

**Achieving and Maintaining**

**Healthy Schools**

**Silver Award**

**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 pupils. This will be achieved through our Healthy Schools awards that include three core levels of achievement – Bronze, Silver and Gold, 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 Silver accreditation. It provides information on the development and completion of needs assessments and action plans required by schools to achieve or maintain Healthy Schools Status Silver Award status.

With support of the Healthy Schools team, schools will be able to advance and evidence their plans to improve the health, wellbeing and resilience of their pupils by:

- Completing a needs analysis to identify actions to help pupils to improve and maintain good health, wellbeing and resilience.
- Identify associated health, wellbeing and resilience support services and agencies that can be accessed to support the development of work evidenced through the Healthy Schools Bronze accreditation framework.
- Identify one theme that the school would like to prioritise for action. This should include consideration of one universal action (i.e. that will affect all the pupils in the school) and one targeted action (i.e. that is aimed at a particular group of pupils in the school).
- Work with the Healthy Schools team to develop an action plan for delivery outlining proposed activity, anticipated outcomes and key milestones.

## KEY THEMES

To ensure that key health, wellbeing and resilience identified through the **Relationships Education, Relationships and Sex Education (RSE) and Health Education** guidance are addressed the Healthy Schools programme has been designed to enable schools to focus on the following core themes.

A needs assessment, with the Healthy Schools team, of the key health, wellbeing and resilience issues affecting your school should be undertaken with consideration of these themes.



## NATIONAL POSITION

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also references the potential to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools.

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. In particular in helping to foster 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.

## ACCREDITATION SUMMARY SHEET

SCHOOL		DATE	
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Senior staff lead		
Name:		
Job Title:		
Governor lead		
Name:		
Job Title:		
Healthy Schools lead		
Name:		
Job Title:		
<b>REVIEW AREAS</b>	<b>REQUIRED SCORE</b>	<b>ACHIEVED SCORE</b>
Needs Assessment	30	
Action Plan	35	
<b>TOTAL</b>	<b>REQUIRED SCORE</b>	<b>ACHIEVED SCORE</b>
	<b>65</b>	
<b>COMMENTS</b>		

## NEEDS ASSESSMENT

It is anticipated that the needs assessment will generate a number of options that could be developed to support the health, wellbeing and resilience of pupils. It will therefore be necessary to RAG rate all options identified to determine priority areas for 'universal' and 'targeted' activity by the school as part of their Healthy Schools Silver accreditation.

A Universal priority will support the school population through a whole school approach, while a Targeted Priority will support an identified school population group identified as having greater needs or at higher risk of poor health, wellbeing and resilience outcomes.

The same priority theme may be identified for both universal and targeted activity, with specific activity tailored to the targeted population group. For example, if the selected priority theme was 'Physical Activity and Fitness' or 'Healthy Eating' this could involve activity to increase general physical activity levels (universal) and activity to support overweight or obese children (targeted).

The needs assessment can be completed with the Healthy Schools team who will be able to support the school to access and analyse appropriate data.

## NEEDS ASSESSMENT (cont.)

<b>Getting started</b>		
Has the population group been identified?	3	0
Have the aims and objectives for the needs assessment been considered and agreed?	3	0
Have those that need to be involved been identified? i.e. Lead, senior manager, stakeholders, Healthy Schools team	3	0
Have resources needed been identified? i.e. access to population, access to data, time	3	0
Have risks been considered? i.e. threats and barriers	3	0

## NEEDS ASSESSMENT (cont.)

<b>Identifying health priorities</b>		
Has the population been profiled i.e. how many are in the population group?	3	0
Has the population group been consulted about its perceived needs?	3	0

Have any health conditions and determinant factors been identified? i.e. social, economic or lifestyle factors	3	0

## NEEDS ASSESSMENT (cont.)

Assessing a health priority for action		
Has RAG rating process been undertaken to prioritise a 'universal' and 'targeted' priority using the scoring matrix below?	12	0

IMPACT	Very High	5	5	10	15	20	25
	High	4	4	8	12	16	20
	Moderate	3	3	6	9	12	15
	Low	2	2	4	6	8	10
	Very Low	1	1	2	3	4	5
			1	2	3	4	5
		Significantly Below Average	Below Average	Average	Higher Than Average	Significantly Higher Than Average	
PREVALENCE							

<b>SCORE</b>	
<b>REQUIRED SCORE</b>	<b>30</b>
<b>IDENTIFIED AREAS FOR DEVELOPMENT</b>	

## ACTION PLAN

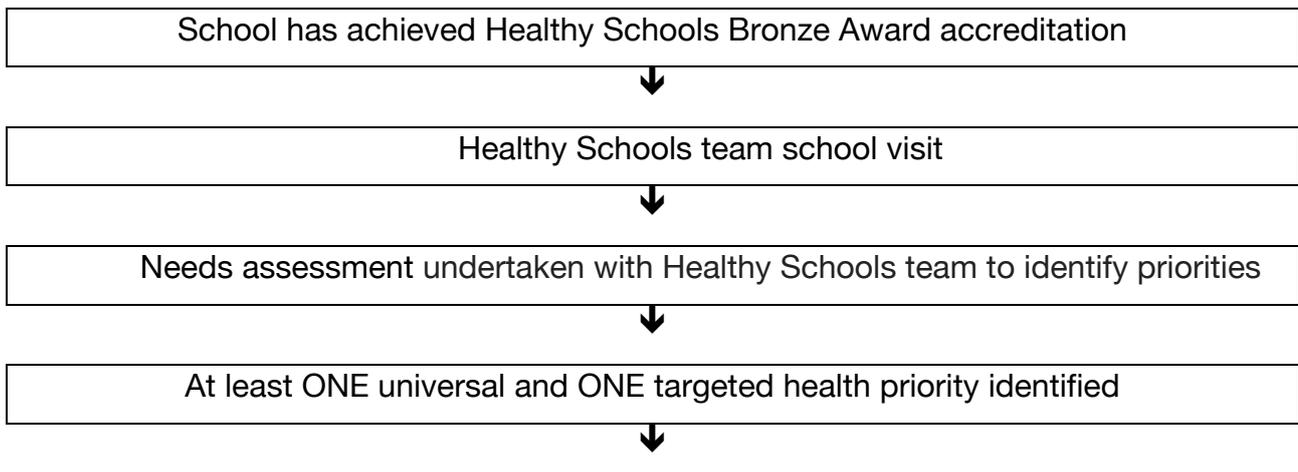
Planning for change		
A clear set of aims, objectives, indicators and targets will need to be set for the chosen priorities.		
What is the overall aim the school is trying to achieve?	5	0

What objectives are the school specifically trying to achieve?	5	0
Are the objectives SMART: specific, measurable, agreed, results-orientated, time-bound)?	5	0
What indicators have been agreed with the school to monitor progress?	5	0

## ACTION PLAN

What outcomes does the school want to achieve and by when?	5	0
What actions and tasks are required to achieve the aims and objectives?	5	0
Has it been agreed who will be responsible for each element of the action plan?	5	0
Has it been agreed how actions will be monitor and evaluated?	5	0
<b>SCORE</b>		
<b>REQUIRED SCORE</b>		<b>35</b>
<b>IDENTIFIED AREAS FOR DEVELOPMENT</b>		

## SILVER AWARD PATHWAY



Action plan is developed with Healthy Schools team



Complete the Healthy Schools Review Tool – Silver alongside a member of the Healthy Schools team



Healthy Schools team confirm Silver Award accreditation



School receives Healthy Schools Silver Award pack



School attends Annual Healthy Schools celebration event



School to advance to Gold Award accreditation