

Achieving and Maintaining

Healthy Schools

Gold 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 Gold accreditation. It provides information on the implementation of agreed action plans required by schools to achieve or maintain Healthy Schools Status Gold 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:

- Effectively implementing the actions agreed through the Silver award planning stage and achieving the associated agreed outcomes.
- Demonstrating the sustainability of the actions undertaken to improve the health, wellbeing and resilience of their pupils.
- Demonstrating that associated health, wellbeing and resilience support services have been established in the school.
- By enhancing their programme of activities by engaging with parents / carers and the wider community to demonstrate collaborative working to further improve the health, wellbeing and resilience of their pupils.

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.

Implementation of action plans related to 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:		
REVIEW AREAS	REQUIRED SCORE	ACHIEVED SCORE
Universal Priority – Action Plan	45	
Targeted Priority – Action Plan	45	
TOTAL	REQUIRED SCORE	ACHIEVED SCORE
	90	
COMMENTS		

IMPLEMENTATION

UNIVERSAL PRIORITY		
With support of the Healthy Schools team, schools should have been able to deliver their universal action plan to improve the health, wellbeing and resilience of their pupils.		
What was the overall aim of the school's universal action plan?	3	0
Were the agreed objectives achieved and how have these been evidenced?	3	0
What was the school's approach to achieving agreed objectives?	3	0
What elements of the school's approach were considered to be successful and how have these been evidenced?	3	0

IMPLEMENTATION (cont.)

What elements of the school's approach require development and how have these been evidenced?	3	0
UNIVERSAL PRIORITY		
How have the actions been embedded within the school to ensure improvements achieved can be sustained?	3	0
Which support services and agencies have been directly engaged in implementing the plan?	3	0

IMPLEMENTATION (cont.)

What elements of working with support services and agencies were considered to be successful?	3	0
What elements of working with support services and agencies require development?	3	0
What support services and agencies will be continuing to work with the school following this plan?	3	0

IMPLEMENTATION (cont.)

UNIVERSAL PRIORITY		
Which community partners have been directly engaged in implementing the plan?	3	0
What elements of working with community partners were considered to be successful?	3	0
What elements of working with community partners require development?	3	0

IMPLEMENTATION (cont.)

What community partners will be continuing to work with the school following this plan?	3	0
Were parents / carers directly involved in implementing the plan?	3	0
UNIVERSAL PRIORITY		
What elements of involving parents / carers were considered to be successful?	3	0
What elements of involving parents / carers require development?	3	0
SCORE		
REQUIRED SCORE	45	
IDENTIFIED AREAS FOR DEVELOPMENT		

IMPLEMENTATION (cont.)

TARGETED PRIORITY		
With support of the Healthy Schools team, schools should have been able to deliver their universal action plan to improve the health, wellbeing and resilience of their pupils.		
What was the overall aim of the school's targeted action plan?	3	0
Were the agreed objectives achieved and how have these been evidenced?	3	0

What was the school's approach to achieving agreed objectives?	3	0
What elements of the school's approach were considered to be successful and how have these been evidenced?	3	0

IMPLEMENTATION (cont.)

What elements of the school's approach require development and how have these been evidenced?	3	0
TARGETED PRIORITY		
How have the actions been embedded within the school to ensure improvements achieved can be sustained?	3	0
Which support services and agencies have been directly engaged in implementing the plan?	3	0
What elements of working with support services and agencies were considered to be successful?	3	0

IMPLEMENTATION (cont.)

What elements of working with support services and agencies require development?	3	0
What support services and agencies will be continuing to work with the school following this plan?	3	0

TARGETED PRIORITY		
Which community partners have been directly engaged in implementing the plan?	3	0
What elements of working with community partners were considered to be successful?	3	0

IMPLEMENTATION (cont.)

What elements of working with community partners require development?	3	0
What community partners will be continuing to work with the school following this plan?	3	0
Were parents / carers directly involved in implementing the plan?	3	0

TARGETED PRIORITY		
What elements of involving parents / carers were considered to be successful?	3	0

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IMPLEMENTATION (cont.)

What elements of involving parents / carers require development?	3	0
SCORE		
REQUIRED SCORE	45	
IDENTIFIED AREAS FOR DEVELOPMENT		

GOLD AWARD PATHWAY

