



The Mayor's Award Programme

Healthy Schools London

Guide to the Awards



Healthy Schools 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 awards 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 their hard work. HEYL and HSL award certificates and local and London-wide events celebrate the achievements of settings and schools.

3. The awards programme

There are awards at three different levels:



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






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



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

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

Three awards

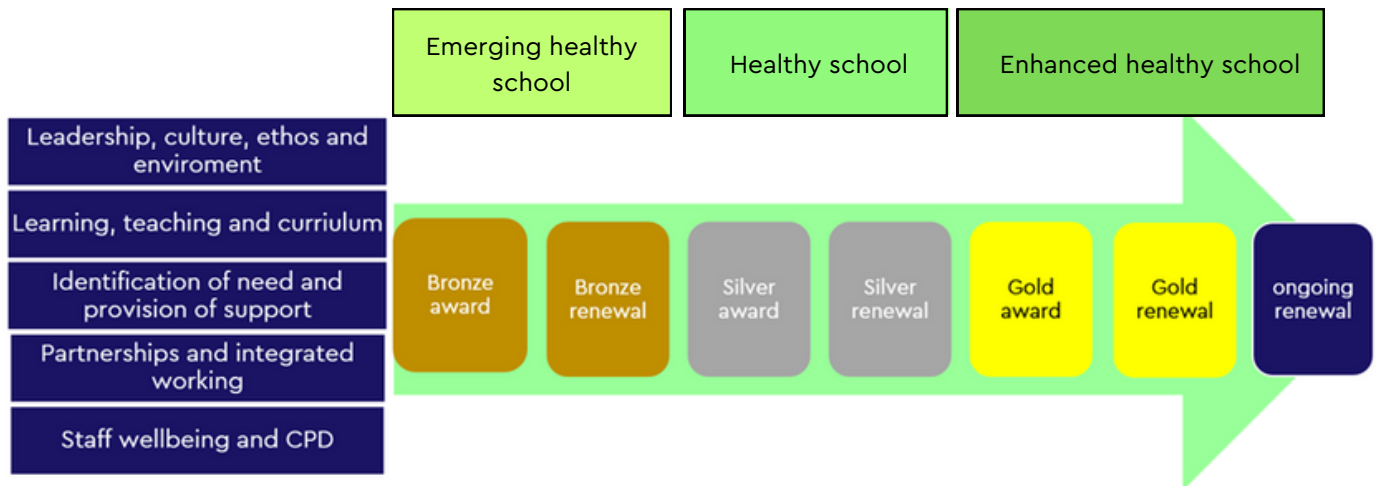
	<p>Bronze Award: Emerging Healthy School</p>	<ul style="list-style-type: none"> • Policies and practices to support healthy outcomes reviewed and starting to embed • A whole school initiative
	<p>Silver Award: Healthy School</p>	<ul style="list-style-type: none"> • Policies and practices to support healthy outcomes reviewed and fully embedded, and • A targeted initiative and a staff wellbeing initiative
	<p>Gold Award: Enhanced Healthy School</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 school and • A pupil-led initiative

Five areas of school life

Achievement at each level is organised across five different areas of school life:

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 school life



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 in the Review Tool, see section 4 of this guide.

At each level of the award, schools 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, schools 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 school life, 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 Physical Education (P.E.) curriculum includes a wide range of activities to appeal to all pupils, promotes enjoyment and aims to foster life-long participation in physical activity.

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

Evidence

Schools can draw on a wide range of evidence, for example, school 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. Schools are encouraged to provide evidence in the most efficient and effective way and, wherever possible, to draw on evidence that is already available.

Schools need to explain what the evidence demonstrates and how it meets the criteria. This can be brief and can be provided as notes or bullet points as long as it is clear how all of the criteria have been met.

Action Planning

At each level of the award, on completion of the review, schools plan an initiative to address an aspect of school life where a weakness or gap has been identified through the review. The initiative is either a 'whole school 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 schools progress through the awards.

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

- Bronze: schools submit an action plan for a whole school initiative to improve health and wellbeing.
- Silver: schools 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: schools 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 schools 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 school life. It provides examples of the evidence that schools 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, schools 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, schools 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 school has completed the review.

This completed audit is then forwarded to the GLA. 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 school's provision. To achieve the bronze award, the school:

- 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 school for the award and uploads the material and their advice to the GLA for validation. If the Award is made, the school is contacted by the GLA and the award is sent.

Bronze renewal

Before progressing to the silver award, schools 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 school:

- 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 school'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, schools can progress to the silver award. For the silver award, the school:

- 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 core school planning, for example, in the school development plan, where the governing body or academy trust has strategic oversight 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 school for the award and uploads the material and their advice to the GLA for validation. If the Award is made, the school is contacted by the GLA and the award is sent.

Silver renewal

Before progressing to the gold award, schools 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 school:

- 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 school'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, schools can progress to the gold award. For the gold award, the school:

- maintains the whole school bronze initiative and continues to meet the bronze criteria
- maintains the two initiatives developed as part of the silver award (the 'targeted' and 'staff health and wellbeing' initiatives) and continues to meet the 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 school;
- submits an action plan for a further health, wellbeing or education priority that aims to meet the needs of a targeted group of children and young people, co-produced with them; and
- submits an action plan for an aspect of work developed and implemented by pupils, which aims to improve outcomes for pupils 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 'pupil-led initiatives are submitted to the Borough Lead.

