



The Mayor's Award Programme

Healthy Early Years London

Guide to the Awards



Healthy Early Years London: Guide to the Awards

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1. Introduction

The London Health Inequalities Strategy (HIS) sets out the Mayor's vision for all Londoners to have the opportunity to live a long life, in good health.

The strategy highlights the unfairness of London's underlying health inequalities, the impact of these inequalities and how they have been exacerbated by the pandemic. The Strategy was informed by a strong evidence base on what matters and what works, and was developed in consultation with partners and stakeholders across the city.

Alongside the HIS, an implementation plan sets out the Mayor's commitments to address health inequalities with specific goals to meet these commitments.

The [Healthy Schools London \(HSL\)](#) and the [Healthy Early Years London \(HEYL\)](#) awards programmes sit firmly within this framework and reflect the key role schools and settings have in contributing to the achievement of the Mayor's goals.

The promotion of the health and wellbeing of children and young people in London's schools has long been recognised as crucial to securing good outcomes.

Schools themselves understand this well and, under the national programme that ran between 1997 and 2011, nine out of ten London schools achieved 'Healthy School Status'.

Since then, the London Health Improvement Board designed a programme specifically for London schools and this subsequently became the Healthy Schools London awards programme and its early years equivalent, HEYL was developed alongside it. Both awards programmes are now sponsored by the Mayor of London and delivered by the Greater London Authority (GLA), working closely with the London Boroughs.

In 2023, the GLA commissioned the National Children's Bureau (NCB) to review and refresh HSL and HEYL. The review was informed by feedback from Borough Leads, who manage the programmes, and national agencies, including Ofsted, taking into account national research and guidance.

The review particularly sought:

- Better alignment of the process, pathway and content of HSL and HEYL;
- Improved synergies between the awards programme and relevant elements of other frameworks such as the 2021 Early Years Foundation Stage (EYFS) and the Ofsted framework;
- Greater consistency in how the awards are achieved and evidenced; and
- Maintenance of quality and standards whilst minimising the demands on schools and settings.

This Guide sets out:

- the overall aims and principles of the programmes;
- the process for achieving and maintaining the awards;
- the coverage of the awards and the evidence required to demonstrate schools' and settings' achievements.

Separate guidance, 'Healthy Schools London and Healthy Early Years London: Transitional arrangements 2023' sets out the process for schools and settings who had already started on the awards before the revised HSL and HEYL became available in September 2023.

2. Principles

The Mayor's commitments

The Mayor's commitments to address London's health inequalities are summarised as:

- Healthy Children: every London Child has a healthy start in life
- Healthy Minds: all Londoners share a city with the best mental health in the world
- Healthy Places: all Londoners benefit from an environment and economy that promote good mental and physical health
- Healthy Communities: London's diverse communities are healthy and thriving
- Healthy Living: the Healthy Choice is the easy choice for all Londoners

The health and wellbeing of all Londoners will be improved by the achievement of these goals and schools and early years settings have an important role to play in relation to many of the goals. The Mayor's commitments recognise that:

Getting a good start in life, building emotional resilience and getting maximum benefit from education are the most important markers for good health and wellbeing throughout life.

Each of these commitments is supported by specific goals. Together, HSL and HEYL are a key part of meeting these goals. The programmes recognise the links between mental health, physical health and outcomes and aim to support schools and early years settings in developing and sustaining a whole setting approach to better health outcomes for all children and young people.

National evidence base and a whole school approach

The HSL and HEYL programmes are underpinned by a national evidence base supporting a whole school approach to social and emotional well-being and mental health. The evidence was brought together by Professor Katherine Weare for the Partnership for Well-being and Mental Health in Schools, at NCB, and sets out key principles for a whole school approach. The approach is endorsed by Public Health England (PHE) in [Promoting children and young people's mental health and wellbeing](#).

In a similar approach to health and physical activity, [What works in schools and colleges to increase physical activity?](#) PHE summarises evidence of the link between physical activity and academic performance and learning and provides a set of principles for a whole school approach.

Getting the nation moving every day is essential. We know that there is a strong link between attainment and educational outcomes and the health and wellbeing of pupils. At a personal level it's fun and sociable – and helps people stay physically and mentally well. (PHE)

While most of the evidence, above, comes from schools, the whole setting approach has been used extensively in the early years, has been as effective and has been endorsed by the Mayor of London:

The most effective way of improving health in this age group is to take a whole-setting approach, engaging children, staff, parents, carers and the wider community. (Mayor of London)

Principles underpinning the award programmes

The broad aim of the programmes is to support schools and early years settings in developing and sustaining a whole setting approach with better health outcomes for all children and young people.

The programmes are underpinned by a collaborative approach with a focus on working with children, young people, their families and the wider community, supporting families in making healthier choices and making health 'everyone's business'.

At the heart of both programmes is a self-reflection and review tool. Schools and settings that have already embarked on the HSL programme have reported the benefits of reflecting on their practice, identifying their own particular priorities and feeling in control of improvement. Combined with a focus on staff wellbeing and staff development and the wider ethos and culture of the school or setting, the programme can enable staff to feel empowered, even at times of challenging external pressures.

The programmes involve gathering evidence to demonstrate the achievement of the different criteria at different levels in the award. Once gathered, the evidence is more readily to hand for other purposes including demonstrating how criteria in the Ofsted framework are met, for example, on behaviour and attitudes, and personal development.

The programmes also support and encourage schools and settings with the recognition of the hard work. HEYL award certificates and local and London-wide events celebrate the achievement of each award and promote shared learning and success.

3. The awards programme

There are awards at three different levels:



Bronze award:
recognises the setting as an 'emerging healthy setting'






Silver award:
recognises the setting as a 'healthy setting'



Gold award:
recognises the setting as an 'enhanced healthy setting'

The tiered structure of the award is designed to help settings to build on their policies and practice, progressively over time. As they progress through the awards from bronze to silver to gold, settings consolidate and build on earlier achievements and develop a range of initiatives to promote healthy outcomes.

Three awards

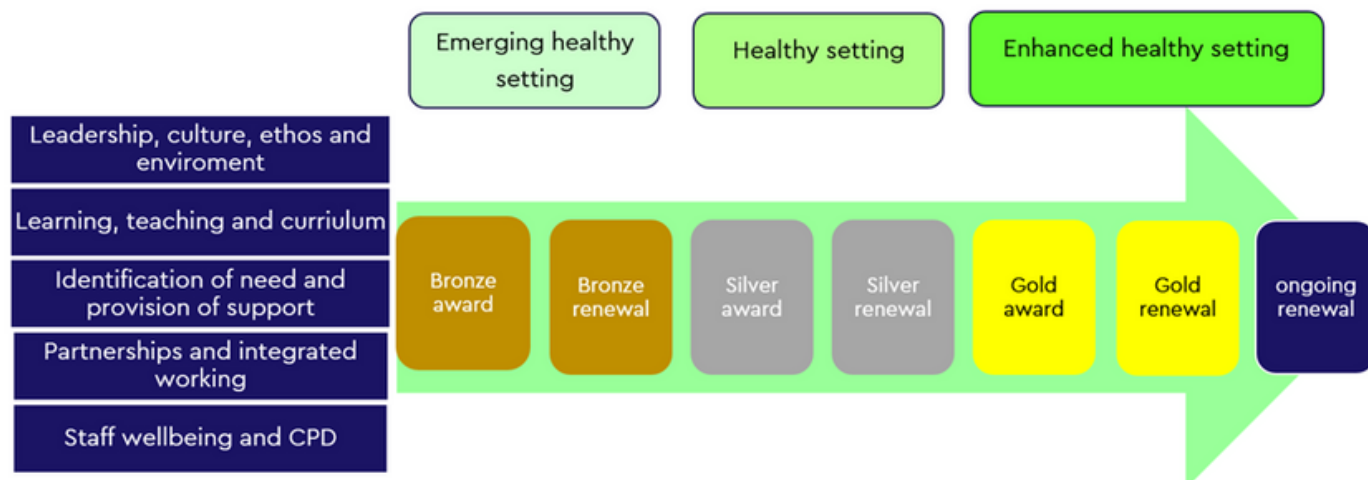
	<p>Bronze Award: Emerging Healthy Setting</p>	<ul style="list-style-type: none"> • Policies and practices to support healthy outcomes reviewed and starting to embed • A whole setting initiative
	<p>Silver Award: Healthy Setting</p>	<ul style="list-style-type: none"> • Policies and practices to support healthy outcomes reviewed and fully embedded, and • A targeted initiative and a staff wellbeing initiative
	<p>Gold Award: Enhanced Healthy Setting</p>	<ul style="list-style-type: none"> • Policies and practices to support healthy outcomes reviewed, embedded and shared with others, surpassing the standards required for a healthy setting and • A targeted initiative and a community initiative

