reporting they eat a healthy breakfast

- 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
- Pre and post (Packed lunches audit)



<ul style="list-style-type: none"> • Increase the number of packed lunches that contain at least one piece of fruit • Increase the number of packed lunches that contain at least one portion of vegetables or salad • Increase the number of packed lunches that contain carbohydrate, which is wholegrain • Decrease the number of children reporting regularly eating crisps as a snack • Reduce the number of pupils reporting they drink more than one glass of fizzy drink at home each day <p>Individual Staff Outcomes e.g.</p> <ul style="list-style-type: none"> • Increase the percentage of staff who feel confident in their knowledge of the Eat Well Guide • Increase the number of staff who feel confident to deliver the updated Relationships and Health Education curriculum and healthy eating key messages • Increase the number of staff who feel confident to advise parents on a healthy diet for children <p>Whole School - Staff Professional Development e.g.</p> <ul style="list-style-type: none"> • Increase the number of staff who have received food and nutrition training e.g. healthy eating guidelines and key messages, cooking club training, talking about weight, oral health and sugar smart • Increase the number of staff reporting the school promotes healthy eating choices as part of the staff wellbeing policy • Increase the number of staff who have received nutrition and food hygiene training 	
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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 health & wellbeing survey and create action plan based on findings		



Staff training in relation to food safety, healthy eating for children, importance of healthy weight, sugar smart and oral health, food growing		
Organise a 'nutrition or healthy day' to incorporate the healthy eating messages and be a role model for children.		
Policy Development		
Review and update current Whole School Food Policy in line with DfE statutory guidelines, sugar reduction and healthy eating recommendations.		
Review and update Packed Lunch Policy		
Share updates and new policies at staff meetings and publish on website for parents and partners to view		
Ethos and Environment		
Whole setting approach: Involve the wider school community including parents and Governors in promoting healthy eating, establishing a commitment to good nutrition and awareness of the wider role of food and drink in contributing to wellbeing and quality of life		
Map current food provision across the school day to ensure it meets the DfE School Food Standards		
Involve children in decision-making about the food and drink provided e.g. establish a SNAG- school nutrition action group (parents/staff/children)		
Promote equality, respect and understanding and to provide opportunities for children to learn about foods from different cultures e.g. International food & nutrition events		
Dining Area: provide a calm and relaxed atmosphere in order to receive maximum benefit from mealtimes in which every child enjoys social time with peers, feels valued, cared for and supported.		



SNAG or school council to produce guidance (e.g. school leaflet, whole school display, section on website) for the whole school on healthy eating and national guidelines		
Address aspects of food and nutrition through focused programmes as well as during practical food preparation activities, tuckshops, visits to shops and eating out		
Teaching and Learning		
Review teaching strategies to include active teaching and learning methods (as included in Appendix 1 of the HEP PSHE Framework). These methods support group work, debate, reflection and critical thinking skills and can be used as self-assessment methods to demonstrate impact.		
Incorporate programmes such as Change4life, PHE school zone which are designed to develop pupils' and families understanding of what nutrition and healthy diet is, through resources, activities, building skills and understanding.		
Cross curricular work with PSHE and Science lessons with links to health and nutrition classroom activities		
Include gardening as part of the curriculum map and work with partner organisations e.g. Grow It Yourself (Innocent), Edible Playground Project		
Deliver activities promoting health and nutrition. Discussions in each year group will involve what it means to be healthy, exploring food origins, growing and cooking activities and also explore issues relating to poor nutrition.		
Incorporate creative ways to involve children and parents in food talks. Assign a food challenge task that children take this home to complete this with parents. Ensure the tasks reflect ethnic diversity, different families, disabilities etc		
Targeted Support		
Support vulnerable children and families and signpost them to the local services based on their requirements		



Ensure staff are confident through CPD to confidently teach children about food and talk about different cultural foods		
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 – what are families eating habits, what have they experienced and already doing to enhance nutrition in daily meals etc., and therefore how best to support		
Parents Information meeting (may have to be online so consider accessibility) - to outline the positive approach towards packed lunches, easy and quick recipes for lunches		
Raise awareness around importance of family nutrition by disseminating information through the following methods: newsletter, school website, parents' evenings, cultural events celebrations 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. Signpost families to parent workshops available locally e.g. Change4Life Service		



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: