

Section 1 - Your School Ethos and Environment

Setting the Context: How the school ethos, environment and leadership create the foundation for wellbeing in the school community.

1.1 Please tell us a little about your school.

1.2 Do you consider your school to be a 'Healthy School'?
i.e. one that recognises links between pupils' health and wellbeing, their attainment and values and the wellbeing of the whole school community.

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.3 Is a commitment to wellbeing mentioned in the school motto, mission statement, school prospectus or within your school website?

- ☐ Yes
- ☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.4 Is the wellbeing of pupils and staff explicitly addressed in school practice or activities? Please provide specific examples.

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.5 Are you aware of the health needs within the local community, that may affect your pupils?
Do you access any data or background information to help you understand health needs in your school community?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.6 Does the physical environment contribute to wellbeing?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.7 How fully are the governors involved in wellbeing matters?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.8 Do you have a Healthy Schools coordinator?

- ☐ Yes
- ☐ No

How much time is allocated to supporting the Healthy Schools programme?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.9 Is Healthy Schools work seen as a whole-school activity and does the whole school community support the Healthy Schools coordinator?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.10 Do you publicise wellbeing and healthy schools widely to the school community?

- ☐ Yes
- ☐ No

Explain how you do you this?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Consultation / Engagement / Involvement

1.13 Are parents, pupils and staff involved in school life through consultations and engagement?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.14 Are parents, pupils and staff signposted to support services appropriate to their needs?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Impact

Once you have completed these questions, please identify an example of the impact of your Healthy Schools work in this area. The 'So what?' question!

Section 2 - Enhancing Wellbeing Through Personal, Social, Health, Education (PSHE)

2.1 Does someone have overall responsibility for PSHE?

☐ Yes

☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2 Does the school have a planned programme of PSHE?

Is the programme written down and clearly timetabled?

Is the programme clearly identified in a cross-curricular approach?

Is the programme planned to show pupils progress ?

How are students assessed to show evidence of progress?

Does the planned programme include:

2.2.1 Relationships and Sex Education (RSE)

Does the teaching make reference to Violence, Domestic Abuse or Child Sexual Exploitation.

How is the teaching differentiated for each year group?

2.2.2 Drugs (including safety of medicines), smoking, e-cigarettes, alcohol and other drugs.

- ☐ Not started
☐ Working Towards
☐ Good
☐ Very Good

How is the teaching differentiated for this area of the programme?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.3a What strategies are applied to teach hygiene and personal hygiene?

2.2.3b Does this include Oral hygiene? (please state if you use external agencies to support / deliver this)

2.2.4 Maintaining a healthy lifestyle

Does the programme promote strategies for positive mental health?

Does the programme promote British Values?

Does the programme teach about extremism and radicalisation?

Explain how these are delivered.

2.2.5 Personal safety including road safety, fire safety, rail safety, safety around building sites etc.

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.6 Teaching and encouraging being Eco Friendly - to include; food miles, food wastage, growing own food, food packaging, considering the the 3 R's - reduce, reuse and recycle, active travel to help climate change, energy saving, sustainability etc.

2.2.7 Staying safe in the sun and keeping hydrated.

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.8 Internet safety - does the teaching include; staying safe on line, cyber bullying and social media ?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.9 Anti-bullying (see also EHWB) - What strategies are applied to prevent bullying?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.10 Protective Behaviours (or equivalent) and SEAL (or other work around emotional health and wellbeing and key life skills).

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.11 Emergency Life Saving Skills (e.g. Heartstart, basic first aid)

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Monitoring, assessing and consulting about PSHE - (does the school have a written guide which supports all staff to follow the assessment / monitoring programme?)

2.3 Do you use outside agencies and guest speakers to help the school deliver the PSHE programme?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.4 Is the programme of PSHE determined by pupils' needs?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.5 Is pupils' progress measured and reported upon?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.6 Do you inform and consult parents and carers

- ☐ Not started

about PSHE?

- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.7 Do the teachers involved in the delivery of PSHE receive training?

Give examples of the type of training received and how frequently is training provided?

Is the PSHE Co-ordinator part of the Swindon PSHE network group?

Impact

Once you have completed these questions, please identify the impact of your Healthy Schools work in this area.

