

**Review Tool**

**Achieving or Maintaining Healthy Schools Status**

**Bronze Award**

**School:**

**Borough:**

**HEALTHY SCHOOLS PARTNERSHIP**

**Overview**

The main aim of the Healthy Schools Partnership is to support and encourage schools to develop and deepen their focus on health and wellbeing which will support the attainment, achievement and happiness of both their pupils, staff and wider school communities.

The Healthy Schools Partnership, commissioned by the Tri-borough Public Health Service, is an alliance of Local Authority and health services together with a range of other agencies that work with schools.

All children and young people have a right to be healthy and to achieve at school and in life. Healthy Schools provides opportunities for enhancing emotional and physical aspects of health that will lead to improved health, reduced health inequalities, and increased social inclusion and will raise achievement for all.

Healthier children do better in learning and in life. By enabling children and young people to make positive changes to their behaviour regarding health and wellbeing, schools help them reach their full potential in terms of achievement and fulfilment. They can also encourage good habits that will benefit children and young people both now and in the future.

Healthy Schools is not just about children and young people, it is about involving the whole school community together with local services and agencies. And it is not just what happens in the curriculum but about the entire school day.

Schools can participate and gain recognition at the following levels:

* HSP Bronze Award
* HSP Silver Award
* HSP Gold Award

**Support**

If your school requires additional information or support in working with the Healthy Schools Partnership and gaining recognition, contact:

**David Millard - Healthy Schools Coordinator**

Email: [david.millard@healtheducationpartnership.com](mailto:david.millard@healtheducationpartnership.com)

Freephone: 08000 488 566

Mobile: 0773 847 6236

**Benefits and Relevance to Schools**

**Healthy School Review Tool**

The Healthy School Coordinator will act as a critical friend as a school undertakes a Healthy School Review. The process provides a framework for:

* highlighting what is working well and any gaps in the curriculum or school policies
* understanding of why an intervention is undertaken
* monitoring and recording progress
* evaluating effectiveness
* identifying outcomes.

**Safety and Wellbeing**

Children and young people should feel happy, safe, respected and included in the school environment and staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Healthy Schools provides guidance and support to develop policies and practice that ensures the safety and wellbeing of children and young people.

**The** **Wider Curriculum**

Healthy Schools promotes a more inclusive environment for learning to take place and is designed to encourage links with all other areas of the curriculum.

* The health and wellbeing experiences and outcomes provide valuable opportunities to develop skills in literacy and numeracy.
* There are important links between health and wellbeing and the spiritual, moral, social and cultural development of pupils.
* Using the expressive arts as a medium for learning, for example role play, can engage learners in issues such as bullying in more engaging and accessible ways.
* There are clear connections between science and several aspects of health and wellbeing e.g. food and health.

**Staff Development, Health and Wellbeing**

Healthy Schools enables schools to identify, review and develop:

* Training for staff.
* Support for staff in maintaining their health and wellbeing.
* Confidential access to advice, support and services within and beyond school.

**Wider Context: Ofsted, Childhood Obesity, Sex and Relationships Education, Government Funding 2017**

**Government Childhood Obesity: A Plan for Action, August 2016**

The obesity plan sets out the Government’s proposals to reduce childhood obesity over the next ten years, achieved through the “active engagement of schools, communities, families and individuals”. The plan confirms that following consultation over the soft drinks industry levy, the proposals will be legislated for in the Finance Bill 2017 <https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action>

Key points for schools / early years

* All schools to deliver at least thirty minutes of physical activity every day funded by a soft drinks levy. The additional 30 minutes should be supported by parents and carers.
* Encourage more walking and cycling to school
* A voluntary healthy rating for primary schools to encourage them to take a whole school approach to healthy
* eating and physical activity.
* A campaign to raise awareness of the early years physical activity guidelines among parents and practitioners.
* The Early Years Foundation Stage (EYFS) Framework will be updated to make reference to the UK Chief
* Medical Officers’ (CMO) guidelines.
* School Food Standards update
* Healthier vending/food environments

Ofsted already evaluate a school’s success in promoting and supporting pupils’ knowledge of how to keep themselves healthy, including through exercising and healthy eating. Inspectors expect to see pupils making informed choices about eating and physical activity and the school’s culture promoting this aspect of pupils’ welfare. This evaluation informs inspectors’ judgement on pupils’ personal development, behaviour and welfare. Once the new rating scheme is operational it will be referred to in the school inspection handbook, and Ofsted inspectors will be able to take account of the scheme as an important source of evidence about the steps taken by the school to promote healthy eating and physical activity.

