Achieving and Maintaining

Healthy Schools Status

Healthy Schools Award, Cambridgeshire and Peterborough

REVIEW TOOL

INTRODUCTION

Through Healthy Schools we want to recognise and celebrate the work of schools to improve the health, wellbeing and resilience of their students. This will be achieved through our Healthy Schools award and an Ambassador award for those schools moving on to directly support the work of their neighbouring schools.

This Review Tool is for use by schools applying for Healthy Schools status within Cambridgeshire and Peterborough. It enables your school's provision for students’ health, wellbeing and resilience to be recorded and so encourage a whole school approach to embedding a rigorous health agenda.

This Review Tool will be used to inform your discussions with the Healthy Schools team, record progress and to develop any associated action plans required.

NATIONAL POSITION

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary as well as Health Education compulsory from September 2020.

The Department for Education’s associated guidance **Relationships Education, Relationships and Sex Education (RSE) and Health Education** outlines the following:

* Primary schools – the aim is to provide the key building blocks of healthy, respectful relationships. This will focus on family and friendships, both on and offline alongside developing understanding of how to be healthy.
* Secondary schools - teaching will need to build on the knowledge acquired at primary and develop further pupils’ understanding of health. This will require an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching on mental wellbeing is central to these subjects to address the increasing challenges experienced by children and young people who require the knowledge and capability to take care of themselves and get support if problems arise.

The Department for Education’s guidance states that this increased focus should support the wider work of schools to foster, in particular, pupil wellbeing and develop resilience and virtues that we know are fundamental to pupils being happy and successful. Many schools will continue to choose to teach the compulsory content within a wider programme of PSHE or similar and so build on established, high quality programmes.

USING THE REVIEW TOOL

To ensure that the health, wellbeing and resilience of young people as identified through the **Relationships Education, Relationships and Sex Education (RSE) and Health Education** guidance is prioritised, the Healthy Schools award scheme has been designed to enable schools to focus on the following core themes:

* Drugs, Alcohol and Tobacco
* Mental Wellbeing
* Healthy Eating
* Physical Activity and Fitness
* Safety and Resilience
* Relationships (Primary schools)
* Relationships and Sex Education (Secondary schools)
* Economic Wellbeing and Citizenship

**Scoring**

Each section of the review tool carries a score; the actual score achieved will be influenced by the detail and signposting of evidence that is included.

A “required score” is provided for each section and each must be fulfilled in order for a school to achieve “Healthy Schools Status” and receive the Healthy Schools award.

**It is important, therefore, to reference examples wherever applicable and avoid providing “Yes” or “No” responses.**

ACCREDITATION SUMMARY SHEET

|  |  |  |  |
| --- | --- | --- | --- |
| **SCHOOL** |  | **DATE** |  |

|  |  |  |
| --- | --- | --- |
| **REVIEW AREAS** | **REQUIRED SCORE** | **ACHIEVED SCORE** |
| Leadership | 10 |  |
| Healthy Schools Statement | 10 |  |
| Student Development | 10 |  |
| Supporting Staff | 10 |  |
| Engaging with Parents and Carers | 10 |  |
| Healthy Schools Themes, Policies and Partnership Working | 35 |  |
| Learning Review | 10 |  |
| Physical Activity | 10 |  |
| Healthy Eating | 10 |  |
| Mental Health and Well-Being | 10 |  |
| **TOTAL** | **REQUIRED SCORE** | **ACHIEVED SCORE** |
|  | **125** |  |
| COMMENTS | | |
|  | | |

LEADERSHIP

|  |  |  |
| --- | --- | --- |
| The school provides clear leadership to create, embed and manage activities and initiatives to improve the health, wellbeing and resilience of its students. | | |
| Does the school have a named senior staff lead for health, wellbeing and resilience? | 2 | 0 |
| Has relevant training for this role been undertaken? | 2 | 0 |
| Name:  Job Title:  Training: |  |  |
| Does the school have a named Governor lead for health, wellbeing and resilience? | 2 | 0 |
| Has relevant training for this role been undertaken? | 2 | 0 |
| Name:  Job Title:  Training: |  |  |
| Does the school have a named lead for Health Education and/or the Healthy Schools Programme? | 2 | 0 |
| Has relevant training for this role been undertaken? | 2 | 0 |
| Name:  Job Title:  Training: |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **10** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