The Borough Lead collaborates with the GLA for validation. If the Award is made, the school is contacted by the GLA and the award is sent. The school may have the opportunity to collect the award publicly, at a celebratory event.

Gold renewal

The school 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 school:

- evaluates the gold 'targeted' and 'pupil-led initiatives - the targeted initiative to be co-evaluated with the target group of children and young people - gathers evidence of the impact of the initiatives and revises or amends them as necessary to provide a long-term, sustainable plan;
- 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 school's evaluation of the gold initiatives and the revised gold Review Tool are submitted to the Borough Lead for the approval of the sustainability plans and renewal of the award.

Maintaining the award

Schools 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, schools have to renew their award within three years. Schools renew their award using the renewal criteria, for the relevant award, described above and set out in detail 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 schools 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 school health and wellbeing and work best if they are incorporated into schools' core planning. From registration to the renewal of the gold award, it is likely to take schools about three years.

The role of Borough Leads

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 opportunities to hear from experts in the sector and a chance to share knowledge and best practice with Borough Leads across London. From September 2023 the workshops will focus significantly on the refreshed awards programme and the transitional arrangements.

Resources

The Mayor of London's website holds a range of examples of what schools have achieved through the awards, tools and resources, and a list of organisations can help and support schools with specific health and wellbeing issues they want to address: [Resources | Healthy Schools \(london.gov.uk\)](#).

A monthly newsletter is circulated by NCB on behalf of the GLA. The newsletter can keep you up to date with information about the awards and news of recent developments. Schools can register for the newsletter when they register for the awards programme.

Progression through the Awards: In summary

To note: schools 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 school 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 school 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 school 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 and young people; 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 CYP evaluated, plans revised in light of findings; staff health & wellbeing initiative evaluated, plans revised in light of findings)</i></p> <p>2. Review current practice <i>(ensure all silver criteria continue to be met, renew evidence as necessary)</i></p> <p>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 and young people, 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>(school demonstrates they meet all criteria, school retains Gold award; school unable to demonstrate they meet all criteria, move to Silver or Bronze as appropriate)</i></p>

4. HSL Review and Action Tool for achieving Bronze, Silver, and Gold Awards [\[insert final version here\]](#)

The Mayor's Award Programme

Healthy Schools London:

Review Tool

The Mayor's award for Healthy Schools London is available at 3 levels; Bronze, Silver and Gold. The review tool sets out the criteria that must be met at each award level and the criteria required to renew an award. Evidence is required to demonstrate how criteria have been met and examples have been provided.

Key for the Ofsted Inspection Framework	
Q.E - quality of education	B.A - behaviour and attitudes
P.D - personal development	L.M - leadership and management

1. Leadership, ethos, culture, and environment

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

Level	Criteria	Ofsted reference	Evidence required to meet criterion. <i>(Not required at registration stage of the audit.)</i>	Registration Audit Mark X in box if in place	Achieved Mark X in box when complete
BRONZE Emerging Healthy School	1.1. There is a signed commitment and full support of the headteacher (or the staff member with the greatest responsibility for the management of the school) and a named senior staff member with overall responsibility for leading the Healthy Schools London (HSL) approach within the schools. <i>(This may be the same person)</i>	L.M	<ul style="list-style-type: none"> Minutes from a Senior Leadership Team meeting confirming the headteacher's commitment to driving forward the HSL approach and the named senior member of staff with operational responsibility for the health and wellbeing strategy. 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>1.2. There are named staff with leadership responsibilities responsible for progress in the areas listed below:</p> <ul style="list-style-type: none"> • Mental health and wellbeing • Relationships • Healthy eating • Physical Education (P.E) • Inclusion 	L.M	<ul style="list-style-type: none"> • The school newsletter provides information on named staff with associated responsibilities. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<p>1.3. The school has consulted pupils, staff and families on their experiences of:</p> <ul style="list-style-type: none"> • school culture, ethos and provision • pupils' mental health and wellbeing • current levels of daily physical activity • healthy eating and healthy lifestyle behaviours • being involved in decision-making • what needs to change. <p>Should be conducted regularly. <i>(Must ensure views include representation from groups whose voices are often unheard)</i></p>	L.M. P.D	<ul style="list-style-type: none"> • An annual survey sent out to pupils, families and staff. • A graph showing responses to set questions from facilitated focus groups aimed at pupils, staff and families. • Post boxes scattered around the school for pupils to post their views anonymously. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<p>1.4. The school has established their shared values in consultation with members of the school community and this values framework provides the foundations of a healthy, safe, and welcoming school.</p>	L.M B.A P.D	<ul style="list-style-type: none"> • A picture of the school reception area promotes the school values. • The school newsletter includes information on the school's awards ceremony celebrating pupils who have behaved in a way that demonstrates the school values. 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>1.5. The physical environment supports and promotes healthy outcomes, including:</p> <ul style="list-style-type: none"> • availability of fresh drinking water • eating areas that promote positive social interactions and encourage healthy eating. • Accessible information available to pupils to support mental health and wellbeing. • Outdoor areas organised to be inclusive of all pupils. • Space is utilised well to encourage physical activity throughout the day. 	<p>B.A P.D</p>	<ul style="list-style-type: none"> • A webpage shows that this is a 'Water Only' school or has a 'Smoke Free' zone around the perimeter. • A picture of the lunch hall shows how healthy food is displayed prominently and organised attractively. • The school brochure shows outdoor seating arrangements designed to foster positive social interactions. • Example of the school menu 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>1.6. The school has the following policies in place, which are communicated to parents, and staff are aware of policies and able to talk about them:</p> <ul style="list-style-type: none"> • Pupil wellbeing and Safeguarding • Child protection policies and procedures • Children with health needs who cannot attend school and Supporting Pupils with medical conditions. • Accessibility plan • Equality information and objectives 	<p>L.M B.A P.D</p>	<ul style="list-style-type: none"> • An example of how policies are shared with families. • An inset day session on policies to raise staff knowledge and awareness. • Policy documents • Notes from a parent – teacher meeting 	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Behaviour • Health and safety • PSHE • Equality, Diversity, and inclusion • SEND 				
	<p>1.7. The school actively promotes the criteria set out in the School Food Standards guidance checklist and takes steps to seek assurance from food providers that the standards are implemented.</p>		<ul style="list-style-type: none"> • The school newsletter communicates that this is a 'Water Only' school. • An email between the school and food providers which sets out expectations aligned with the statutory School Food Standards guidance checklist. 	<input type="checkbox"/>	<input type="checkbox"/>