The DfE and DH will be providing further information on the proposed ‘healthy rating’ and ‘annual competition’ or recognition for schools demonstrating healthy approaches to tackling obesity.

**DfE Healthy Rating Scheme 2017-18**

The Department for Education will launch a tender in early 2017 for the development and delivery of a national “healthy schools rating scheme”. The scheme should encourage schools to recognise and prioritise their roles in supporting children to develop a healthy lifestyle.

**Healthy Pupils Capital Programme 2018-19**

Schools are to get £415 million from the soft drinks industry levy to help pupils benefit from healthier, more active lifestyles. The new Healthy Pupils Capital Programme funding recouped from the government’s “sugar tax” will be available from 2018.

The funding will be allocated through a central formula to local authorities or multi-academy trusts. Those bodies will then make spending decisions based on “local context”. Schools in smaller trusts, standalone trusts and sixth form centres will have to bid for cash from a new Healthy Pupils Capital Fund. Primary, secondary and sixth form colleges can use the cash for facilities to support PE, after-school activities and healthy eating. Facilities will be able to support children with physical conditions, or support young people struggling with mental health issues.

The funding is part of a £1.3 billion investment, which is separate to but sits alongside the newly doubled PE and sport premium, breakfast clubs and universal infant free school meals. The Department for Education will confirm the allocation formula, spending guidance and bidding criteria in the summer.

**New sex education curriculum, March 2017**

The existing sex and relationships education curriculum is to be revised and made statutory in all state schools to address new risks to children including cyber-bullying, sexting, staying safe online, sexual harassment and pornography.

All primary schools will now be required to teach age-appropriate relationships education. This will be expanded to relationships and sex education at secondary school. The government will require personal, social, health and economic education (PSHE) to be taught in academies, as well as in maintained and independent schools. The rule will apply to faith schools although there will be flexibilities over delivering the subjects.

The new statutory guidance will go to public consultation and be introduced to schools from September 2019.

**HEALTHY SCHOOLS PARTNERSHIP REVIEW TOOL**

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

The Review Tool is organised under seven headings:

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

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

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

You can use this document to record and update your school’s progress around healthy eating, physical activity, emotional wellbeing and PSHE under the seven headings. When you have completed the Healthy Schools Partnership Bronze Review Tool for your schools, you will need to send it to the Healthy Schools Coordinator.

**David Millard**

**Healthy Schools Coordinator**

**Email:** [david.millard@healtheducationpartnership.com](mailto:david.millard@healtheducationpartnership.com)

|  |
| --- |
| **Description of School** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Leadership, Management & Managing Change** | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | **School 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 SRE and drug, alcohol and tobacco education * Healthy eating including school food-based standards, catering and curriculum * Physical activity * Emotional wellbeing and Mental Health | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations:   * *Ofsted (2016) School Inspection Handbook* * *Ofsted (2012) Outstanding Physical Education for all* * *DfE (2015) PSHE education: a review of impact and effective practice* | **PSHE education (include names and job titles)** | |
| SLT Lead |  |
| List staff member/s responsible |  |
| **Healthy Eating (include names and job titles)** | |
| SLT Lead |  |
| List staff member/s responsible |  |
| **Physical Activity (include names and job titles)** | |
| SLT Lead |  |
| List staff member/s responsible |  |
| **Emotional wellbeing and Mental Health (include names and job titles)** | |
| SLT Lead |  |
| List staff member/s responsible |  |
| **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* | | | | |