Five areas of early years practice

Achievement at each level is organised across five different areas of early years practice:

1. Leadership, ethos, culture and environment
2. Learning, teaching and curriculum
3. Identification of need and provision of support
4. Partnerships and integrated working
5. Staff wellbeing and CPD

Three levels and five areas of early years practice



At each level of the award, there is a set of criteria to be met and evidenced. The criteria and the evidence requirements are set out in detail the Review Tool, see section 4 of this guide.

At each level of the award, settings also plan an initiative to promote and support healthy outcomes, see Action planning, below.

The award is achieved on the basis of the submission and approval of:

- the completed review, along with the accompanying evidence; and
- an action plan for the implementation of the initiative to promote healthy outcomes.

For the renewal of the award, settings must have implemented the planned initiative for at least six months and then:

- check and confirm that the criteria are still being met; and
- provide evidence that the initiative they planned has been implemented and monitored for at least 6 months.

Renewal requirements must be met before progressing to the next level. Achievement at each level of the award is dependent on the previous level having been achieved and maintained.

There is a more detailed account of progression through the awards, below, and a summary on pages 12 and 13.

Criteria

At each level and in each of the areas of early years practice, there are criteria that must be met for the achievement of the award, for example, the bronze criterion on Learning, teaching and curriculum includes:

The setting encourages and enables physical activity through resources and planned activities, both inside and outside, that:

- enables children to be physically active
- supports children to take appropriate risks in their play
- minimises the amount of time children spend being sedentary for extended periods (except time spent sleeping and eating)

At each level, settings need to confirm that they meet the criteria and provide evidence to show how each criterion has been met.

Evidence

Settings can draw on a wide range of evidence, for example, early years policies, an agenda or a note of a meeting, list of staff training, photos, audio recordings, screen shots of a web page, a series of quotes, pictures of children's work, short video clips. Settings are encouraged to provide evidence in the most efficient and effective way, where possible drawing on evidence that is already available.

Settings need to briefly explain what the evidence demonstrates and how it meets the criteria.

Action Planning

At each level of the award, on completion of the review, settings plan an initiative to address an aspect of early years practice where a weakness or gap has been identified through the review. The initiative is either a 'whole setting initiative' or a 'targeted initiative', that is, one that is designed for a particular group or cohort. The requirements are different at each level of the award and become a more significant part of the work as settings progress through the awards.

There are different initiatives to improve health and wellbeing and promote healthy outcomes for each award:

- Bronze: settings submit an action plan for a whole setting initiative to improve health and wellbeing.
- Silver: settings submit action plans for two initiatives:
 - One focused on improving the health and wellbeing of an individual or a group or cohort of children; and
 - One focused on improving staff health and wellbeing.
- Gold: settings submit action plans for two initiatives:
 - One targeting the improved health and wellbeing of a group or cohort of children; and
 - One focused on increasing community engagement in improving an aspect of health and wellbeing identified as a priority.

An action plan, showing how the initiative is to be implemented, is submitted with the evidence of completion of the criteria for the award. Implementation is then monitored for a period of at least six months before settings progress to the next award.

The Review Tool

The Review Tool is used to review policies and practices for each award. It sets out all the criteria and the evidence requirements for achieving the award at each level and across the five areas of early years practice. It provides examples of the evidence that settings might provide to show that they meet each of the criteria. It also sets out the requirements for development initiatives at each stage and the requirements for renewal of the awards. The Review tool is set out in section 4 of this guide.

Progression through the Awards

Registration and getting started

To register for the bronze award, settings complete and submit the registration form on the GLA website.

The next step is to undertake a baseline audit using the bronze section of the Review Tool. For this baseline audit, settings record their views about which of the criteria for the bronze award have been met. At this stage, it is not expected that all the criteria will have been met and no evidence is required to justify how the setting has completed the review.

This completed audit is then forwarded to the Borough Lead for the HEYL award programme in their area. The baseline audit must be submitted within four months of registration.

Bronze award

The completion of the review will highlight strengths and weaknesses in the setting's provision. To achieve the bronze award, the setting:

- takes action to meet any of the criteria that were not met at registration;
- provides evidence to demonstrate that they now meet all criteria for the bronze award; and
- submits an action plan for an initiative to promote healthy outcomes.

The completed Review Tool, along with the supporting evidence, and the action plan are submitted to the Borough Lead or, in some boroughs, to a Quality Assurance Panel. The Borough Lead, or the Panel, decides whether to approve the setting for the award and uploads the material and their advice to the GLA for validation. If the Award is made, the setting is contacted by the GLA and the award is sent. The setting may have the opportunity to collect the award publicly, at a celebratory event.

Bronze renewal

Before progressing to the silver award, settings renew their bronze award. This is done when the initiative planned as part of the bronze award has been implemented for at least six months. The setting:

- evaluates the bronze initiative, gathers evidence of its impact and revises or amends its plan as necessary to ensure that it continues to be effective; and
- checks that the criteria in the bronze Review Tool are still being met and revises and updates the evidence where necessary.

The setting's evaluation of the bronze initiative and the revised bronze Review Tool are submitted to the Borough Lead for consideration and agreement to progress to the silver award.

Silver award

After renewing bronze, settings can progress to the silver award. For the silver award, the setting:

- maintains the whole setting bronze initiative and continues to meet the bronze criteria;
- completes the Review Tool at the silver level, addresses any gaps or areas of weakness and provides evidence that policies and practices to support healthy outcomes are fully embedded;

- submits an action plan for a 'targeted' initiative to address a health priority for a particular group of children; and
- submits an action plan for an initiative to address a health and wellbeing priority for staff.

For the silver and gold awards, plans should be deeply embedded in the setting's longer term planning, where the management committee has oversight of development and where impact, in terms of improvements in physical and mental health and outcomes, can be reported.

For the silver award, the completed Review Tool, along with the supporting evidence, and the action plans for the 'targeted' and 'staff health and wellbeing' initiatives are submitted to the Borough Lead. The Borough Lead decides whether to approve the setting for the award and uploads the material and their advice to the GLA for validation. If the Award is made, the setting is contacted by the GLA and the award is sent. The setting may have the opportunity to collect the award publicly, at a celebratory event.

Silver renewal

Before progressing to the gold award, setting renew their silver award. This is done when the two initiatives planned as part of the silver award have been implemented for at least six months. To renew the silver award, the setting:

- evaluates the silver 'targeted' initiative, gathers evidence of its impact and revises or amends its plan as necessary to ensure that it continues to be effective;
- evaluates the silver 'staff health and wellbeing' initiative, gathers evidence of its impact and revises or amends its plan as necessary to ensure that it continues to be effective; and
- checks that the criteria in the silver Review Tool are still being met and revises and updates the evidence where necessary.

