

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. Guidance on how to use the Review Tool is set out in 'Guide to the awards'.

| 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"/> |

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| | <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 | B.A P.D | <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. | <input type="checkbox"/> | <input type="checkbox"/> |

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| | <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • 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 | | |
| | <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 • Behaviour • Health and safety • PSHE | <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"/> |

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| | <ul style="list-style-type: none"> • Equality, Diversity, and inclusion • SEND | | | | |
| | 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. | | <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 |
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| BRONZE Emerging | 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. | L.M P.D Q.E | | <input type="checkbox"/> | <input type="checkbox"/> |

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| Healthy School | <p>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</p> | | <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. | | |
| | <p>2.2. Social and Emotional Learning (SEL) is threaded through curriculum areas and modelled effectively by staff.</p> | <p>B.A L.M P.D Q.E</p> | <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"/> |
| | <p>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.</p> | <p>Q.E</p> | <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"/> |
| | <p>2.4. Nutrition, healthy eating, and practical food skills are incorporated across different areas of the curriculum.</p> | <p>L.M Q.E</p> | <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"/> |

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| | <p>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.</p> | <p>L.M P.D Q.E</p> | <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. | <p><input type="checkbox"/></p> | <p><input type="checkbox"/></p> |
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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 |
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| 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 |
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| 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 |
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| 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 | 6.2. The School has completed an action plan focused on <u>one</u> health and wellbeing priority informed by: <ul style="list-style-type: none"> Local knowledge School context | | | | |

- Children's views
- Parent/carer's views
- Staff views

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:

- **Physical Health**

OR

- **Mental Health and Wellbeing**

BRONZE RENEWAL

MEETING CRITERIA

7.1. School has reviewed and continues to meet all bronze criteria

EVALUATION TOOL

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.

The evaluation tool contains a section on planning next steps to either maintain or amend the whole-school initiative.

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 |
|--------------------------------------|---|--------------------------|--|---|---|
| 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 strength 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 B.A Q.E | <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"/> |
| | 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"/> |

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| | 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"/> |
| | 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. | L.M B.A P.D Q.E | <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 |
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| 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"/> |

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| <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"/> |

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| | | | <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"/> |

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| | <p>3.3. The school takes a person-centred holistic approach to reviewing progress and identifying outcomes for pupils with SEND.</p> | <p>L.M Q.T</p> | <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"/> |
| | <p>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> | <p>P.D B.A Q.T</p> | <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"/> |
| | <p>3.5. Staff provide regular opportunities for pupils with SEND to foster positive relationships with their peers and establish positive social networks.</p> | <p>P.D B.A</p> | <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

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| CRITERIA | 6.1. All met and evidenced |
| ACTION PLAN | 6.2. The School has completed an action plan focused on one health and wellbeing priority informed by: <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 | 6.3. The School has completed an action plan focused on improving the health and wellbeing of all staff members and informed by <ul style="list-style-type: none">• School data• Staff health and wellbeing data |

SILVER RENEWAL

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| MEETING CRITERIA | 7.1. School has reviewed and continues to meet all Bronze, Bronze Renewal and Silver criteria. |
| EVALUATION PLAN | 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. The evaluation tool contains a section on planning next steps to either maintain or amend the targeted initiative. |
| EVALUATION PLAN | 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. The evaluation tool contains a section on planning next steps to either maintain or amend the targeted initiative. |

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 type="checkbox"/> |

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|--|--|-------------------|---|--------------------------|-------------------------------------|
| | 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"/> |

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|--|---|------------|--|--------------------------|--------------------------|
| | | | <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"/> |

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| | | | <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

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|--------------------|--|
| CRITERIA | 6.1. All met and evidenced |
| ACTION PLAN | 6.2. Pupils have completed and submitted an action plan focused on one priority area informed by: <ul style="list-style-type: none"> Evaluations of existing initiatives School data The views of pupil wellbeing champions 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. |
| | 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 <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.