| **2. Policy Development** | | | |
| --- | --- | --- | --- |
| **Criteria and Minimum Evidence** | **Links to Ofsted & DfE** | **School Evidence** | |
| The school has the following policies which are reflected in practice and through ethos, culture and the environment. They are reviewed by consultation at least every three years.  * School Behaviour including Anti-bullying; * Relationships and Sex Education (RSE) * Drug, Alcohol and Tobacco Education including Smoke Free; * Safeguarding/Child Protection; * Special Educational Needs including medical needs; * Physical Activity; * Food policy; * Emotional Wellbeing and Mental Health | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations:   * 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 * DfE (2016) Keeping Children Safe in Education. * DfEE (2000) Sex and Relationships Education Guidance * DfE (2014) What maintained schools must publish online * DfE (2014) What academies, free schools and colleges should publish online | **School Behaviour / Anti-bullying** | |
| Last review date: |  |
| Next review date: |  |
| Published on school website: |  |
| **Relationships & Sex Education** (RSE) | |
| Last review date: |  |
| Next review date: |  |
| Published on school website: |  |
| **Drug, Alcohol and Tobacco Education including Smoke Free** | |
| Last review date: |  |
| Next review date: |  |
| Published on school website: |  |
| **Safeguarding / Child Protection** | |
| Last review date: |  |
| Next review date: |  |
| Published on school website: |  |
| **Special Educational Needs** | |
| Last review date: |  |
| Next review date: |  |
| Published on school website: |  |
| **Physical Activity** | |
| Last review date: |  |
| Next review date: |  |
| Published on school website: |  |
| **Food Policy including sugar reduction and school food based standards** | |
| Last review date: |  |
| Next review date: |  |
| Published on school website: |  |
| **Emotional Wellbeing and Mental Health** | |
| Last review date: |  |
| Next review date: |  |
| Published on school website: |  |
| **Further evidence** | |
| Provide examples of who you consult with to develop policies: |  |
| Provide examples of how you consult with the following groups: staff, parents/carers, Governors, pupils |  |
| Provide examples of how staff understand their role in relation to policies: |  |
| **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* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Learning and teaching, curriculum planning and resourcing** | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | **School 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. | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations:   * *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* | **PSHE Education including RSE & drug, alcohol and tobacco education** | |
| Provide details of how you deliver PSHE within the curriculum |  |
| Provide details of how you deliver RSE within the curriculum |  |
| Provide details of how you deliver drug, alcohol and tobacco education within the curriculum |  |
| Name any resources supporting the delivery of PSHE, RSE & Drug, Alcohol and Tobacco Education |  |
| Provide examples of how you monitor and evaluate PSHE |  |
| Provide examples of how you assess, record and report on pupil progress within PSHE |  |
| **3. Learning and teaching, curriculum planning and resourcing** | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | **School Evidence** | |
|  | * *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* * *DfE (2015) The Prevent Duty* * *DfE (2016) Mental Health and Behaviour in schools* | **Healthy Eating including cooking skills and food education** | |
| Provide details of how you deliver food education and cooking skills in the curriculum |  |
| Name any resources supporting the delivery of food education and cooking skills in the curriculum |  |
| Provide examples of how you monitor and evaluate food education |  |
| Provide examples of how you assess, record and report on pupil progress within food education |  |
| **Physical Activity including a minimum of 90 minutes to 2 hours curriculum PE a week** | |
| Provide details of how you deliver PE in the curriculum |  |
| Name any resources supporting the delivery of PE in the curriculum |  |
| Provide examples of how you monitor and evaluate PE |  |
| **3. Learning and teaching, curriculum planning and resourcing** | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | **School Evidence** | |
|  |  | Provide examples of how you assess, record and report on pupil progress within PE |  |
| **Emotional Wellbeing and Mental Health** | |
| Provide examples of the learning opportunities you provide in relation to emotional wellbeing and mental health in the curriculum |  |
| Name any resources supporting the delivery of Emotional wellbeing and mental health in the curriculum |  |
| Provide examples of how you monitor and evaluate lessons related to emotional wellbeing and mental health |  |
| Provide examples of how you assess, record and report on pupil progress regarding emotional wellbeing |  |
| **3. Learning and teaching, curriculum planning and resourcing** | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | **School Evidence** | |
|  |  | **Overall** | |
| Provide examples of how you celebrate pupil progress and achievement in these areas |  |
| Has the content of the school curriculum in each academic year for every subject including PSHE been published on the school website? |  |
| **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* | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4. School ethos, culture, environment & SMSC development** | | | | | |
| **Criteria & Minimum Evidence** | | **Links to Ofsted & DfE** | **School Evidence** | | |
| **Playground Provision** | | | | | |
| Playgrounds are safe, supportive, encourage physical activity and include quiet areas.  Playground provision includes:   * a range of activities * active and quiet areas * plenty of physical activity * supervision and support | | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations: | | Provide examples of the energetic activities or sports that are available to pupils on the playground |  |
| Provide examples of the quiet activities that are available to pupils on the playground. |  |
| Provide details of the supervision arrangements on the playground |  |
| Provide details of any pupil based support available on the playground |  |
| **4. School ethos, culture, environment & SMSC development** | | | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | | | **School Evidence** | |
| **Food Provision** | | | | | |
| 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 guidance on healthy packed lunches and pupils should have easy access to free, clean and palatable drinking water at all times. | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations:   * *DfE (2015) PSHE: a review of impact and effective practice* * *DfE (2016) School food in England. Departmental advice for governing bodies.* | | | Provide examples of how you provide a welcoming, social and attractive eating environment |  |