2. Teaching, learning 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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE Emerging Healthy School	2.1. The school takes action to ensure that all pupils, particularly disadvantaged pupils, and those with SEND, acquire the knowledge and cultural capital they need to succeed in life. This is achieved through all staff: Exhibiting high aspirations for all pupils Maintaining Quality First teaching through every-day practice Delivering the appropriate level of challenge and support	L.M P.D Q.E	<ul style="list-style-type: none"> An adapted/differentiated lesson adapted designed to meet a range of learning needs within the classroom. An individual pupil's support plan which demonstrates how reasonable adjustments have been made to ensure full participation in an activity. A picture of the classroom environment with clear labelling and visual aids available to support communication needs or sensory aids accessible to support emotional regulation. 	<input type="checkbox"/>	<input type="checkbox"/>
	2.2. Social and Emotional Learning (SEL) is threaded through curriculum areas and modelled effectively by staff.	B.A L.M P.D Q.E	<ul style="list-style-type: none"> A pupil's IEP includes SEL objectives for the class teacher to plan for during tutor times. Learning objectives for History include references to SEL skills such as empathy and self-awareness. 	<input type="checkbox"/>	<input type="checkbox"/>
	2.3. The Physical Education (P.E.) curriculum includes a wide range of activities and interests that appeal to all pupils, including the most disadvantaged and those with SEND.	Q.E	<ul style="list-style-type: none"> Feedback from a focus group comprised of pupils with a mental health need, to identify preferred activities and interests. A graph displays high participation levels in lunchtime aerobics amongst girls with a particular ethnic background. 	<input type="checkbox"/>	<input type="checkbox"/>

