The Healthy Schools London Bronze Review Tool

APPENDICES

The appendices provide further examples and a series of self-review questions that you can use to stimulate additional evidence. It might be helpful to print off the appendices and refer to them as you complete your review.

The appendices are organised under the seven headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School ethos, culture, environment and SMSC development
5. Provision of support services for children and young people
6. Staff continuing professional development (CPD), health and wellbeing
7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing

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| 1. Leadership, Management & Managing Change | | | |
| Example Evidence | | |  |
| School leads   * PSHE education Coordinator * Physical Activity Coordinator * Learning Mentor * Mental Health and Emotional Wellbeing Lead | Other responsible members of staff  PSHE   * SMSC Lead * Science Lead   Mental Health & Emotional Wellbeing   * SENCo * Safeguarding Lead   Healthy Eating   * D&T Coordinator * Science Coordinator * School Cook * Lunchtime Supervisor   Physical Activity   * PE Coordinator * School Travel Plan Lead |  |  |

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| 2. Policy Development | | | |
| Example Evidence | | | Prompt Self Review Questions |
| Consultation process   * Newsletters inform parents where policies can be found * Invitations are sent to parents to be part of a parents working group. * All parents review parent policies booklet * Feedback forms returned / reviewed by Parent Working Group * Comments fed back to lead teacher in school related to policy * Policies are reviewed by all staff at meetings * Policies are reviewed by Governors | Consultation process   * Policies are available to parents via website, parent policies booklet (and comments sheets collected) * School council review and share appropriate policies * Policies shared at assemblies, parents’ evenings and induction meetings * Via SNAG (School Nutrition Action Group) |  | Could you provide some examples of the strategic steps your school takes to create a positive environment that promotes health and wellbeing?  How are staff encouraged to prepare for, and with, an external agency who will be working with their class?  How does the school induction process ensure new staff understand their role in relationship to policies? |

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| 3. Learning and teaching, curriculum planning and resourcing | | | |
| Example Evidence | | | Prompt Self Review Questions |
| **Monitoring and evaluation**   * PSHE education staff meetings * Regular review of schemes and resources with all staff and parents * Book scrutiny * Performance management * Peer observations and coaching * Multi-disciplinary meetings * Scheme of work scrutiny * PSHE education curriculum map * PE and sport registers and reports * Surveys and questionnaires of pupils – ensuring PSHE education is meeting the needs of pupils * Playground incident book | **Methods of recording and reporting**   * School meal uptake * School meal consumption * FSM data * Incidents of bullying * Parent consultation group * Annual reports to parents | **Assessment opportunities**   * Surveys and questionnaires of pupils – ensuring PSHE education is meeting the needs of pupils * Only fresh fruit is allowed at break time – and the children understand the reason for this as part of a healthy diet * School allotment encourages children’s understanding of growing own fruit / vegetables and children learn to prepare and enjoy tasting produce * Anti-bullying week * Circle Time * Worry boxes * RSE and Drug Education * Mentoring | How do subjects of relevance to health and wellbeing meet the learning needs of children and young people in your school in line with current best practice?  How does your school ensure structured physical activity is available for all of your children and young people?  How does your school celebrate the achievements of children and young people across all areas of school life?  Which scheme of work do you use?  Which resources do you use for RSE and drugs?  Is there an overall plan of what each year group is covering in each half term?  How is PSHE education timetabled and who teaches it?  How do you check teachers are teaching and that it is good quality?  What do staff and pupils or parents say about the programme? |

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| 4. School ethos, culture, environment & SMSC development | | | |
| Example Evidence | | | Prompt Self Review Questions |
| Indoor and outdoor spaces   * Changing rooms are safe and pupil- friendly. * The school grounds provide opportunities for growing food, storing bikes and physical activity equipment. * The school has shower facilities for staff actively travelling to school * The school has cooking facilities for pupils * Playground buddies * Friendship stops * Pupil chosen decoration in dining room   Drinking water   * Water bottles * Filtered tap / coolers available for all pupils and staff * Cups available in classroom * Encouraged by teachers; accessible in all lessons * Jugs of water available at lunchtimes * Importance of drinking adequate water promoted in school. | Involving less vocal students   * School adopts ‘Assessment for Learning’ principles to include views of all pupils, * Class teachers gauge children’s emotional wellbeing by asking them to ‘show thumbs’ at regular intervals throughout the day * Less vocal and less visible children targeted for small group support * Questionnaires / surveys – anonymous * Students' views are taken in the form of written and confidential evaluations * Needs assessments * School council is representative of different groups * Confidential counselling service * Learning mentor * Small group and one-to-one support * Opportunities for SEN pupils to provide feedback | Develop responsibility, build confidence via   * Nurture group /Counselling sessions (1:1 or group) * Peer mediation, school council and Eco-schools representative roles * Working in school office; taking registers; fruit monitors; lunch time food servers / table layers) * prefects * student councils * Students celebrate their music, drama and dance talents each term in a school "show" * Charity work * classroom "managers" / monitors * "duties" at break and lunchtime, like regular school staff * Pupils develop confidence and self esteem through circle time sessions * Event evenings held to celebrate the school gaining the awards * Circle of friends | How does your school ensure structured physical activity is available for all of your children and young people?  How does the school ensure easy access to free, clean and palatable drinking water?  Do you encourage water on desks, throughout the school?  Do teachers encourage children to drink?  Do teachers model drinking water in class?  What systems and processes are in place to ensure the views of all children and young people are reflected across all areas of school life?  How does your school respond to the needs of all children and young people, including those who are less vocal and visible?  What opportunities are there for children and young people to develop responsibility, build confidence and self-esteem?  How do you monitor packed lunches in primary school?  Who has a current Level 2 Food safety hygiene certificate? |