The setting's evaluation of the silver initiatives and the revised silver Review Tool are submitted to the Borough Lead for consideration and agreement to progress to the gold award.

Gold award

After renewing silver, settings can progress to the gold award. For the gold award, the setting:

- maintains the whole setting initiative, developed as part of the bronze award, and the two initiatives developed as part of the silver award (the 'targeted' and 'staff health and wellbeing' initiatives) and continues to meet all bronze and silver criteria;
- completes the Review Tool at the gold level, addresses any gaps or areas of weakness and provides evidence that policies and practices to support healthy outcomes are fully embedded and can be shared beyond the setting;
- submits an action plan for a further health, wellbeing or education priority that aims to meet the needs of a targeted group of children, co-produced with them; and
- submits an action plan for an aspect of work that builds links and provides access to wider community support and aims to improve outcomes in one or more priority areas.

For the gold award, the completed Review Tool, along with the supporting evidence, and the action plans for the new 'targeted' and 'community' initiatives are submitted to the Borough Lead.

The Borough Lead decides whether to approve the setting for the award and uploads the material and their advice to the GLA for validation. If the Award is made, the setting is contacted by the GLA and the award is sent. The setting may have the opportunity to collect the award publicly, at a celebratory event.

Gold renewal

The setting can renew the award any time after having held the award for six months, but, to maintain the award, must renew it within three years. To renew the gold award, the setting:

- evaluates the gold 'targeted' and 'community' initiatives - the targeted initiative to be co-evaluated with the target group of children - gathers evidence of the impact of the initiatives and revises or amends them as necessary to ensure that they continue to be effective and are sustainable;
- develops sustainable plans for all the earlier initiatives, universal, targeted and staff wellbeing initiatives (originally developed for the bronze and silver awards), revised in the light of impact and evidence of any new priorities;
- checks that the criteria in the gold Review Tool are still being met and revises and updates the evidence where necessary.

The setting's evaluation of the gold initiatives and the revised gold Review Tool are submitted to the Borough Lead for consideration and agreement to progress to the gold award.

Renewal

Settings renew their award at one level in order to progress to the next and can do this anytime after holding that award for a minimum of six months. To maintain the award, settings have to renew their award within three years. Settings renew their award using the renewal criteria, for the relevant award, described above and set out in the Review Tool.

Timescales

Each award builds on and consolidates achievements at the previous level. At each level, the planned initiative has to have been implemented for a minimum period of time, set at six months, then reviewed and revised before settings progress to the next stage. Many initiatives take longer than six months to be fully implemented and to be capable of yielding evidence of impact.

The awards are designed to support and reward long-term, sustainable improvement in the health and wellbeing of the setting and work best if they are incorporated into overall development planning for the setting. From registration to the renewal of the gold award, it is likely to take settings about three years.

The role of Borough Leads

Borough Leads (BLs) have a key role in the awards programme. There are termly workshops to support BLs in the many aspects of their role, such as in approving awards, moderating submissions and maintaining quality. There will be a key focus on the transition to the refreshed awards programme as it is implemented.

Resources

The Mayor of London's website holds a range of examples of what settings have achieved through the awards, tools and resources, and a list of organisations can help and support settings with specific health and wellbeing issues they want to address: [About Healthy Early Years London](#) | [London City Hall](#)

Progression through the Awards: In summary

To note: settings can join the awards programme at any level. To join at silver or gold, they must demonstrate that they have met all the earlier criteria, see Review Tool, next section of this guide.

<p>Registration</p>	<p>1. Register for award on GLA website 2. Review current practice <i>(use the bronze criteria in the Review Tool to provide baseline data and identify gaps, no evidence required at this stage)</i> 3. Submit completed Review Tool to Borough Lead (BL) <i>(within 4 months of registration)</i></p>
<p>Bronze award</p>	<p>1. Review current practice <i>(use the bronze criteria in the Review Tool, address gaps to ensure all criteria are met, and provide evidence to support all criteria)</i> 2. Develop an action plan <i>(for whole setting initiative based on a priority identified through the review, either mental health and wellbeing OR physical activity priority)</i> 3. Submit Review Tool with evidence and action plan to BL <i>(award approved by Borough Lead and validated by GLA)</i></p>
<p>Bronze renewal</p>	<p>1. Bronze action plan implemented and monitored for 6 months, minimum <i>(whole setting initiative reviewed, action plan revised in the light of impact)</i> 2. Review current practice <i>(ensure all bronze criteria continue to be met, renew evidence as necessary)</i> 3. Submit Review Tool and evaluation of whole setting approach to BL</p>
<p>Silver award</p>	<p>1. Bronze award maintained <i>(whole setting initiative maintained, action plan reviewed and revised; bronze criteria continue to be met)</i> 2. Review current practice <i>(ensure all silver criteria met and evidence provided)</i> 3. Two new silver action plans developed <i>(one for a 'targeted' health initiative to address a priority for a particular group of children; one for an initiative to address a health & wellbeing priority for staff)</i> 4. Submit Review Tool and action plans to BL <i>(award approved by Borough Lead and validated by GLA)</i></p>
<p>Silver renewal</p>	<p>1. Silver action plans implemented and monitored for 6 months, minimum <i>(targeted initiative for children evaluated, plans revised in light of findings; staff health & wellbeing initiative evaluated, plans revised in light of findings)</i> 2. Review current practice <i>(ensure all silver criteria continue to be met, renew evidence as necessary)</i> 3. Submit Review Tool and evaluation of silver initiatives to BL</p>

<p>Gold award</p>	<p>1. Silver and bronze awards maintained <i>('targeted' initiative for CYP maintained, action plan reviewed and revised; staff health & wellbeing initiative maintained, plans reviewed and revised; whole setting initiative (bronze) maintained, plans reviewed and revised; silver and bronze criteria continue to be met)</i></p> <p>2. Review current practice <i>(ensure all gold criteria met and evidence provided)</i></p> <p>3. Two new gold action plans developed <i>one to address a further health, wellbeing or education priority for a targeted group of children, co-produced with them; one to build links, provide access to wider community support and improve outcomes in one or more priorities)</i></p> <p>4. Submit Review Tool and action plans to BL <i>(award approved by Borough Lead and validated by GLA)</i></p>
<p>Gold renewal</p>	<p>1. Gold action plans implemented and monitored for 6 months, minimum, <i>('targeted' health, wellbeing or education priority for CYP co-evaluated, plans co-revised in light of findings; 'community' initiative evaluated, plans revised in light of findings)</i></p> <p>2. Sustainability plans developed for all initiatives at gold, silver and bronze <i>(developed in light of outcomes)</i></p> <p>3. Review current practice <i>(ensure all gold criteria continue to be met, renew evidence as necessary)</i></p> <p>4. Submit Review Tool and evaluation of gold initiatives to BL</p>
<p>Maintaining the award</p>	<p>1. Subsequent gold award renewals <i>(at least every three years; all criteria across awards to be maintained and evidence updated; sustainability plans implemented and evaluated annually)</i></p> <p>2. Submit evidence to BL <i>(setting demonstrates they meet all criteria, setting retains Gold award; setting unable to demonstrate they meet all criteria, move to Silver or Bronze as appropriate)</i></p>