	2.4. Nutrition, healthy eating, and practical food skills are incorporated across different areas of the curriculum.	L.M Q.E	<ul style="list-style-type: none"> • A curriculum plan referencing nutrition and healthy eating across subjects. • An poster advertising a school event or campaign to promote healthy eating. 	<input type="checkbox"/>	<input type="checkbox"/>
	2.5. Transitions between phases or educational settings are well planned in partnership with pupils, families, teachers, and other appropriate professionals. Teachers are aware of pupils who require additional support around transitions and take steps to put in place additional measures.	L.M P.D Q.E	<ul style="list-style-type: none"> • An email to families with pupils moving from YR 6 to YR 7 setting out the transition support available. • An example of an individual transition plan for a pupil with SEND that demonstrates an understanding of their individual needs and effective communication or information sharing with others. 	<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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE Emerging Healthy School	3.1. All pupils have access to a range of tools and resources to support their mental health and wellbeing. These universal provisions are available inside and outside of the classroom.	B.A P.D Q.E	<ul style="list-style-type: none"> • A picture of an accessible quiet area within school. • A sign showing availability of school Mental Health leads or Mental Health Support Teams across the week. • Sensory tools available 	<input type="checkbox"/>	<input type="checkbox"/>
	3.2. The school takes action to remove barriers to learning and participation at a school-wide level.	L.M P.D Q.E	<ul style="list-style-type: none"> • Notes describing the school's buddy system for new pupils. • A lesson plan includes regular movement breaks for the whole class to ensure some pupils with sensory needs are included by design. 	<input type="checkbox"/>	<input type="checkbox"/>
	3.3. The 'reasonable adjustments' duty within the Equality Act 2010, is anticipated and applied consistently and routinely across all elements of the school day. (e.g., breakfast club, lessons, break and lunchtimes, trips and visits, after school club) to ensure all disabled pupils are not placed at a disadvantage compared to peers without a disability.	L.M P.D Q.E P.D	<ul style="list-style-type: none"> • A pupil support plan detailing reasonable adjustments put in place during playtimes. • Meeting minutes between teachers and a SENDCO discussing a pupil's support plan. 	<input type="checkbox"/>	<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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE Emerging Healthy School	4.1. There are pupil wellbeing champions in place who encourage and model healthy behaviours and can signpost peers to available support when concerns arise.	B. A P.D	<ul style="list-style-type: none"> • Assembly planning includes reference to the pupil health and wellbeing champions. • The school information board showcases the work of pupil health and wellbeing champions. 	<input type="checkbox"/>	<input type="checkbox"/>
	4.2. The school has identified potential collaborations with external agencies, local community partners or other schools who have additional expertise, resources, or knowledge of physical, social and emotional health issues.	L.M Q.E B.A	<ul style="list-style-type: none"> • An email exchange with a local support service. • An inset day agenda shows external speakers invited to speak about an aspect of health and wellbeing. 	<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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE Emerging Healthy School	5.1. Governors/trustees and the Senior Leadership Team actively demonstrate their commitment to promoting staff health and wellbeing and review progress regularly.	L.M Q.E B.A	<ul style="list-style-type: none"> Minutes from governors' meetings show staff health and wellbeing is a standing agenda item. Staff health and wellbeing is included in the school improvement plan. 	<input type="checkbox"/>	<input type="checkbox"/>
	5.2. Senior leaders take steps to actively reduce unnecessary workload	L.M Q.E B.A P.D	<ul style="list-style-type: none"> The school intranet makes high quality resources readily available for teachers. The PPA schedule shows it has been organised to allow teachers to plan and share collaboratively. 		
	5.3. Senior leaders provide regular evidence-based professional development (PD) for staff which includes the following areas: <ul style="list-style-type: none"> Awareness of mental health issues, early identification and provision Physical health and healthy behaviours Knowledge and understanding of typical child and adolescent developmental stages and early signs of differences in developmental pathways. SEN and disability: children and young people's rights, The Equality Act 2010 and SEND Code of Practice 2014 	L.M Q.E B.A Q.E	<ul style="list-style-type: none"> A staff induction agenda includes workshops on recognising mental health difficulties and steps to take. A record of a phone call between a staff member and a parent discussing the graduated approach to meeting their child's mental health needs. 	<input type="checkbox"/>	<input type="checkbox"/>

BRONZE Whole school initiative

CRITERIA	6.1. All met and evidenced
ACTION PLAN	<p>6.2. The School has completed an action plan focused on one health and wellbeing priority informed by:</p> <ul style="list-style-type: none"> • Local knowledge • School context • Children’s views • Parent/carer’s views • Staff views <p>The plan MUST aim to implement a whole school initiative for at least 6 months that benefits ALL pupils within the school and improves outcomes in an area of either:</p> <ul style="list-style-type: none"> • Physical Health <p><u>OR</u></p> <ul style="list-style-type: none"> • Mental Health and Wellbeing

BRONZE RENEWAL

MEETING CRITERIA	7.1. School has reviewed and continues to meet all bronze criteria
EVALUATION TOOL	<p>7.2. The school has implemented and submitted a completed evaluation tool (see appendix X for template) based on the outcomes of their whole-school initiative.</p> <p>The evaluation tool contains a section on planning next steps to either maintain or amend the whole-school initiative.</p>

1. Leadership, ethos, culture, and environment

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

Level	Criteria	Ofsted reference	Evidence required to meet criterion. (Not required at registration stage of the audit.)	Registration Audit Mark X in box if in place	Achieved Mark X in box when complete
SILVER Healthy School	Criteria for the bronze award and for bronze renewal continues to be met in its entirety.		<i>None – previously submitted</i>		
	1.1. A health and wellbeing staff working group (HWG) has been established to support the design and implementation of the Healthy Schools strategy, promote good physical and mental health and influence school-wide practice to develop healthy environments and encourage healthy behaviours.	L.M P.D B.A Q.E	<ul style="list-style-type: none"> The school website signposts to the HWG and gives families and pupils information on those involved and the senior staff member responsible. Staff information board contains details of the HWG. 	<input type="checkbox"/>	<input type="checkbox"/>
	1.2. The school has completed a strengths and needs analysis (see appendix X for strengths and needs template) based on feedback from pupils, families as required in criterion 1.3.	L.M	<ul style="list-style-type: none"> Completed strengths and needs tool attached. 	<input type="checkbox"/>	<input type="checkbox"/>
	1.3. The school takes a positive, proactive, and preventative approach to pupil behaviour which recognises behaviour as communication and seeks to understand the underlying cause.	L.M P.D	<ul style="list-style-type: none"> An example of an ABC (Antecedent, Behaviour Consequence) monitoring chart. The school's behaviour policy. 	<input type="checkbox"/>	<input type="checkbox"/>