HEALTHY SCHOOLS STATEMENT

|  |  |  |
| --- | --- | --- |
| A Healthy Schools/Health Education statement provides evidence that the school is committed to developing the health, wellbeing and resilience of all its students and embedding the knowledge, skills and qualities that they require now and in the future. | | |
| Does the school have a Health Education and/or Healthy Schools Statement in place? What is it? | 1 | 0 |
|  |  |  |
| Has the statement been reviewed in the last 12 months? | 1 | 0 |
|  |  |  |
| Which groups were actively involved in developing the statement? | 3 | 0 |
| Students |  |  |
| Staff (teaching, non-teaching) |  |  |
| Parents / Carers |  |  |
| Governors |  |  |
| *Other, please specify* |  |  |

HEALTHY SCHOOLS STATEMENT (cont.)

|  |  |  |
| --- | --- | --- |
| Which of the following was included in your consultation process? | 7 | 0 |
| Surveys and questionnaires | 1 | 0 |
| Parents forums/evenings |  |  |
| Staff and/or governor meetings |  |  |
| School council |  |  |
| Lessons |  |  |
| Website |  |  |
| Newsletters |  |  |
| *Other, please specify* |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **10** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

STUDENT DEVELOPMENT

|  |  |  |
| --- | --- | --- |
| It is essential that the views of all students (including those with Special Educational Needs and/or disability) should be considered in school decision-making. | | |
| Is the school council used to ensure that the views of all students, including those that are less vocal and / or less visible are captured? | 3 | 0 |
|  |  |  |
| Are the views of students reflected and evidenced within specific school policies? | 3 | 0 |
|  |  |  |
| Schools should embed opportunities for students to build confidence and self-esteem, develop responsibility, independence and resilience and learn how to assess risk and stay safe. | | |
| Are teaching and learning tools and curriculum resources in place so students can learn how to assess risk and stay safe? | 2 | 0 |
|  |  |  |
| Are students’ responsibilities, independence and resilience developed through peer mentoring, student council and student support? | 2 | 0 |
|  |  |  |

STUDENT DEVELOPMENT (cont.)

|  |  |  |
| --- | --- | --- |
| Is confidence and self-esteem built by:  celebrating achievements in assemblies?  reward systems?  special activities suggested by the students?  other? | 2 | 0 |
|  |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **10** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

SUPPORTING STAFF

|  |  |  |
| --- | --- | --- |
| It is essential that all staff understand and value the importance of health, wellbeing and resilience for themselves as well as for their students. | | |
| Does the school identify continuing professional development needs for its staff in regard to health, wellbeing and resilience knowledge and provide appropriate training and development opportunities? | 3 | 0 |
|  |  |  |
| Does the school support its staff to maintain their own health, wellbeing and resilience in order to encourage them to be positive role models? | 3 | 0 |
|  |  |  |
| Does the school have a dedicated support person(s) to promote the importance of the staff maintaining their own health, wellbeing and resilience? | 3 | 0 |
|  |  |  |
| SUPPORTING STAFF (cont.) | | |

|  |  |  |
| --- | --- | --- |
| Are staff provided with the opportunity to access advice, support and services beyond the school to maintain their health, wellbeing and resilience? | 3 | 0 |
|  |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **10** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