4. HEYL Review and Action Tool for achieving Bronze, Silver, and Gold Awards **[insert final version here]**

BRONZE AWARD

1. Leadership, ethos, culture, and environment

Creating a positive environment which enhances emotional and physical health and wellbeing in settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE Emerging Healthy Setting	1.1. There is signed commitment and full support of the owner/management committee/leader of the setting and a named person with overall responsibility for leading the Healthy Early Years approach within the setting. <i>(This may be the same person)</i>	n/a	<ul style="list-style-type: none"> Please tick to confirm this is in place 	<input type="checkbox"/>	<input type="checkbox"/>
	1.2. Information and knowledge of HEYL and adoption of the approach has been shared with all staff in the setting and with families.	1.1 1.12 3.1 3.2 3.6 3.74	<ul style="list-style-type: none"> Evidence of how information about HEYL has been shared in a variety of ways with consideration of accessibility for <ul style="list-style-type: none"> staff families For example: newsletter, event, parent discussions 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>1.3. The setting recognises and acts on 'cultural capital', building on knowledge of individual children to ensure that each child is supported to have the best start in life and to fulfil their potential.</p>	<p>1.11 1.13 1.16 3.27</p>	<ul style="list-style-type: none"> • An example of how the cultures, languages and traditions that children and their families bring has been built on and celebrated 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>1.4. There is a culture of listening which respects the views of children and adults.</p>	<p>1.6 1.11 1.14 1.15</p>	<ul style="list-style-type: none"> • An example of how children's opinions and preferences positively influence changes to everyday practices and the environment including intimate care routines • An example of how parent/carer/staff views have been sought and responded to 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>1.5. The setting demonstrates commitment to equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported, and supporting protective factors for those experiencing discrimination or prejudice.</p>	<p>3.1 3.20 3.80</p>	<ul style="list-style-type: none"> • Equality, diversity and inclusion policy and example of practice 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>1.6. The setting is committed to supporting positive mental health and wellbeing, for children, parents and carers and staff</p>	<p>1.6 1.11 1.12 1.15 1.16 3.1 3.45 3.53 3.62</p>	<ul style="list-style-type: none"> • An example of accessible, validated information/ promotional material re mental health and wellbeing • Example of space/arrangement made available for parents to talk to staff in confidence • Example of supporting the wellbeing of staff 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>1.7. The setting has the following policies in place, which are available to parents, and staff are aware of policies and able to talk about them:</p> <ul style="list-style-type: none"> • Safeguarding • Health and Safety • Risk assessment • Administering medicine policy • Accident and emergency procedure • Food policy • Immunisation and infection control • Supporting children's emotional needs and behaviour management • Physical activity statement • Equality, diversity and inclusion 	<p>3.2 3.4 3.6 3.21 3.25 3.46 3.49 3.56 3.65 3.74</p>	<ul style="list-style-type: none"> • Policy documents • An example of how a policy is shared with parents • An example of staff awareness and ability to talk about a policy, e.g. talking to parents, team meeting discussion, supporting an induction 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
	<p>1.8. The environment provides a welcoming, safe, comfortable and appropriate environment for children, parents and carers and staff.</p>	<p>1.11 1.14 1.16 3.1 3.27 3.49 3.55 3.62 3.74</p>	<ul style="list-style-type: none"> • Example of how parents enabled to feel welcomed and comfortable, including support and opportunities for breastfeeding; access; signage • Example of how the environment supports staff to take a break away from children • Examples of safe practice re food including how children are fed in view of staff • Example of how the environment is set up to be an enabling environment for children • Risk assessment of the environment (regularly reviewed) 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
	<p>1.9. The physical environment supports and promotes healthy outcomes, including:</p> <ul style="list-style-type: none"> • availability of fresh drinking water 	<p>1.16 3.1 3.45</p>	<ul style="list-style-type: none"> • Example of information in accessible formats on display to support health outcomes including healthy eating, oral 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

	<ul style="list-style-type: none"> • an adequately equipped area for providing healthy meals, snacks and drinks as necessary. • suitable facilities for the hygienic preparation of food for children, if necessary, including suitable sterilization equipment for babies' food • free-flow access to an outdoor play area / identified place for outdoor activities that can be taken on a daily basis. 	<p>3.48 3.49 3.58 3.59 3.74</p>	<p>health</p> <ul style="list-style-type: none"> • A food policy, including drinking water statement • Evidence fresh drinking water is always available and accessible to children • Example of menu used in setting • Evidence of an adequately equipped area for healthy meals snacks and drinks as necessary, including hygienic preparation • Physical activity statement • The setting signed up for air quality alerts where appropriate • An example of outdoor play area / outdoor environments used for daily activities 		
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2. Learning, teaching and curriculum

Clear strategy for assessing, planning and meeting the health and wellbeing needs of all children, ensuring quality of teaching and learning in specific areas, and children's progress and achievements are measured and celebrated

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE Emerging Healthy Setting	2.1. There is recognition of the importance of the three prime areas for building a foundation for children to thrive and to underpin positive health and wellbeing	1.4 1.6 3.69	<ul style="list-style-type: none"> • Example of setting reviews, planning, training, supporting prime areas of learning • Example of communication with parents regarding the prime areas of learning 	<input type="checkbox"/>	<input type="checkbox"/>
	2.2. The setting provides a language rich environment and is committed to developing children's language skills as part of children's overall development Practitioners are aware of their role as partners in developing children's communication and language	1.4 1.6 1.13 1.14 3.69	<ul style="list-style-type: none"> • Example of how a rich language environment is provided, full of stories, songs, rhymes, signs, talk and imaginative play, such as records/photos of activities with link to planned support of communication and language • Evidence of knowledge of how communication and language underpins other areas of learning and children's positive mental 	<input type="checkbox"/>	<input type="checkbox"/>

			health and well-being, e.g. supervision reflection, training plan, session notes		
	<p>2.3. The setting encourages and enables physical activity through resources and planned activities, both inside and outside, that</p> <ul style="list-style-type: none"> enables children to be physically active supports children to take appropriate risks in their play minimises the amount of time children spend being sedentary for extended periods (except time spent sleeping and eating) 	<p>1.4 1.6 3.59 3.69</p>	<ul style="list-style-type: none"> An example of resource/planned activity supporting physical activity Example setting reviews / planning /training showing how physical activity is supported and encouraged Example of effective practice relating to supporting young children's physical development including fine and gross motor skills An example of resource / planned activity supporting physical activity Example of setting reviews / planning /training showing how physical activity is supported and encouraged 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>2.4. Active travel is supported, both for journeys to and from settings and for trips e.g. walking, scooting</p>	<p>1.6 3.59</p>	<ul style="list-style-type: none"> Example of measure to encourage active travel e.g. accessible bike/buggy park, promotional materials 	<input type="checkbox"/>	<input type="checkbox"/>

	2.5. The setting supports children's Personal Social and Emotional Development through building a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning	1.4 1.6 1.11 1.14 1.15 1.16 3.27 3.69	<ul style="list-style-type: none"> • Example of how the setting enables babies and young children to understand and manage emotions, explore, play and learn • Example of practice to help a child experience nurturing meaningful relationship e.g. transition / key person practice 	<input type="checkbox"/>	<input type="checkbox"/>
	2.6. Children are supported to develop independence in their self-care and hygiene	1.4 1.6 1.11 1.12 1.16 2.3 3.69	<ul style="list-style-type: none"> • Evidence of effective practice to support independence in self-care and hygiene including toilet training and infection control, such as session plan, resources, practitioner reflection • Example of resource for, discussion or activity with, parents and carers to support them to develop their children's independence in self-care and hygiene including toilet training and infection control 	<input type="checkbox"/>	<input type="checkbox"/>
	2.7. There is support for healthy eating through modelling and activities and all staff act as positive role models	1.16 3.21 3.27 3.48	<ul style="list-style-type: none"> • Example of menus • Example of activities/ conversations with children 	<input type="checkbox"/>	<input type="checkbox"/>