		B.A Q.E			
	1.4. The school offers a varied range of enrichment activities that appeal to a wide variety of interests with careful consideration paid to engaging pupils who are less physically active, are disadvantaged and those with SEND.	L.M P.D B.A	<ul style="list-style-type: none"> The school's annual planner includes activities that appeal to a smaller group of pupils based on their interests. Notes from a discussion on school trips at a pupil Health Champions meeting, is used by teachers to plan educational visits. 	<input type="checkbox"/>	<input type="checkbox"/>
	1.5. Pupils are taught to be aware of all forms of discrimination, develop the confidence to challenge it responsibly and understand it's impact on people and society.	P.D B.A	<ul style="list-style-type: none"> An Equality and diversity policy Learning objectives for a PSHE lesson on the topic of discrimination. 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>1.6. The school's equality and inclusion objectives are monitored by governors/trustees and the senior leadership team to assess the school's progress against them, and outcomes are communicated widely.</p>	<p>L.M B.A P.D Q.E</p>	<ul style="list-style-type: none"> • An infographic on the school's updates section of the website shows the school's performance against their equality and inclusion objectives. • Minutes from the school governors/trustees meeting demonstrate governors/trustees providing effective challenge to school leaders on their progress in this area. 	<input type="checkbox"/>	<input type="checkbox"/>
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	1.7. The school actively promotes the criteria set out in the School Food Standards guidance checklist and takes steps to seek assurance from food providers that the standards are implemented.	P.D	<p>Evidence: Please provide an example of</p> <ul style="list-style-type: none"> How the school communicates food expectations that meets the School Food Standards guidance, with food providers <p>OR</p> <ul style="list-style-type: none"> Has secured whole-school engagement with the School Food Standards by implementing at least one of the criteria across the whole school. e.g., becoming a 'Water Only' school. <p>Examples:</p> <ul style="list-style-type: none"> Becoming a recognised 'Water Only' school An email between the school and food providers includes the School Food Standards checklist and sets out expectations for providers to meet the standards. 	<input type="checkbox"/>	<input type="checkbox"/>
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2. Teaching, learning 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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
SILVER Healthy School	2.1. Inclusive pedagogy is demonstrated through every-day Quality First teaching; planning lessons and using a range of teaching strategies with all learners in mind, across all areas of school-life.	L.M B.A P.D Q.T	<ul style="list-style-type: none"> A Science lesson plan includes activities which are sensory-based, outdoor, small group and pair work on areas of special interest. A lunchtime book club is available for pupils who prefer a quieter environment and a structured activity. 	<input type="checkbox"/>	<input type="checkbox"/>

<p>2.2. The curriculum ensures that pupils develop their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.</p>	<p>P.D. B.A Q.T</p>	<ul style="list-style-type: none"> • A pupil's science homework describes life-long impact of unhealthy behaviours on physical and mental health. • A logbook provided in P.E lessons pupils encourages pupils to track their progress against levels of physical activity and health behaviours. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>2.3. Pupils have ample opportunities to be active during the school day and through extra-curricular activities.</p>	<p>P.D B.A</p>	<ul style="list-style-type: none"> • The school's physical activity statement provides guidance for teachers on how to incorporate daily movement activities into lessons. • The school's travel plan set's out a strategy for promoting active travel to and from school. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>2.4. All pupils are taught about mental health in an age-appropriate way as part of the PSHE (or RSE and Health) curriculum and can demonstrate elements of a shared language around mental health.</p>	<p>L.M P.D B.A Q.T</p>	<ul style="list-style-type: none"> • A PSHE quiz demonstrates that all pupils are able to describe the meaning of terms such as 'resilience' and 'a growth mindset' and are able to list ways to recognise and reduce their own anxiety. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>2.5. Teachers use high-quality evidence-based resources or programmes aimed at enhancing the school's PSHE provision.</p>	<p>L.M P.D Q.T</p>	<ul style="list-style-type: none"> • The school uses the Thrive approach to support pupils' social and emotional development set out its mental health and wellbeing policy. • An email to parents provides information on how to access an online wellbeing programme for pupils whilst in the home environment. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>2.6. The school provide additional opportunities for pupils with social, emotional and mental health (SEMH) needs. to learn, enhance and practice their skills on a regular basis.</p>	<p>P.D B.A Q.T</p>	<ul style="list-style-type: none"> • A pupil's weekly planner includes a lunchtime social skills group session. 	<input type="checkbox"/>	<input type="checkbox"/>

			<ul style="list-style-type: none"> A pupil's support plan includes a daily check-in/check-out with a teacher to practice self-regulation strategies. 		
	2.7. Pupils actively support the wellbeing of other pupils.	P.D B.A	<ul style="list-style-type: none"> A report on an initiative where some P.E sessions are led by pupils. A poster promoting the school's peer mentoring scheme. 	<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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
SILVER Healthy School	3.1. The graduated response cycle (assess, plan, do, review) is implemented across all classrooms as part of every-day teaching practice and supports early identification of needs and SEND support.	L.M P.D B.A Q.T	<ul style="list-style-type: none"> Minutes from a meeting with the SENCO demonstrate joint review of a pupil's progress and additional support options. A pupil profile provides information on a pupils individual support needs during lessons. 	<input type="checkbox"/>	<input type="checkbox"/>
	3.2. Teachers are well supported to determine where there is a need for specialist input and are provided with clear pathways of help and referral.	L.M P.D Q.T	<ul style="list-style-type: none"> The staff training plan includes training on ordinarily available provision, SEN support and EHC Needs Assessments. The school meeting schedule shows time-tabled meetings between the SENCO and class teams. 	<input type="checkbox"/>	<input type="checkbox"/>