ENGAGING WITH PARENTS / CARERS

|  |  |  |
| --- | --- | --- |
| It is essential that parents/carers are aware of the health, wellbeing and resilience policies, learning, support and initiatives the school provides. | | |
| Which of the following does the school use to provide information and promote the importance of health, wellbeing and resilience to parents/carers? | 4 | 0 |
| School website |  |  |
| School newsletters |  |  |
| School mail |  |  |
| Parent evenings |  |  |
| *Other, please specify* |  |  |
| Does the school provide parents/carers with health messages and advice produced by national agencies such as Public Health England covering promotions or topics such as: | 4 | 0 |
| Change 4 Life |  |  |
| Immunisations |  |  |
| Oral Health |  |  |
| Pupil safety |  |  |
| Healthy Lifestyles |  |  |
| *Other, please specify* |  |  |
| ENGAGING WITH PARENTS / CARERS (cont.) | | |

|  |  |  |
| --- | --- | --- |
| Does the school provide opportunities for parents/carers to take part in health, wellbeing and resilience activities within the school? | 2 | 0 |
|  |  |  |
| Does the school provide information in different languages, as necessary, to ensure all parents/carers can be engaged? | 2 | 0 |
|  |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **10** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

HEALTHY SCHOOLS THEMES, POLICIES AND PARTNERSHIP WORKING

|  |
| --- |
| Having school policies in place covering the Healthy Schools themes provides evidence that the school has considered the importance of the health, wellbeing and resilience of all its students. It is therefore essential, that the school builds upon these policies to embed health, wellbeing and resilience learning within the curriculum, including partnership working with quality assured support agencies and services where appropriate. |

|  |  |  |  |
| --- | --- | --- | --- |
| SAFETY AND RESILIENCE | | | |
| Does the school have a policy covering Safety and Resilience? | | 2 | 0 |
| Has this been reviewed in the last 12 months? | | 1 | 0 |
|  | |  |  |
| Is Safety and Resilience learning included in the curriculum? | | 2 | 0 |
|  | |  |  |
| Does the school currently access any agencies or services to support learning on Safety and Resilience? | | 2 | 0 |
|  | |  |  |
| **SCORE** |  | | |
| **REQUIRED SCORE** | **5** | | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | | |
|  | | | |

HEALTHY SCHOOLS THEMES, POLICIES AND PARTNERSHIP WORKING (cont.)

|  |  |  |  |
| --- | --- | --- | --- |
| Drugs, Alcohol and Tobacco | | | |
| Does the school have a policy covering Drugs, Alcohol and Tobacco? | | 2 | 0 |
| Has this been reviewed in the last 12 months? | | 1 | 0 |
|  | |  |  |
| Is Drugs, Alcohol and Tobacco learning included in the curriculum? | | 2 | 0 |
|  | |  |  |
| Does the school currently access any agencies or services to support learning on Drugs, Alcohol and Tobacco? | | 2 | 0 |
|  | |  |  |
| **SCORE** |  | | |
| **REQUIRED SCORE** | **5** | | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | | |
|  | | | |

HEALTHY SCHOOLS THEMES, POLICIES AND PARTNERSHIP WORKING (cont.)

|  |  |  |  |
| --- | --- | --- | --- |
| Physical Activity and Fitness | | | |
| Does the school have a policy covering Physical Activity and Fitness? | | 2 | 0 |
| Has this been reviewed in the last 12 months? | | 1 | 0 |
|  | |  |  |
| In addition to the statutory delivery of P.E is Physical Activity and Fitness included in the curriculum together with the provision of extra-curricular sporting opportunities? | | 2 | 0 |
|  | |  |  |
| Does the school currently access any agencies or services to support Physical Activity and Fitness or engage in wider sporting activities? | | 2 | 0 |
|  | |  |  |
| **SCORE** |  | | |
| **REQUIRED SCORE** | **5** | | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | | |
|  | | | |

HEALTHY SCHOOLS THEMES, POLICIES AND PARTNERSHIP WORKING (cont.)