	3.49	<p>regarding healthy eating, <i>sharing of activities</i> at meal /snack times</p> <ul style="list-style-type: none"> Information shared with parents such as Healthy Start scheme 		
2.8. The setting offers high quality learning opportunities to support healthy outcomes around oral health	1.6 3.45	<ul style="list-style-type: none"> Example of activities/ conversations with children about teeth cleaning and the importance of going to the dentist and the effects of eating too many sweet things 	<input type="checkbox"/>	<input type="checkbox"/>
2.9. There is support for breast feeding and weaning	3.61 3.62	<ul style="list-style-type: none"> Evidence of a supportive breastfeeding environment including comfortable space for breastfeeding mothers, appropriate refrigeration and storage for expressed milk, accessible information on weaning 	<input type="checkbox"/>	<input type="checkbox"/>
2.10. There are shared strategies for transitions including between home and setting, between areas/groups within the setting, with recognition that all children are individuals and families are unique	1.1 1.11 1.12 1.16 2.1 2.3 2.6	<ul style="list-style-type: none"> Example of how a successful transition has been jointly developed and put in place for a child Example of how an individual transition plan has been put in place to support a 	<input type="checkbox"/>	<input type="checkbox"/>

		3.27	child/family when they join the setting		
	<p>2.11. Parents are engaged as partners in their children's learning including:</p> <ul style="list-style-type: none"> • Parents/carers are engaged in reviewing their children's progress and planning for support e.g. two-year-old check • Children's progress is measured and celebrated, and parents are regularly kept up to date 	<p>1.1 1.11 1.12 1.16 2.1 2.3 2.4 2.5 2.6 3.27 3.69 3.74</p>	<ul style="list-style-type: none"> • Example of parental involvement in reviewing and planning, recording progress and celebration of their child's achievements, 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>2.12. Setting is committed to developing the ability to differentiate activities for all children, including those with special educational needs and disabilities (SEND)</p>	<p>1.1 1.11 1.12 1.13 1.16 2.6 3.27 3.68</p>	<ul style="list-style-type: none"> • Setting documents/ resources/ activity examples that demonstrate ordinarily available provision is available to all children, including those with SEND and describes the support that is typically provided to support the needs of a variety of diverse needs within the setting 	<input type="checkbox"/>	<input type="checkbox"/>

3. Identification of need and provision of support

Systems are in place to identify and meet the needs of all children and young people and there are arrangements to provide relevant support. Ensures all children and young people and parents/carers can confidentially access advice, support and services within and outside of settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE Emerging Healthy Setting	3.1. The setting ensures support is in place to enable all children in their care to access the provision and any cause for concern is shared with child's parents /carers and support agreed.	1.1 1.11 1.12 2.3 2.4 2.5 3.68 3.69 3.70	<ul style="list-style-type: none"> An example of arrangements in place to support a child/ren with SEND Member of staff identified to act as Special Educational Needs coordinator (SENDCO) 	<input type="checkbox"/>	<input type="checkbox"/>
	3.2. There are systems in place for parents/carers to be engaged in reviewing their children's progress and planning for support, including <ul style="list-style-type: none"> two-year-old check regular sharing and recording of information on how children are progressing signposting to additional external services as necessary 	1.12 2.3 2.4 2.5 2.6 3.68 3.69 3.70	<ul style="list-style-type: none"> An example of when a member of staff identified a child with developmental or learning needs and what they did or a description of how practitioners have been trained/ supported to make appropriate judgements on children's developments 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>3.3. Practitioners are able to recognise when a child's speech, language and communication is not following a typical pattern of development and to support families and work effectively with appropriate professional partners</p>	<p>1.1 1.6 1.12 1.13 2.3 2.4 2.6</p>	<ul style="list-style-type: none"> An example of how parents are supported when identifying any areas of concern or where progress is not as expected so that parents, practitioners and other professionals can access further support such as speech and language therapists 	<input type="checkbox"/>	<input type="checkbox"/>
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4. Partnerships and integrated working

Recognition that a holistic and integrated approach is needed to support the health and wellbeing outcomes of children and young people, and partnerships with parents, local community and external agencies are integral to this

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE Emerging Healthy Setting	<p>4.1. The setting works in partnership with parents and carers to support the early home learning environment and to promote the learning and development of all children across all areas, including:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication & Language • Physical development • Healthy eating • Oral health • Mental health and wellbeing • Daily care, such as toilet training where appropriate, sleep routines • Children's safety and accident prevention 	<p>1.1 1.3 1.5 1.6 1.11 1.12 1.16 2.3 3.27 3.45 3.48 3.53 3.62 3.69 3.74</p>	<ul style="list-style-type: none"> • An example of how parents are helped to understand their child's needs and enhance their child's development at home • Example of how Information about any special dietary requirements, preferences, food allergies and any special health requirements is obtained before children start at the setting and the setting records and acts on this information • An example, such as conversation, other communication with parent or meeting notes, of how the setting recognises parents as partners, building on a parent's knowledge of their own child and ensuring a two-way flow of information across all areas of learning and development 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

			<ul style="list-style-type: none"> An example of planned activities / information/guidance to support parents in their children's social development. 		
	4.2. There is information about local support services, including support for isolated parents, mental health, parenting , breast feeding support, prenatal and perinatal mental health	2.3 2.6	<ul style="list-style-type: none"> Evidence of knowledge of local services as listed Example of information shared in accessible way with parents 	<input type="checkbox"/>	<input type="checkbox"/>

5. Staff wellbeing and CPD

Staff are supported in maintaining their health and wellbeing and a healthy lifestyle, ensuring all staff can confidently access advice, support and services (within and beyond setting). Health and wellbeing training and development opportunities offered for staff

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE <i>Emerging Healthy Setting</i>	5.1. Setting promotes the health and wellbeing of staff, including providing information for all staff on key aspects of health and wellbeing	3.20 3.21 3.22 3.62	<ul style="list-style-type: none"> An example of accessible information regarding staff advice and support within and outside of the setting Example of how the environment supports staff to take a break away from children 	<input type="checkbox"/>	<input type="checkbox"/>
	5.2. All staff have regular, supportive supervision to encourage reflective practice, and ability to raise and discuss their own health concerns.	3.22 3.23 3.62	<ul style="list-style-type: none"> An example of supervision process/guidance 	<input type="checkbox"/>	<input type="checkbox"/>
	5.3. Staff have appropriate skills, knowledge and understanding to support children to be happy, healthy and secure, including : <ul style="list-style-type: none"> knowledge of child development from pregnancy to age 5, including expected developmental milestones understanding of attachment and the importance of parent-child relationships appropriate skills to fulfil their roles and responsibilities e.g. Paediatric First Aid (PFA), Food hygiene 	1.17 3.20 3.21 3.22 3.23 3.25 3.26 3.48 3.49 3.53 3.6 Annex A	<ul style="list-style-type: none"> Examples of recent training related to health and education priorities listed, provided at times and on days to enable all practitioners to access training An example of training related to "tuning in" and responding to the cues and communications of babies and toddlers Example of supportive induction process in place for all new staff to help them 	<input type="checkbox"/>	<input type="checkbox"/>

			understand their roles and responsibilities e.g. induction plan, meeting notes		
BRONZE Whole setting initiative					
	Action planning: whole setting The setting can confirm it has developed an action plan focused on one health and wellbeing priority that benefits ALL children within the setting and improves outcomes in an area of <ul style="list-style-type: none"> • Physical Health OR • Emotional Health and Wellbeing 	1.6 1.11 3.45 3.48	<ul style="list-style-type: none"> • Please attach an action plan (template Appendix 1) 		<input type="checkbox"/>
<i>For bronze renewal, the plan created as part of gaining bronze award must be implemented, delivered and monitored for minimum of 6 months.</i>					
BRONZE RENEWAL	The setting confirms it continues to meet <u>all</u> bronze criteria	n/a	<i>None needed – previously submitted</i>		<input type="checkbox"/>
	The setting can confirm it has: Implemented, monitored, evaluated, and reflected on whole setting initiative action plan	1.6 1.11 3.45 3.48	Please attach the following items: A) A completed evaluation tool including outcomes data and reflections (Appendix 3) B) An action plan which includes either a plan to sustain/improve/extend the initiative, an adapted plan or a new action plan based on previous outcomes.		<input type="checkbox"/>