	3.3. The school takes a person-centred holistic approach to reviewing progress and identifying outcomes for pupils with SEND.	L.M Q.T	<ul style="list-style-type: none"> Minutes from an annual review show those present - the individual pupil, their carers', social worker, SaLT, OT, respite worker and teacher. The SEND or inclusion policy. 	<input type="checkbox"/>	<input type="checkbox"/>
	3.4. The school ensures pupil's sensory needs and speech, language and communication needs are assessed and met effectively throughout the school day.	P.D B.A Q.T	<ul style="list-style-type: none"> A picture of a classroom designed to support a wide range of communication needs. A support plan describes how ear defenders must be available and accessible at all times. 	<input type="checkbox"/>	<input type="checkbox"/>
	3.5. Staff provide regular opportunities for pupils with SEND to foster positive relationships with their peers and establish positive social networks.	P.D B.A	<ul style="list-style-type: none"> After school club provision includes smaller group activities based on shared interests. The inclusion policy describes the school buddy system available for pupils with mental health needs. 	<input type="checkbox"/>	<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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
SILVER Healthy School	4.1. The school has links with the local community and wider services and supports families to access their provision.	B.A P.D	<ul style="list-style-type: none"> • A weekly parent workshop session on the school website includes a session attended by a benefits support agency. • The school newsletter signposts families to external training opportunities. 	<input type="checkbox"/>	<input type="checkbox"/>
	4.2. The school is culturally sensitive to local news and community concerns and is proactive in building community partnerships to respond to specific concerns.	P.D B.A	<ul style="list-style-type: none"> • The schools annual planner includes regular visits from the safer neighbourhood team to talk about county lines. 	<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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
SILVER Healthy School	5.1. The school ensures professional development opportunities are available to all staff and takes steps to remove barriers to access.	L.M Q.T B.A	<ul style="list-style-type: none"> The CPD plan contains training sessions across a variety of days and times so that all staff can participate. The intranet shows courses available using a range of learning methods – online, in-person, discussion based, reflective and practical. 	<input type="checkbox"/>	<input type="checkbox"/>
	5.2. The personal development offer includes opportunities for staff to develop self-awareness, resilience, and self-management strategies to support their wellbeing.	L.M B.A Q.T	<ul style="list-style-type: none"> Handouts from a session delivered to staff by CAMHS. Staff feedback shows an increase in confidence and resilience. 	<input type="checkbox"/>	<input type="checkbox"/>
	5.3. A staff wellbeing group has been established with the aim of improving staff wellbeing and preventing mental health difficulties. The group report to the mental health and wellbeing lead within the school.	L.M B.A Q.T	<ul style="list-style-type: none"> The school newsletter provides information on the staff members involved. 	<input type="checkbox"/>	<input type="checkbox"/>
	5.4. The school has systems in place to identify and respond swiftly to staff members facing mental health or physical health challenges.	L.M B.A Q.T	<ul style="list-style-type: none"> A supervision and mentoring log show that all staff access supervision or mentoring sessions termly. Weekly after school meeting schedules include weekly reflective practice discussions in class teams. 	<input type="checkbox"/>	<input type="checkbox"/>

Silver targeted initiatives	
CRITERIA	6.1. All met and evidenced
ACTION PLAN	<p>6.2. The School has completed an action plan focused on <u>one</u> health and wellbeing priority informed by:</p> <ul style="list-style-type: none"> • School data • Pupil data • Pupils', families' and staff views <p>The plan MUST aim to implement a targeted school initiative for at least 6 months, that benefits a group of pupils within the school.</p>
ACTION PLAN	<p>6.3. The School has completed an action plan focused on improving the health and wellbeing of all staff members and informed by</p> <ul style="list-style-type: none"> • School data • Staff health and wellbeing data

SILVER RENEWAL	
MEETING CRITERIA	7.1. School has reviewed and continues to meet all Bronze, Bronze Renewal and Silver criteria.
EVALUATION PLAN	<p>7.2. The school has implemented and submitted a completed evaluation tool (see appendix x for template) based on the outcomes of their targeted initiative.</p> <p>The evaluation tool contains a section on planning next steps to either maintain or amend the targeted initiative.</p>
EVALUATION PLAN	<p>7.3. The school has implemented and submitted a completed evaluation tool (see appendix x for template) based on the outcomes of their staff wellbeing initiative.</p> <p>The evaluation tool contains a section on planning next steps to either maintain or amend the targeted initiative.</p>

1. Leadership, ethos, culture, and environment

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

Level	Criteria	Ofsted reference	Evidence required to meet criterion. (Not required at registration stage of the audit.)	Registration Audit Mark X in box if in place	Achieved Mark X in box when complete
GOLD Enhanced Healthy School	Criteria for the bronze award, silver award, bronze renewal and silver renewal, continues to be met in its entirety.		None – previously submitted		
	1.1. School leaders effectively communicate a strong vision or mission statement in relation to the school’s health and wellbeing strategy, to maximise collaborative and sustainable effort involving all members of the school community.	L.M B.A	<ul style="list-style-type: none"> A strong position statement delivered by the headteacher setting out how well-being supports academic attainment and provides wider benefits to community and society, both in the here and now as well as in the future. 	<input type="checkbox"/>	<input type="checkbox"/>
	1.2. The school encourages leadership at all levels, providing opportunities for staff, pupils and families to lead on aspects of supporting health and wellbeing	P.D B.A L.M	<ul style="list-style-type: none"> An email sent to families from the parents’ association describes their latest fundraising campaign. An email to pupils describes the election process to appoint a school council representative for mental health. 	<input type="checkbox"/>	<input type="checkbox"/>