Section 3 - Supporting Children And Young People To Eat Well

Healthier Eating

3.1 Is there someone with overall responsibility for healthy eating in school?

☐ Yes

☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.2 Do children learn about food, healthy eating and cooking in school?

☐ Not started

☐ Working Towards

☐ Good

☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.3 Are there opportunities in school for children to grow food?

☐ Not started

☐ Working Towards

- ☐ Good
☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.4 How does the school meet the needs of the government obesity strategy:

1. Are students taught the importance of '5 a day'?
2. How to reduce sugar intake?
3. How to reduce fat in the diet?
4. Appropriate portion sizes? (free resources are available on line for information and guidance)

Food in School

3.5 Do you offer school meals?

- ☐ Yes
☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.6 Are they cooked on site?

☐ Yes

☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.7 Are meals meeting the School Food Trust's nutritional guidelines? or Food in school guidelines?

☐ Yes

☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.8 Does anyone from the staff or governors monitor school meals? (e.g. choices, amount of waste, children's views)

☐ Not started

☐ Working Towards

☐ Good

☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.9 Do the school council and wider school community have an opportunity to comment on and or influence practice around school meals?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.10 Are parents invited in to try school meals?

Are there any parental consultation events?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.11 Is water freely available to staff, pupils and visitors during the school day?

Are children informed about the health benefits of drinking water and reminded to drink plenty?

To claim your *Sugar Smart School Certificate*, complete the following questions in detail to show evidence and impact of reducing sugar in your school.

3.12 Do you have a snacks in school policy?

☐ Yes

☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.13 Do you have a packed lunch contents policy?

(May be part of a wider "Food in School" policy.)

☐ Not started

☐ Working Towards

☐ Good

☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.14 Do you have any policy or guidance around other food (eg treats), in school such as sweets or cakes?

Do you have policy or guidance to determine what's sold or served at school discos or other events?

(is it part of a wider school food policy?)

3.15 Do you consider your school to be a sugar smart school? ☐ Yes
☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.16 Do you promote the sugar smart app to parents and pupils? ☐ Not started
☐ Working Towards
☐ Good
☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.17 Have you noticed an impact in pupils attitude and behaviour, since you have been using the sugar smart app?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.18 Do you have another strategy other than the sugar smart app that you use to reduce sugar intake?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

What do you have in place and what has been its impact?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Impact

Once you have completed these questions, please identify the impact of reducing sugar intake and Healthy Schools work in this area.

See section 1 above for questions about dining environment.

Section 4 - Supporting Children And Young People To Get Active

4.1 Is there someone who has overall responsibility for Physical Activity?

Are teaching staff PE trained?

Do teaching staff receive PE training?

4.2 Do pupils get the recommended hours "high quality" PE each week?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.3 Does the school address inclusion in the delivery of PE and other PA opportunities?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.4 Do you offer any of the following?

Primary:

4.4.1 Wake Up, Shake Up ☐ Yes

4.4.2 Take 10 ☐ Yes

4.4.3 Feet Beat ☐ Yes

4.4.4 Fun Fit ☐ Yes

4.4.5 Huff 'n' Puff ☐ Yes

4.4.6 Leap into Life ☐ Yes

4.4.7 Active Club ☐ Yes

4.4.10 Other PA opportunities

4.4.8 LEAP Active ☐ Yes

4.4.9 Outdoor and Adventurous Activities ☐ Yes

Secondary:

4.4.11 Junior Sports Leaders Award ☐ Yes

4.4.12 Health-related fitness ☐ Yes

4.4.13 Ten Tors ☐ Yes

4.4.14 Duke of Edinburgh's Awards ☐ Yes

4.4.15 Race for Life ☐ Yes

4.4.16 Outdoor and Adventurous Activities ☐ Yes

☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.5 What other PA Opportunities are available to students?

4.6 Are there physical activity after-school clubs?

☐ Yes

☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.7 Are pupils consulted about clubs?

☐ Not started

☐ Working Towards

☐ Good

☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.8 Do you do anything to assist pupils to access clubs?

☐ Yes

☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.9 Do you know who attends clubs?

Do you take note of pupils who don't access clubs?

Do you have an understanding why they don't or can't?

How do you encourage the non participating pupils to participate?