SILVER AWARD

1. Leadership, ethos, culture, and environment

Creating a positive environment which enhances emotional and physical health and wellbeing in settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER Healthy Setting	The setting confirms bronze award and renewal criteria are in place.	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	1.1. The setting has conducted a strengths/needs analysis based on feedback from staff, children, and families, used to <ul style="list-style-type: none"> identify areas of strength and areas for improvement around physical, social and emotional health inform planning of initiatives to support the award 	1.1 1.11 3.27 3.74	<ul style="list-style-type: none"> Strengths/needs analysis attached Example of plan elements based on needs analysis 	<input type="checkbox"/>
	1.2. The setting provides opportunities for a wide representation of children, parents and staff to express their views and be involved in developing health and wellbeing priorities.	1.1 1.11 3.27 3.74	<ul style="list-style-type: none"> Examples of views sought /expressed on health and wellbeing work from members of all groups listed e.g. notes of meetings, discussions, photo of event/activity with explanation An example of a health /wellbeing plan showing how views have been acknowledged, considered and acted upon 	<input type="checkbox"/>
	1.3. The culture and ethos of the setting promotes inclusivity and diversity accepting that all individuals are different and the setting is ready to accept,	1.11 1.16 2.3	<ul style="list-style-type: none"> Example of how the setting has reflected the needs of an individual with specific needs, for example the 	<input type="checkbox"/>

	understand and adapt to the needs of each individual, including recognition of and affirmative approach to neurodiversity	3.1 3.20 3.27 3.68	need for sensory/auditory/routines /communications adjustments	
	1.4. There is a developing model of positive mental health for children that recognizes and includes the importance of positive practice in the here and now to reduce stress and distress for babies and young children as well as promoting positive mental health development	1.6 3.22 3.23 3.53	<ul style="list-style-type: none"> • Example of practice, team discussion, mentoring showing awareness of relevance of a young child's daily lived experiences and links to mental health and steps taken to alleviate stress/distress 	<input type="checkbox"/>
	1.5. There is a developing understanding of and commitment to sustainability across the setting.	1.6	<ul style="list-style-type: none"> • An example of how sustainability has been built into everyday practice in setting e.g. active travel, looking after the environment 	<input type="checkbox"/>
	1.6. The setting is aware of air quality and the impact on children's health, putting in place mitigations for impact on outside space where necessary.	3.59	<ul style="list-style-type: none"> • Example of mitigation put in place for outdoor spaces used 	<input type="checkbox"/>
	1.7. There is commitment to and demonstration of providing a healthy eating environment, with appropriate space, practices and provision	3.48 3.49	<ul style="list-style-type: none"> • Evidence of use of voluntary food guidelines • Example menus • Example of any changes made to improve eating environment 	<input type="checkbox"/>

2. Learning, teaching and curriculum

Clear strategy for assessing, planning and meeting the health and wellbeing needs of all children, ensuring quality of teaching and learning in specific areas, and children's progress and achievements are measured and celebrated

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER Healthy Setting	The setting confirms bronze award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	2.1. The setting supports children from more disadvantaged backgrounds to develop their vocabulary, narrowing the word gap and supporting all children to make good progress	1.6 1.11 1.12	<ul style="list-style-type: none"> Evidence of an initiative to support narrowing the word gap, such as project plan/ photos and outline of an activity 	<input type="checkbox"/>
	2.2. The setting has strategies to meet all children's communication needs including non-verbal learners, and has an understanding of the link between being able to communicate needs and positive social and emotional health at all ages and stages of development, including for babies	1.6 1.11 1.12	<ul style="list-style-type: none"> An example of when the needs of a young non-verbal child, and where appropriate a baby, has expressed their needs and had them met with regard to their language development and communication needs. 	<input type="checkbox"/>
	2.3. The setting regularly reflects on and reviews the opportunities available to support physical development for all children and makes changes as necessary	1.6 3.59	<ul style="list-style-type: none"> Example of team meeting, review meeting assessment of and planning for physical activities including opportunities for appropriate risks 	<input type="checkbox"/>
	2.4. Setting offers information about local groups/clubs/initiatives that support physical activity for children and their families	1.6 1.16	<ul style="list-style-type: none"> Example list of local opportunities and how shared with parents 	<input type="checkbox"/>

	2.5. The setting understands how the social and emotional needs of parents /carers impact on the relationship with the child and has strategies to support parents as confident parents	1.6 1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> • Example of support offered to parents/carers e.g. workshops, home visiting initiatives, outings or group activities 	<input type="checkbox"/>
	2.6. The setting understands that children who are encouraged to express their feelings can develop strategies to cope with new, challenging or stressful situations and has strategies in place for reducing anxiety	1.6 1.11 1.16 3.53	<ul style="list-style-type: none"> • Example of planned opportunity for children to identify, understand and manage their feelings and behaviour with explanation of relationship with behaviour management policy and strategies 	<input type="checkbox"/>
	2.7. Children have regular opportunities to prepare and eat healthy food together, including different cultural foods and practices.	1.6 3.48 3.49	<ul style="list-style-type: none"> • Example of food activity 	<input type="checkbox"/>
	2.8. There are regular opportunities for children to learn and experience food growing and where food comes from	1.6 3.48 3.49	<ul style="list-style-type: none"> • Example of activity supporting knowledge and experience of food growing 	<input type="checkbox"/>
	2.9. There are effective strategies for supporting transitions between feeder and destination settings that recognise that all children are individuals and families are unique	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> • Example of how a successful transition has been jointly developed and put in place for a child • Example of contact and relationship with local destination or feeder setting • Example of how an individual transition plan has been put in place to support a child/family when they join the setting 	<input type="checkbox"/>

	2.10. Practitioners have high aspirations for all children, with the appropriate level of support and adjustments in place for all children to achieve success.	1.3 1.11 1.12 1.14 1.16 3.27 3.68	<ul style="list-style-type: none"> • Example of adjustment /support put in place for a child and how this contributed to positive learning experience 	<input type="checkbox"/>
	2.11. There is a shared understanding of how children's early educational outcomes impact on children's health and life chances and there is a commitment to narrow the gap in attainment for disadvantaged children	1.1 1.3 1.6 1.11	<ul style="list-style-type: none"> • Example of local data informing an area of practice 	<input type="checkbox"/>

3. Identification of need and provision of support

Systems are in place to identify and meet the needs of all children and young people and there are arrangements to provide relevant support. Ensures all children and young people and parents/carers can confidentially access advice, support and services within and outside of settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER Healthy Setting	The setting confirms bronze award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	3.1. Settings have systems in place to offer appropriate support to children, including access to specialist services where required, including <ul style="list-style-type: none"> children with social, emotional health and well-being difficulties physical development concerns health related concerns those with complex needs including special educational needs and disabilities (SEND) long-term health conditions (for example asthma, sickle cell anaemia, diabetes) 	1.11 1.12 1.16 2.1 2.2 2.3 3.27 3.68	<ul style="list-style-type: none"> Evidence of knowledge of local services to support listed concerns, e.g. information leaflets, services/organisation booklet or list Example of how support has been sought in relation to child with particular needs 	<input type="checkbox"/>