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| 5. Provision of support services for children and young people | | | |
| Example Evidence | | | Prompt Self Review Questions |
| Systems   * Policy relating to homophobia and sexual bullying * Sensitivity to the needs of LBGT students parents and staff in school * Drug Education provided through PSHE education teaching * School nurse and class teacher in providing SRE – information given to pupils regarding use of contraception to avoid pregnancy * Topic covered within PSHE education and RE (Religious Education) curriculum * Resources available in school to help teachers teach topic sensitively * All staff made aware of any children / staff / families affected by bereavement issues and so are sensitive * Participation in NCMP | Arrangements   * Chlamydia screening on site/ Signposting to local service * Families with mental health problems identified and targeted for a variety of specific intervention sessions run by counsellor * Personal adviser (1:1 sessions) * Signposting to local family planning services, Respect Yourself Campaign, Brook etc * Advice, guidance and/or counselling for parents and children given in individual circumstances * Healthy weight management programme * Dyslexia support centre on site * Parent Support Advisers | Access   * School has links with CAMHS (Child & Adolescent Mental Health services) through SENCO * Social services/ Educational Psychologist * Substance misuse workers * Youth Connexions/ Local Voluntary organisations * Bereavement councillor available via cluster * Education Social workers * Referrals to local child minders | How does your school identify children and young people facing challenging circumstances? What support is provided for these identified groups?  What arrangements are in place to refer children and young people to specialist services that can give professional advice?  How does your school respect the confidentiality of children and young people, parents/carers and staff who access advice and support via the school? |

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| 6. Staff continuing professional development (CPD), health and well-being | | | |
| Example Evidence | | | Prompt Self Review Questions |
| Identify training needs   * Performance Management meetings take place regularly where targets and opportunities are identified for all staff * Headteacher runs and attends regular Teaching Assistant meetings * Induction Programmes for all new members of staff, teaching and non-teaching posts | Staff CPD   * PSHE education and SEAL twilights and network meetings regularly attended * Food hygiene, preparation and storage training * Basic understanding in Healthy Eating * Sports coaching training * Nurture group training/ SEL training for all staff * Anti-bullying training * Reducing stress working with young people who self-harm * Identifying & understanding eating disorders * Strategies for working with bereaved young people and their families * Child protection * Confidentiality training * Risk and safety * Pastoral care | Staff as role models   * Members of staff run and take part in after school / lunchtime clubs * Staff participate in charity events * Staff eat lunch with children – providing a positive role model for children at lunchtime * Staff eat healthy packed lunches on school trips   Staff access   * Bike racks for staff that cycle to work and Council cycle scheme offered to staff * Wellbeing policy that includes staff * Yoga classes * Relaxation sessions * Team bonding activities | What continuing professional development (CPD) opportunities, relevant to health and wellbeing, do your staff have access to this year?  How does your school identify staff CPD needs of relevance to health and wellbeing?  How does your school encourage staff to develop and maintain a healthy lifestyle to enable them to be positive role models? |

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| 7. Partnerships with parents and carers, the local community, external agencies and volunteers | | | |
| Example Evidence | | | Prompt Self Review Questions |
| Engaging with parents   * Through aims and appointment of staff * Inclusion policy * Links to community (e.g. local centres, churches etc) * Social events * Lettings of the school building / site * Open door policy * Compliance with ‘Implementing the disability discrimination act in schools and early years settings’ * Language workshops / lessons offered and / or signposted to * Lunch clubs offered for children who cannot attend after school clubs due to transport issues * Translation of letters / parent / carer evenings etc. * Parent governor * Parent Teacher Association * Engaging parent volunteers in tuck shops, growing clubs, sports days, reading, mentoring | Signpost varied menu of activities and study support   * Out of hours clubs * 1:1 tuition for identified pupils * Gifted and talented workshops * Homework club * Breakfast club * Gardening and school allotment * Parent workshops * Language classes * School games coordinators | Engagement with external agencies   * Police communities and support officers * SRE providers * Drug education service * Sport and Leisure services * Local sports clubs * Dieticians * Scouts and guides * Team London * Kitemark e.g.   + TfL Active Travel   + Food for Life Partnership   + School Games   + Investors in People | How do you let parents know what their child is learning in PSHE, cooking skills / food technology and PE?  How do you help parents to be healthy with their child / help their child’s health and wellbeing?  Have you done any promotion of immunisations with parents?  Who are the external agencies that support your school or parents, carers and families?  How does your school signpost children and young people to local clubs and activities?  How does your school signpost parents/carers to appropriate services?  Are your staff aware that they should be picking up on issues of concern (e.g. child’s weight, parental alcohol misuse)?  How do you engage pupils, parents and carers in volunteering to support pupil health and wellbeing? |