| Provide examples of how you ensure the food environment is clean and hygienic including hygiene rating |  |
| Provide details of how school lunches meet the [food based standards](http://www.schoolfoodplan.com/wp-content/uploads/2015/01/School-Food-Standards-Guidance-FINAL-V3.pdf) |  |
| Provide details of how any food other than lunch provided meets the [food based standards](http://www.schoolfoodplan.com/wp-content/uploads/2015/01/School-Food-Standards-Guidance-FINAL-V3.pdf) |  |
| Provide details of your packed lunch guidance and how these are disseminated |  |
| Provide examples of how you ensure there is free, clean palatable drinking water is available at all times |  |
| **4. School ethos, culture, environment & SMSC development** | | | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | | | **School Evidence** | |
|  |  | | | Provide examples of how you promote healthy eating and drinking at school |  |
| **Physical Activity** | | | | | |
| 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. | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations:   * *Ofsted (2015) Going the extra mile. Excellence in competitive school sport.* * *Ofsted (2014) The PE and Sport Premium for primary schools* * *DfE (2015) PSHE education: a review of evidence and effective practice* | | | Provide examples of the physical activity opportunities that you provide |  |
| Provide details of the systems in place to track pupil’s participation in active opportunities |  |
| Provide examples of how you encourage less active pupils to participate in physical activity |  |
| Date registered on the School Games website |  |
| Provide the date of your next School Games Day |  |
| Provide examples of how you signpost pupils to local clubs and activities |  |
| **4. School ethos, culture, environment & SMSC development** | | | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | | | **School Evidence** | |
|  |  | | | Provide a link to your school website showing a breakdown of how you’ve spent or will spend any PE and sport premium funding |  |
| **Active Travel** | | | | | |
| The school promotes active travel to and from school. The school has achieved or is working towards STARS Bronze accreditation. | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations: | | | Date of last hands up travel survey |  |
| Provide details of your STARS accreditation |  |
| **Pupil Voice** | | | | | |
| 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. | Meeting this criteria and minimum evidence may help you to meet the following   * *Ofsted (2016) School Inspection Handbook* * *DfE (2015) PSHE education: a review of impact and effective practice* * *DfE (2016) Mental Health and Behaviour in schools* | | | Provide examples of the mechanisms you have in place to ensure the views of pupils are reflected in decision making, policy and practice. |  |
| Provide an example of where pupil views have changed practice or provision within the school. |  |
| **4. School ethos, culture, environment & SMSC development** | | | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | | | **School Evidence** | |
| **SMSC (Spiritual, Moral, Social, Cultural) Development** | | | | | |
| The school provides opportunities for spiritual, moral, social and cultural development of pupils | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations:   * *Ofsted (2016) School Inspection Handbook* * *DfEE (2000) Sex and Relationships Education Guidance* * *DfE (2014) Promoting fundamental British values as part of SMSC in schools* | | | Provide examples of the opportunities you provide to promote the spiritual development of pupils |  |
| Promote examples of the opportunities you provide to promote the moral development of pupils |  |
| Promote examples of the opportunities you provide to promote the social development of pupils |  |
| Promote examples of the opportunities you provide to promote the cultural development of pupils |  |
| **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 | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations: | | | Provide examples of how you promote pupils pride in achievement and commitment to learning |  |
| **4. School ethos, culture, environment & SMSC development** | | | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | | | **School Evidence** | |
|  | * *Ofsted (2016) School Inspection Handbook* * *Ofsted (2015) The Common Inspection Framework* * *DfE (2015) PSHE education: a review of impact and effective practice* * *DfE (2015) The Prevent Duty* | | | Provide examples of how you promote self-confidence, self-awareness and understanding of how to be a successful learner |  |
| Provide examples of how you promote and support choices about the next stages of their education or employment |  |
| Provide examples of how you promote and support prompt and regular attendance |  |
| Provide examples of how you support pupils to follow guidelines for behaviour and manage their feelings and own behaviour |  |
| Provide examples of how you support pupils to understand how to keep themselves safe from relevant risks (e.g. abuse, sexual exploitation and extremism, including when using the internet and social media) |  |
| **4. School ethos, culture, environment & SMSC development** | | | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | | | **School Evidence** | |
|  |  | | | Provide examples of how you promote pupils’ personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain. |  |
| What actions are taken to prevent and tackle discriminatory and derogatory language: |  |
| Provide examples of how pupils can understand, respond to and calculate risk effectively: |  |
| Provide examples of how pupils are aware of the support available to them: |  |
| **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* | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **5. Provision of support services for children and young people** | | | |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | **School 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). | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations:   * *Ofsted (2016) School Inspection Handbook* * *DfE (2014) What maintained schools must publish online* * *DfE (2014) What academies, free schools and colleges must publish online* * *Ofsted (2014) The PE and Sport Premium for primary schools* * *DfE (2016) Keeping children safe in education* * *DfE (2015) The Prevent Duty* * *DfE (2016) Mental health and behaviour in schools* | Provide examples of the systems you have in place to identify and meet the needs of vulnerable pupils: |  |
| Provide examples of the arrangements you have in place to provide support: |  |
| Provide examples of the access you provide to advice & support services: |  |
| Provide a link to the school website reporting the school’s strategy for the use of pupil premium for the current academic year |  |
| Provide a link to the school website reporting the school’s strategy for the use of pupil premium for the previous academic year |  |
| **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* | | | |