4. Partnerships and integrated working

Recognition that a holistic and integrated approach is needed to support the health and wellbeing outcomes of children and young people, and partnerships with parents, local community and external agencies are integral to this

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER Healthy Setting	The setting confirms bronze award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	4.1. The setting has knowledge of and is developing links with the local and wider services and supports parents to access them	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> Example of engagement with external agency to support health needs of families such as referral protocol, information leaflet/flyer and example of contact made 	<input type="checkbox"/>
	4.2. Settings engage with the local community and a range of external agencies to support the information and health needs of families	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> Example of meeting/joint training/event/discussion with local /wider services such as Children centre Speech and Language CAMHS Nutrition and dietetics Oral Health Family support 	<input type="checkbox"/>
	4.3. Practitioners are able to direct parents and carers to sources of support and information in the local area	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> Information held on the following sources of information and support: <ul style="list-style-type: none"> Immunisations Sustainability including active travel, recycling or energy saving Mental health and well-being Housing need Economic and financial difficulties Food banks and hygiene banks 	<input type="checkbox"/>

			<ul style="list-style-type: none">○ Domestic violence○ Smoking cessation and smoke free homes○ Alcohol and substance use○ Support related to worklessness○ Maternity services○ Breast feeding support○ Parenting programmes and support○ Long term health conditions	
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5. Staff wellbeing and CPD

Staff are supported in maintaining their health and wellbeing and a healthy lifestyle, ensuring all staff can confidently access advice, support and services (within and beyond setting).

Health and wellbeing training and development opportunities offered for staff

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER Healthy Setting	The setting confirms bronze award and renewal criteria in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	5.1. The setting has taken a proactive approach to preventing and maintaining staff wellbeing	3.2 3.21 3.22 3.23 3.24	<ul style="list-style-type: none"> Examples of accessible signposting wellbeing information and guidance available for staff Evidence of provision of safe and comfortable spaces/ opportunities to build positive relationships with peers and share practice 	<input type="checkbox"/>
	5.2. Practitioners have individual CPD plans and are supported to develop knowledge and keep up to date with and act on current health-related issues that are relevant, especially within the local community.	3.2 3.21 3.22 3.23 3.24	<ul style="list-style-type: none"> Example of CPD plan and support for self- development and reflection 	<input type="checkbox"/>
	5.3. Have the knowledge and ability to implement strategies or practices, based in evidence, to promote babies' and young children's mental health in ways that are appropriate to their role	1.3 1.6 1.11 3.1 3.21 3.22 3.23 3.27 3.53	<ul style="list-style-type: none"> Example of training provided to staff to ensure they have awareness and understanding of infant mental health, and can support the quality of the parent-infant relationship and parents' own mental health and wellbeing An example of how increased staff knowledge and skills in listed areas have supported/changed practice 	<input type="checkbox"/>

			<ul style="list-style-type: none">• Example of practitioner reflection on promoting and supporting positive social and emotional health and well being	
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SILVER Targeted initiatives				
SILVER Healthy Setting	The setting confirms the whole setting initiative developed as part of the bronze award is continuing.	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	Silver Action Planning: targeted approach The setting has developed an action plan addressing 1 health wellbeing priority for a group or groups of children, identified through local needs analysis and meeting local context	1.6 1.11 3.45 3.48	<ul style="list-style-type: none"> Please attach an action plan (template provided in Appendix 2) 	<input type="checkbox"/>
	The setting has developed an action plan to address a wellbeing priority for staff, in partnership with them. Should be informed by feedback from staff views.	3.21	<ul style="list-style-type: none"> Please attach an action plan (template provided in Appendix x or setting can use own) 	<input type="checkbox"/>
	For silver renewal, the plans created as part of gaining silver award must be implemented, delivered and monitored for minimum of 6 months			
SILVER RENEWAL	The setting confirms it continues to meet <u>all</u> bronze and silver criteria	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting can confirm it has: <ol style="list-style-type: none"> Implemented, monitored, evaluated, and reflected on a targeted initiative action plan for children Implemented, monitored, evaluated, and reflected on a wellbeing plan for staff 	1.6 1.11 3.45 3.21 3.48	Please attach for each initiative: <ul style="list-style-type: none"> A completed evaluation tool including outcomes data and reflections. (Appendix 3) An action plan which includes either a plan to sustain/improve/extend the initiative, an adapted plan or a new action plan based on previous outcomes. 	<input type="checkbox"/>

GOLD AWARD

1. Leadership, ethos, culture and environment				
<i>Creating a positive environment which enhances emotional and physical health and wellbeing in settings</i>				
Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD Enhanced Healthy Setting	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for minimum 6 months	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	1.1. The setting is committed to working together to promote physical and mental health in the early years	1.1 1.3 1.6 1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> Example of joint work/ approaches to physical and mental health within setting and across sites/external agencies 	<input type="checkbox"/>
	1.2. Children are consulted, using appropriate consultation methodology, on a range of aspects of the setting and their views are taken into account, acted upon where possible, with feedback on the results.	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> Example of how children have been consulted on aspects of the setting, for example changes to the environment, resources Example of training for staff in consultation with young children 	<input type="checkbox"/>
	1.3. The setting demonstrates commitment to sharing learning to improve child health outcomes and is engaged in sharing best practice to support others locally	1.3 1.6	<ul style="list-style-type: none"> An example of how learning has been shared e.g. presenting at a local network meeting, writing a blog/newsletter article, filming 	<input type="checkbox"/>

			short video case study, parents' workshops/events	
	<p>1.4. Leadership ensures policies are:</p> <ul style="list-style-type: none"> understood by all staff, including new staff implemented effectively ensure inclusion and accessibility are underpinned by up-to-date evidence informed by parents and staff 	<p>3.2 3.4 3.6 3.21 3.25 3.46 3.49 3.56 3.65 3.74</p>	<ul style="list-style-type: none"> Example of policy review addressing inclusion and accessibility Example of policy amended by evidence of need An induction plan, refresher session plan 	<input type="checkbox"/>
	<p>1.5. There is a commitment to promoting and embedding sustainability practices throughout everyday practice and children, parents and carers and staff are involved in supporting sustainable practices.</p>	1.6	<ul style="list-style-type: none"> Example of joint plan for promoting and implementing sustainability practices, e.g. recycling project, food growing/food waste project 	<input type="checkbox"/>

2. Learning, teaching and curriculum

Clear strategy for assessing, planning and meeting the health and wellbeing needs of all children, ensuring quality of teaching and learning in specific areas, and children's progress and achievements are measured and celebrated

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD Enhanced Healthy Setting	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed -previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for a minimum 6 months	n/a	<ul style="list-style-type: none"> None needed -previously provided 	<input type="checkbox"/>
	2.1. There are interventions to support children identified as being in particular need of support in relation to <ul style="list-style-type: none"> Communication and language development Physical development Personal, social and emotional development Healthy eating Oral health 	1.3 1.6 1.11 1.12 1.16 2.3 3.45 3.48	<ul style="list-style-type: none"> Example of an intervention undertaken An example of discussion/information collected/ideas discussed re each area 	<input type="checkbox"/>
	2.2. The setting develops shareable examples of innovative practice to meet the needs of all children and engages with sharing this locally, to support <ul style="list-style-type: none"> Communication and language development Physical development Personal, social and emotional development Healthy eating Oral health 	1.3 1.6 1.11 1.12 1.16 2.3 3.45 3.48	<ul style="list-style-type: none"> Example of innovative practice for each area An example of how practice has been shared locally 	<input type="checkbox"/>
	2.3. The setting knows of and is involved in local / national healthy eating initiatives to support families, both for within the setting and within the wider community	3.48	<ul style="list-style-type: none"> Example of healthy eating initiative followed 	<input type="checkbox"/>