4.10 Do you encourage and facilitate active travel (walking, scooting and cycling)?

☐ Not started

☐ Working Towards

☐ Good

☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.11 Is the School Travel Plan up to date?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.12 Do you involve parents and carers e.g. as helpers?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.13 Do you take safeguarding into account when involving coaches, volunteers and others in physical

- ☐ Not started
- ☐ Working Towards

activity?

☐ Good

☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Impact

Once you have completed these questions, please identify the impact of your Healthy Schools work in this area.

Section 5 - Enhancing The Emotional Wellbeing Of The Whole School

5.1 Is there someone who has overall responsibility for Emotional Health and Wellbeing (EHWB)? ☐ Yes ☐ No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.2 Is there someone who has overall responsibility for supporting 'vulnerable children'?

Is there someone who supports students with mental health? -

(eg: self harm, anxiety, school phobics, eating disorders or other behavioural issues)

Support for vulnerable / Mental Health pupils

5.3 How do you recognise the need for support?

Which groups do you consider to be vulnerable?

How do you support those with the mental health issues?

5.4 What arrangements are in place to support children in care?

5.5 Do you know whether you have young carers in school?

If yes, do you have arrangements in place to support them?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.6 How well do you support the parents and carers of vulnerable /those students with mental health issues?

Support in times of crisis

5.7 Do you offer support to children, families and staff in times of crisis such as bereavement, etc?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Safeguarding / Confidentiality

5.8 Do you have clear safeguarding policies in place?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.9 Is safeguarding information included in the induction pack for new staff and new governors?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Is information given to supply teachers?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.10 Does the school have clear guidance on confidentiality?

How well does the school provide information and guidance for staff, visitors,

parents and pupils?

Staff Wellbeing

5.11 Does the school support the wellbeing of all staff and help them create a positive work-life balance?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Developing pupils' confidence, self-esteem and responsibility

5.12 Does the school celebrate pupils' achievements?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.13 Does the curriculum include lessons to develop and enhance pupils' wellbeing?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.14 Are there other opportunities to help pupils build confidence and self-esteem?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Behaviour and Anti-Bullying Support

5.15 Is there a shared and consistent behaviour policy across the school, including rewards and sanctions?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.16 Are parents and carers aware of the behaviour policy?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.17 Are pupils helped to understand what bullying is and how to stop it?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.18 Is bullying talked about openly and seen to be dealt with in school?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.19 Does the anti bullying policy include Cyber Bullying?

5.20 How does the school deal with Cyber Bullying?

Training and Support for Staff

5.21 Do school staff receive training to recognise and support the varying needs of pupils?

- ☐ Not started
- ☐ Working Towards
- ☐ Good
- ☐ Very Good

Do school staff and governors attend training around pastoral support, safeguarding and wellbeing?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Impact

Once you have completed these questions, please identify the impact of your Healthy Schools work in this area.

Section 6 - Policies

See our note on policies in the [Getting Started](#) section. The list below offers suggestions for policies related to wellbeing in school. Those in **bold** are currently statutory (at time of writing, August 2011. The list is under review by DfE with no timetable as yet for any changes). You do not have to have all of the other policies in place to submit. If a policy is not in place make a note in the comments box.

Relationships and Sex Education (RSE)	not yet in place
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Safeguarding (including child protection)	not yet in place
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Confidentiality (part of safeguarding)	not yet in place
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School discipline and pupil behaviour	not yet in place
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Anti-Bullying (required as part of the behaviour policy)	not yet in place
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Inclusion (all children with additional needs e.g. looked after children, young carers, gifted and talented, special educational needs)	not yet in place
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PSHE	not yet in place
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Drugs and alcohol (education and incidents)	not yet in place
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Sun Safety (education / environment, including shade)	not yet in place
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School Food Policy	not yet in place
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Lunchbox	not yet in place
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Tuck	not yet in place
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Physical Activity (not just PE)	not yet in place
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School Travel Plan (beyond policy)	not yet in place
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Visitors in school

not yet in place

NB we have [guidance about policies and sample policies on our website](#).

Section 8 - Summary

As a final step before submitting your audit please summarise why your school is a Healthy School and how the school community might recognise being a Healthy School.

Please provide a summary of:

How you think staff, children and parents recognise the school as a Healthy School?

How do you plan to sustain the healthy schools work in the next three years?

Which areas of the programme would you like to develop further?