| 6. Staff continuing professional development (CPD), health and well-being | | | |
| --- | --- | --- | --- |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | **School 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). | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations:   * *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* * *DfE (2015) The Prevent Duty* | **Staff CPD** | |
| Provide examples of how you identify staff training needs relating to health and wellbeing topics: |  |
| Provide examples of the health and wellbeing training and development opportunities that staff have attended: |  |
| Staff health and well-being | |
| School staff are supported in maintaining their health and wellbeing by: |  |
| Staff have been encouraged to be positive role models including: |  |
| Staff can, confidentially, access advice, support and services from: |  |
| **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; PHE (2015) What works in schools and colleges to increase physical activity; Mentor (2016) Preventing children and young people’s mental health and substance use problems; NICE (2008) Physical Activity in the workplace; NICE (2010) Smoking prevention in schools; NICE (2008) Social and emotional wellbeing in primary education; NICE (2009) Social and emotional wellbeing in secondary education; NICE (2006) Obesity Prevention; DfE (2015) The Prevent Duty* | | | |

| 7. Partnerships with parents and carers, the local community, external agencies and volunteers | | | |
| --- | --- | --- | --- |
| **Criteria & Minimum Evidence** | **Links to Ofsted & DfE** | **School 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 | Meeting this criteria and minimum evidence may help you to meet the following requirements and recommendations:   * *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* | Engaging with parents/carers: | |
| Provide examples of any opportunities you give for parents/carers to access information, support and advice on health and wellbeing by: |  |
| Engaging with the local community and external agencies | |
| Provide examples of how the school engages with the local community and a range of external agencies to support pupils, parents/carers and staff: |  |
| **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* | | | |