	2.4. The setting has established strong collaborative relationships with feeder and destination settings and actively seeks opportunities to work together	1.11 1.16 2.3 3.1 3.27	<ul style="list-style-type: none"> • Example of co- produced approach to transitions and regular reviewed practice 	<input type="checkbox"/>
	2.5. There are interventions to support children identified as being in particular need of support		<ul style="list-style-type: none"> • Example of intervention e.g. home learning projects, workshops/events to support identified needs 	<input type="checkbox"/>

3. Identification of need and provision of support

Systems are in place to identify and meet the needs of all children and young people and there are arrangements to provide relevant support. Ensures all children and young people and parents/carers can confidentially access advice, support and services within and outside of settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD Enhanced Healthy Setting	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for a minimum of 6 months	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	3.1. The setting demonstrates inclusive practice and staff are supported to anticipate, plan and implement effective reasonable adjustments and interventions to ensure children with SEND are able to participate in activities offered	1.11 1.16 3.20 3.68	<ul style="list-style-type: none"> Example of reasonable adjustment plan and how need for this was identified, communicated to all, and how adjustment implemented 	<input type="checkbox"/>
	3.2. The setting develops shareable examples of innovative practice to support children with SEND and engages with sharing this locally	3.68	<ul style="list-style-type: none"> Example of practice and how it is shared 	<input type="checkbox"/>

4. Partnerships and integrated working

Recognition that a holistic and integrated approach is needed to support the health and wellbeing outcomes of children and young people, and partnerships with parents, local community and external agencies are integral to this

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD Enhanced Healthy Setting	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for a minimum of 6 months	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	4.1. The setting provides opportunities for and enables parents to support other parents by sharing their experience and knowledge, through developed programmes and projects	1.1 1.16	<ul style="list-style-type: none"> Evidence of parents trained and engaged as volunteers /champions to offer peer to peer support, such as parent training plan, example of celebration event or volunteer activity 	<input type="checkbox"/>
	4.2. The setting links with local agencies to develop a deeper, shared understanding of mental health in infancy and early childhood.	1.3 1.6	<ul style="list-style-type: none"> Example of joint training/ meetings/ discussions re mental health 	<input type="checkbox"/>

5. Staff wellbeing and CPD

Staff are supported in maintaining their health and wellbeing and a healthy lifestyle, ensuring all staff can confidently access advice, support and services (within and beyond setting).

Health and wellbeing training and development opportunities offered for staff

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD Enhanced Healthy Setting	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed - previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for a minimum of 6 months	n/a	<ul style="list-style-type: none"> None needed - previously provided 	<input type="checkbox"/>
	5.1. The setting develops shareable examples of innovative practice relating to supporting the health and wellbeing of staff and engages with sharing this locally	3.21 3.22 3.23	<ul style="list-style-type: none"> Example of practice and how shared 	<input type="checkbox"/>
	5.2. Have the ability to practise in a relationships-informed and trauma-informed way with both parents/carers and young children	1.1 1.6 3.21 3.22 3.23 3.27 3.53	<ul style="list-style-type: none"> Example of training undertaken by staff 	<input type="checkbox"/>
	5.3. The setting utilises experienced practitioners to provide shadowing and modelling opportunities for CPD	3.21 3.22 3.23	<ul style="list-style-type: none"> Example of shadowing within own setting, or opportunities sought and undertaken within neighbouring settings/borough wide networks 	<input type="checkbox"/>

GOLD Targeted and universal initiatives				
GOLD Enhanced Healthy Setting	The setting confirms the whole setting and targeted initiatives developed in bronze and silver renewals are continuing	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	Action planning: further targeted initiative or universal approach <ol style="list-style-type: none"> Developed an action plan for an aspect of work on one further health, wellbeing or education priority that aims to meet the needs of a targeted group of children, an individual child, or all children. Should be based on an up-to-date needs summary, views of children, families and staff, setting and local data and individual needs. Developed an action plan for an aspect of work that builds links and provides access to wider community support, including expertise and specialism from specialist agencies, community-based partners or other settings to enhance the work and benefit to children 	1.6 1.11 3.45 3.21 3.48	<ul style="list-style-type: none"> Please attach an action plan for each of the listed (use template in Appendix 2) 	<input type="checkbox"/>
	For gold renewal, the plans created as part of gaining gold award must be implemented, delivered and monitored for minimum of 6 months.			
GOLD RENEWAL	The setting confirms it continues to meet all bronze, silver and gold criteria	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>

	The setting confirms the whole setting and targeted initiatives developed in bronze and silver renewals are continuing	n/a	<ul style="list-style-type: none"> • <i>None needed – previously provided</i> 	<input type="checkbox"/>
	The setting can confirm it has: <ol style="list-style-type: none"> 1. Implemented, monitored, evaluated, and reflected on a universal, targeted or individual initiative action plan for children 2. Engaged wider expertise and specialism from external agencies, community partners or other schools to enhance the work and benefit to children 	1.6 1.11 3.45 3.21 3.48	Please attach the following items for each initiative: <ol style="list-style-type: none"> A) A completed evaluation tool including outcomes data and reflections (template in Appendix 3) B) An action plan which includes either a plan to sustain/improve/extend the initiative, an adapted plan or a new action plan based on previous outcomes. 	<input type="checkbox"/>
	Subsequent gold stage renewals will require all criteria across stages to be maintained and action plan implementation and evaluations to be ongoing.			

Appendix 1 – Whole setting initiative for bronze award

Name of setting		Date of action plan	
Health and wellbeing priority focussing on	<input type="checkbox"/> Physical Health <u>OR</u> <input type="checkbox"/> Emotional Health and Wellbeing	Who has been involved in developing the action plan	
What are you aiming to achieve/improve through this initiative?			
Outline of the initiative and how you plan to develop it			
Who will benefit from the initiative?			
Outline of how you plan to monitor and evaluate the impact of the initiative			

Appendix 2 – Targeted initiatives for silver and gold awards

Name of setting		Date of action plan	
Health and wellbeing priority focussing on		Who has been involved in developing the action plan	
What are you aiming to achieve/improve through this initiative?			
Outline of the initiative and how you plan to develop it			
Who will benefit from the initiative and why were they chosen?			
Outline of how you plan to monitor and evaluate the impact of the initiative			

Appendix 3 – Evaluation tool (whole setting and targeted)

Name of setting		Date of completing evaluation tool	
Length of time initiative has been in place		Initiative <i>(tick)</i>	
		Whole setting <input type="checkbox"/>	Targeted <input type="checkbox"/>
Health and wellbeing priority focussing on			
What did you aim to achieve/improve through this initiative?			
Outline of the initiative and how you implemented it			
How did you monitor and evaluate the initiative?			

Please share outcome data on how the initiative has improved health and wellbeing of children/staff *(delete as appropriate)*

Reflections

- *What went well? What didn't go as well as expected? What learning will you take forward?*

Do you plan to continue this initiative or develop a new one? (tick)

Continue

Develop new one

Please develop a new action plan

If continuing, please outline your plans to sustain/improve/extend positive outcomes or provide an adapted plan which may include an adapted method to achieve existing outcomes.