|  |  |  |
| --- | --- | --- |
| Healthy Eating | | |
| Does the school have a policy covering Healthy Eating? | 2 | 0 |
| Has this been reviewed in the last 12 months? | 1 | 0 |
|  |  | |
| Is Healthy Eating learning included in the curriculum? | 2 | 0 |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Does the school currently access any agencies or services to support learning on Healthy Eating? | | 2 | 0 |
|  | |  |  |
| **SCORE** |  | | |
| **REQUIRED SCORE** | **5** | | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | | |
|  | | | |

HEALTHY SCHOOLS THEMES, POLICIES AND PARTNERSHIP WORKING (cont.)

|  |  |  |  |
| --- | --- | --- | --- |
| Relationships and Relationships and Sex Education (RSE) | | | |
| Does the school have a policy covering Relationships or Relationships and Sex Education (RSE)? | | 2 | 0 |
| Has this been reviewed in the last 12 months? | | 1 | 0 |
|  | |  |  |
| Is Relationships or Relationships and Sex Education (RSE) learning included in the curriculum? | | 2 | 0 |
|  | |  |  |
| Does the school currently access any agencies or services to support learning on Relationships and Relationships and Sex Education (RSE)? | | 2 | 0 |
|  | |  |  |
| **SCORE** |  | | |
| **REQUIRED SCORE** | **5** | | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | | |
|  | | | |

HEALTHY SCHOOLS THEMES, POLICIES AND PARTNERSHIP WORKING (cont.)

|  |  |  |
| --- | --- | --- |
| Mental Wellbeing | | |
| Does the school have a policy covering Mental Wellbeing? | 2 | 0 |
| Has this been reviewed in the last 12 months? | 1 | 0 |
|  |  |  |
| Is Mental Wellbeing learning included in the curriculum? | 2 | 0 |
|  |  |  |
| Does the school currently access any agencies or services to support learning on Mental Wellbeing? | 2 | 0 |
|  |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **5** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

HEALTHY SCHOOLS THEMES, POLICIES AND PARTNERSHIP WORKING (cont.)

|  |  |  |
| --- | --- | --- |
| Economic Wellbeing and Citizenship? | | |
| Does the school have a policy covering Economic Wellbeing and Citizenship? | 2 | 0 |
| Has this been reviewed in the last 12 months? | 1 | 0 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Is Economic Wellbeing and Citizenship learning included in the curriculum? | 2 | 0 |
|  |  |  |
| Does the school currently access any agencies or services to support learning on Economic Wellbeing and Citizenship? | 2 | 0 |
|  |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **5** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

LEARNING REVIEW

|  |  |  |
| --- | --- | --- |
| Schools should continually review their health, wellbeing and resilience learning plans to ensure they remain relevant, are consistently used and that student progress and achievement is suitably recognised.  Which of the following methods are in place for monitoring and evaluating? | | |
| Monitoring and evaluating | 4 | 0 |
| Student progress meetings |  |  |
| Student/lesson observations |  |  |
| Learning walks |  |  |
| Written or verbal assessments |  |  |
| *Other, please specify* |  |  |
| Recording and reporting | 4 | 0 |
| End of unit and end of year reports |  |  |
| Parent/carer evenings |  |  |
| Staff and governor meetings |  |  |
| *Other, please specify* |  |  |
| Celebration of student progress and achievement | 4 | 0 |
| Certificates |  |  |
| Showcase performances |  |  |
| Case studies |  |  |
| *Other, please specify* |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **10** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

PHYSICAL ACTIVITY

|  |  |  |
| --- | --- | --- |
| All students should have the opportunity to complete 60 minutes of physical activity each day and have full access to the outdoor areas and playgrounds. The promotion of active travel to and from schools should also be encouraged. | | |
| Are resources to encourage physical activity available to students in outdoor areas during Break and Lunch times? | 2 | 0 |
|  |  |  |
| Are initiatives – such as the “active classroom” in place to encourage students to accumulate an average of at least 60 minutes of physical activity per day? | 2 | 0 |
|  |  |  |
| Does the school provide extra-curricular sporting opportunities eg: before/after school, lunchtimes? | 2 | 0 |
|  |  |  |
| Does the school have systems in place to encourage less active students to participate in extra-curricular physical activity? | 2 | 0 |
|  |  |  |
| Are physical activities promoted through school trips / residential visits? | 2 | 0 |
|  |  |  |

