

**Achieving and Maintaining
Healthy Schools Status
Bronze 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 Bronze accreditation. It enables your school's provision for pupils' health, wellbeing and resilience to be recorded to achieve or maintain Healthy Schools Bronze Award status.

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.

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.

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 Bronze award.

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

ACCREDITATION SUMMARY SHEET

SCHOOL		DATE	
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REVIEW AREAS	REQUIRED SCORE	ACHIEVED SCORE
Leadership	10	
Healthy Schools Statement	10	
Pupil Development	10	
Supporting Staff	10	
Engaging with Parents and Carers	10	
Healthy Schools Themes, Policies and Partnership Working	35	
Learning Review	10	
Being Active	10	
Healthy Eating	10	
TOTAL	REQUIRED SCORE	ACHIEVED SCORE
	115	

COMMENTS

LEADERSHIP

The school provides clear leadership to create, embed and manage activities and initiatives to improve the health, wellbeing and resilience of pupils.		
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 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 statement provides evidence that the school is committed to developing the health, wellbeing and resilience of all its pupils and embedding the knowledge, skills and qualities that they require now and in the future.

Does the school have a 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
Pupils		
Staff (teaching, non-teaching)		
Parents / Carers		
Governors		
<i>Other, please specify</i>		

HEALTHY SCHOOLS STATEMENT (cont.)

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

PUPIL DEVELOPMENT

It is essential that the views of all pupils (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 pupils, including those that are less vocal and / or less visible are captured?	3	0
Are the views of pupils reflected and evidenced within specific school policies?	3	0
Schools should embed opportunities for pupils 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 pupils can learn how to assess risk and stay safe?	2	0
Are pupils' responsibilities, independence and resilience developed through peer mentoring, pupil council, and pupil support?	2	0

PUPIL DEVELOPMENT (cont.)

Is confidence and self-esteem built by: celebrating achievements in assemblies? reward systems? special activities suggested by the pupils? 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 pupils.		
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		
<i>Other, please specify</i>		
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		
<i>Other, please specify</i>		

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 pupils. 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 pupil progress and achievement is suitably recognised.

Which of the following methods are in place for monitoring and evaluating?

Monitoring and evaluating	4	0
Pupil progress meetings		
Pupil/lesson observations		
Learning walks		
Written or verbal assessments		
<i>Other, please specify</i>		
Recording and reporting	4	0
End of unit and end of year reports		
Parent/carer evenings		
Staff and governor meetings		
<i>Other, please specify</i>		
Celebration of pupil progress and achievement	4	0
Certificates		
Showcase performances		
Case studies		
<i>Other, please specify</i>		
SCORE		
REQUIRED SCORE		10
IDENTIFIED AREAS FOR DEVELOPMENT		

BEING ACTIVE

All pupils should have the opportunity to complete 30 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 pupils in outdoor areas during Break and Lunch times?	2	0
Are provisions made for an “active classroom” either indoors, outdoors or both?	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 pupils to participate in extra-curricular physical activity?	2	0
Are physical activities promoted through school trips / residential visits?	2	0

BEING ACTIVE (cont.)

Does the school have a Travel Plan?	2	0
Does the school support pupils with pedestrian skills 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 pupils is to be encouraged and achieved.

Do school lunches meet the statutory Department for Education food standards?	2	0
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Does food, other than lunches, meet the statutory Department for Education food standards?	2	0
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Are pupils/parents/carers provided information or guidance on healthy packed lunches and snacks?	2	0
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Do pupils have access to clean drinking water at all times?	2	0
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HEALTHY EATING (cont.)

Are dining areas safe, attractive and welcoming?	2	0
Is healthy eating promoted throughout the school?	2	0
Are the pupils provided with regular opportunities to prepare and cook food as well as receive food education and demonstrations?	2	0
SCORE		
REQUIRED SCORE		10
IDENTIFIED AREAS FOR DEVELOPMENT		

BRONZE AWARD PATHWAY