	1.3. The school ethos is underpinned by relational approaches that support the mental health and wellbeing of the whole school community.	L.M P.D B.A Q.T	<ul style="list-style-type: none"> The staff handbook includes guidance on conducting post-incident restorative conversations between pupils. A link to the school web page setting out the pastoral provision available to pupils. Pupil feedback demonstrates the positive impact of weekly sessions with the school councillor. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1.4. The school continually promotes the personal development of pupils by providing a wide and rich set of experiences to help pupils develop their talents and interests.	P.D B.A Q.T	<ul style="list-style-type: none"> The school's curriculum framework demonstrates how rich experiences are coherently planned across curriculum areas. Details of a school campaigned aimed at increasing participation in extra-curricular activities demonstrates a fun roadshow designed to engage all pupils. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1.5. The school has established effective joined up working practices with the school health team to improve health outcomes for pupils and enhance the support provided to families.	B.A Q.T P.D	<ul style="list-style-type: none"> The school nurse provides a weight and measurement service for pupils in school to identify pupils who may require targeted support to increase physical activity levels. A fast-track referral form for CAMHS support demonstrates how school and health work closely to intervene early. 	<input type="checkbox"/>	<input type="checkbox"/>

	1.6. School recreation and eating areas are attractive and designed to maximise opportunities for social interaction, relaxation, and self-care for all members of the school community.	P.D B.A Q.T	<ul style="list-style-type: none"> • A picture of a quiet wellbeing area with a variety of books, comfy chairs, sensory aids and posters with uplifting messages. • A seating plan for the lunch hall shows how dividers are used strategically to create a more intimate environment. 	<input type="checkbox"/>	<input type="checkbox"/>
	1.7. Pupils play a lead role in promoting healthy eating across the school.	P.D	<ul style="list-style-type: none"> • A picture of the school menu notes that it has been designed by pupils. • A lesson observation describes how fruit planted by pupil's in the school's allotment is distributed during morning break to peers. 	<input type="checkbox"/>	<input type="checkbox"/>

2. Teaching, learning 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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
GOLD Enhanced Healthy School	2.1 The school offers ample opportunity for pupils to advance their interests and refine their skills in particular areas of sport or physical activity, particularly for disadvantaged pupils or those with SEND.	P.D B.A Q.T	<ul style="list-style-type: none"> An after-school club options form includes a mixture of competitive, creative, and collaborative sports. An observation notes a P.E lesson led by a pupil with mobility needs teaching peers to practice skills in a particular area of sport. 	<input type="checkbox"/>	<input type="checkbox"/>
	2.2. The school works in partnership with families and external providers to facilitate access to a range of community health and wellbeing initiatives to enhance the school's health education provision.	P.D B.A Q.T	<ul style="list-style-type: none"> A newsletter shows links with the local leisure centre offering reduced memberships to families. An email shows that the school has commissioned a local charity to provide universal and targeted mental health support to pupils in the school. 	<input type="checkbox"/>	<input type="checkbox"/>
	2.3. The school works in partnership with the local authority and families to ensure pupils and families can access early help support at the earliest stages to support pupils progress in school.	B.A P.D Q.T	<ul style="list-style-type: none"> A referral form to the local outreach team to request behavioural support at home. The school time-table includes a visit from a L.A family support worker 	<input type="checkbox"/>	<input type="checkbox"/>
	2.4. The school has a comprehensive package of planned support to ensure smooth transitions between educational phases, in partnership with health teams, parent groups and other external organisations. Support includes universal and targeted approaches.	P.D P.D Q.T	<ul style="list-style-type: none"> A pupil's individual transition plan includes additional visits to a setting for shorter periods over a longer period of time. 	<input type="checkbox"/>	<input type="checkbox"/>