PHYSICAL ACTIVITY (cont.)

|  |  |  |
| --- | --- | --- |
| Does the school have a Travel Plan? | 2 | 0 |
|  |  |  |
| Does the school support students with pedestrian skills /road safety and / or cycle training? | 2 | 0 |
|  |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **10** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

HEALTHY EATING

|  |  |  |
| --- | --- | --- |
| It is essential that there is a whole school approach to food through the school’s culture and ethos in classrooms as well as in the school canteen if the health, attainment and positive behaviour of the students is to be encouraged and achieved. | | |
| Do school lunches meet the statutory Department for Education food standards? | 2 | 0 |
|  |  |  |
| Does food, in addition to school lunches, meet the statutory Department for Education food standards? | 2 | 0 |
|  |  |  |
| Are students/parents/carers provided information or guidance on healthy packed lunches and snacks? | 2 | 0 |
|  |  |  |
| Do students have access to clean drinking water at all times? | 2 | 0 |
|  |  |  |

HEALTHY EATING (cont.)

|  |  |  |
| --- | --- | --- |
| Are dining areas safe, attractive and welcoming to promote mealtimes as a sociable experience? | 2 | 0 |
|  |  |  |
| Is healthy eating promoted throughout the school? | 2 | 0 |
|  |  |  |
| Are the students, throughout the school, provided with regular opportunities to prepare and cook food as well as receive food education? | 2 | 0 |
|  |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **10** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

MENTAL HEALTH AND WELL-BEING

|  |  |  |
| --- | --- | --- |
| It is essential that there is a whole school approach to mental health and well-being to enable students to work productively to realise their potential, to cope with the normal stresses of life and make a positive contribution to their community. | | |
| Is there a nominated Mental Health Lead or Champion within the school? | 2 | 0 |
|  |  |  |
| Is the role of the Mental Health Lead allocated to a member of the Senior Leadership team? | 2 | 0 |
|  |  |  |
| Has the Mental Health Lead attended the local Mental Health forums? | 2 | 0 |
|  |  |  |
| Has the Mental Health Competency Framework been referenced to identify the training needs of the school staff? | 2 | 0 |
|  |  |  |

MENTAL HEALTH AND WELL-BEING (cont.)

|  |  |  |
| --- | --- | --- |
| Are the designated staff members confident in both their ability to assess and identify the mental health needs of the students and to respond appropriately to those needs? | 2 | 0 |
|  |  |  |
| Do the designated staff members know how and when to refer to other services and understand where support is locally available? | 2 | 0 |
|  |  |  |
| **SCORE** |  | |
| **REQUIRED SCORE** | **10** | |
| IDENTIFIED AREAS FOR DEVELOPMENT | | |
|  | | |

HEALTHY SCHOOLS AWARD PATHWAY

|  |
| --- |
| Register interest on Healthy Schools website/ Complete the online audit (30 multiple choice questions) |
|  |
| Healthy Schoolsteam arranges an initial meeting |
|  |
| Discuss health, wellbeing and resilience activity in school; examples of evidence to fulfil the standards |
|  |
| Complete the Healthy Schools Review Tool with colleagues and through discussion with a member of the Healthy Schools team |
|  |
| Healthy Schools team in consultation with the Children’s Commissioner for Cambridgeshire and Peterborough confirm the Healthy Schools accreditation |
|  |
| School receives Healthy Schools status along with an award pack, including a plaque and the use of the Healthy Schools Cambridgeshire and Peterborough logo |
|  |
| School is entered onto the School Awards page on the website in acknowledgement of the achievement |
|  |
| School decides whether to pursue Ambassador status: to champion the learning of the accreditation process and share best practice with other schools |