			<ul style="list-style-type: none"> The school provides information packs for all pupils on their destination school with key information and pupil checklists. 		
	2.5. Parent/carer led healthy eating events or campaigns take place regularly to support families to engage with pupils' learning around healthy lifestyles.	B.A	<ul style="list-style-type: none"> The Parents association flyer shows a family cooking event held in the evening. 	<input type="checkbox"/>	<input type="checkbox"/>
	2.6. The school provides opportunities for parent/carers to support other parent/carers to increase the range of ways that parents can access support and increase engagement in school life.	L.M B.A	<ul style="list-style-type: none"> A school email gives information on a peer-parenting course to develop parent mentors. A school data graph shows an increase in engagement from families accessing FSM. 	<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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
GOLD Enhanced Healthy School	3.1. The school develops shareable examples of innovative practice to support children with SEND and engages with sharing this locally	P.D Q.T	<ul style="list-style-type: none"> The Ofsted report shows that the school is considered a teaching hub school with a particular specialism in assisted technology. 	<input type="checkbox"/>	<input type="checkbox"/>
	3.2. School leaders regularly monitor and review the effectiveness of its SEND provision, including transition support, in partnership with families and external partners.	L.M B.A P.D Q.T	<ul style="list-style-type: none"> Annual review data shows that pupils with EHCP's are making progress across all areas. Notes from a follow-up meeting after transition to secondary includes feedback from the new teacher on good pupil progress. 	<input type="checkbox"/>	<input type="checkbox"/>
	3.3. School leaders record, monitor and continually review their responsibilities under the Public Sector Equality Duties. This requires schools to give due regard across all protected characteristics, to: <ul style="list-style-type: none"> eliminate discrimination, harassment and victimisation or any other unlawful conduct advance equality of opportunity foster good relations 	L.M B.A P.D Q.T	<ul style="list-style-type: none"> The school website publishes information on how they are complying with the equality duty. A school newsletter contains up-to-date equality objectives. 	<input type="checkbox"/>	<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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
GOLD Enhanced Healthy School	4.1. The school uses its links with the wider community to provide volunteering opportunities for pupils within their local area.	P.D B.A	<ul style="list-style-type: none"> • Thankyou note from an old people home where pupils delivered a dance performance. • The school newsletter contains pictures of a group of pupils volunteering at a local special school. 	<input type="checkbox"/>	<input type="checkbox"/>
	4.2. The curriculum provides for pupil's broader development, enabling them to discover their interests and talents through a range of accredited schemes.	L.M P.D B.A Q.T	<ul style="list-style-type: none"> • Duke of Edinburgh award • RSPB Wild Challenge award 	<input type="checkbox"/>	<input type="checkbox"/>
	4.3. Staff practice is reviewed regularly with more senior members of staff to provide support and identify training needs in relation to supporting the health and wellbeing of pupils.	L.M B.A Q.T	<ul style="list-style-type: none"> • Senior staff conduct learning walks to identify best practice and address areas for improvement. • Teachers and teaching assistants access regular coaching sessions to reflect on individual scenarios. 	<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	Ofsted reference	Evidence required to meet criteria	Registration Audit	Achieved
GOLD Enhanced Healthy School	5.1. Staff are encouraged to further develop their expertise and areas of interest through targeted training opportunities in more specialist areas of physical or mental health.	L.M Q.T	<ul style="list-style-type: none"> Bereavement training certificate Mental Health First aid trainer qualification Epilepsy management certificate 	<input type="checkbox"/>	<input type="checkbox"/>
	5.2. The school ensures all staff have access to up-to-date, high-quality evidence-based guidance from local and national sources to enable them to support pupils' and families' health and wellbeing and signpost to appropriate help where appropriate.	L.M B.A Q.T	<ul style="list-style-type: none"> An enrolment email from Mentally Healthy schools to access free resources. The SENDCO's Annual training record shows recent attendance at a nationally recognised mental health conference. 	<input type="checkbox"/>	<input type="checkbox"/>
	5.3. Pupil and family feedback is incorporated into staff performance reviews.	L.M B.A Q.T	<ul style="list-style-type: none"> Anonymous surveys A note from a parent. 	<input type="checkbox"/>	<input type="checkbox"/>
	5.4. The school actively takes steps to reduce stigma and discriminatory behaviour against staff with mental health or physical health needs.	L.M B.A Q.T	<ul style="list-style-type: none"> An anonymous post-box to raise concerns. The school's disciplinary policy. 	<input type="checkbox"/>	<input type="checkbox"/>
	5.5. Staff are provided with the right support to take ownership of their own wellbeing and support the wellbeing of other staff.	L.M B.A Q.T	<ul style="list-style-type: none"> The staffroom contains a wellbeing board describing the different dimensions involved and tools available. 	<input type="checkbox"/>	<input type="checkbox"/>

			<ul style="list-style-type: none"> Staff meeting schedule includes a weekly wellbeing session focused on self-care tools and strategies. 		
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GOLD pupil-led whole-school OR targeted initiative

CRITERIA	6.1. All met and evidenced
ACTION PLAN	<p>6.2. Pupils have completed and submitted an action plan focused on one priority area informed by:</p> <ul style="list-style-type: none"> Evaluations of existing initiatives School data The views of pupil wellbeing champions <p>The plan MUST aim to implement a pupil-led whole school initiative that benefits ALL pupils OR a targeted initiative that benefits a group of pupils for at least 6 months.</p>
	6.3. The school has submitted an action plan to show how previous initiatives will be maintained or adapted with

GOLD RENEWAL

MEETING CRITERIA	7.1. School has reviewed and continues to meet all award stage and renewal stage criteria.
	7.2. The school has implemented and submitted a completed evaluation tool (see appendix 2 for template) based on the outcomes of their pupil-led initiative.

	The evaluation tool contains a section on planning next steps to either maintain or amend the targeted initiative.
	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 school 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 (tick)	
		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 <i>(delete as appropriate)</i>		
Reflections		
<ul style="list-style-type: none"> <i>What went well? What didn't go as well as expected? What learning will you take forward?</i> 		
Do you plan to continue this initiative or develop a new one? (tick)	Continue <input type="checkbox"/>	Develop new one <input type="checkbox"/> <i>Please develop a new action plan</i>

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.