

Healthy Schools Award Criteria - Tick List

SILVER AWARD

Not Started Working Towards Good Outstanding

Section 1

- Do you consider to be a healthy school?
- Is there a commitment to health and wellbeing in the school vision, prospectus or website?
- Is the well being of staff and pupils explicit?
- Can the school access data or background information about the health needs of the school community?
- Does the school ethos support the wellbeing in the school community?
- Does the physical environment contribute wellbeing?
- Are governors fully involved in wellbeing matters?
- Does the school have a Healthy Schools co-ordinator?
- Is Healthy schools a whole school project and involve all staff and students?
- Is healthy schools publicised widely in the community?
- Are parents and pupils consulted and engaged in major decisions of health and wellbeing?
- Do parents and pupils know where to go for appropriate support services?

Section 2

- Does the school have a PHSE co-ordinator?
- Is PHSE part of the school curriculum?
- Are the PHSE SOW reviewed frequently?
- Are the following topics included in the SOW:
 - Relationships and Sex Education?
 - Alcohol, Drugs and Smoking?
 - Hygiene?
 - Maintaining a healthy life style?
 - Personal safety including:
 - Road safety
 - Fire safety
 - Safety on a building site
 - Rail safety
 - Safety in the sun
 - Internet safety
 - Anti - Bullying
 - Emergency life saving

How are EHWP and key life skills addressed?
Are external agencies / guest speakers used to deliver the PHSE programme?
Is the PHSE programme planned in accordance to the needs of the students?
Is the impact of the PHSE programme assessed?
Are parents and carers consulted about the PHSE programme?
Have teaching staff received training to deliver the PHSE programme?

Section 3

Does someone have overall responsibility for healthy eating in school?
Do students learn about food, cooking and healthy eating?
Are there any opportunities for students to grow food?
Are students offered school meals?
Are school meals cooked on site?
Do the school meals meet the Food trusts nutritional guidelines?
Are the school meals monitored by school governors or the SLT?
Does anyone in the wider community, including parents have influence around school meals?
Is water freely available to staff, pupils and visitors to the school?
Do students understand the importance of staying hydrated?
Does the school have a snacks policy
Does the school have a snacks policy?
Does the school have a packed lunch contents policy?
Is there a whole school healthy eating policy?
Is there a whole school food policy?

Section 4

Does someone have overall responsibility for Physical Activity?
Do pupils get the recommended hours of high quality PE?
Does the PE curriculum / PA cater for the needs of all pupils?
Does the school provide after school PA clubs?
Are pupils consulted about the clubs?
Does the school cater for pupils to access

clubs and activities off site?

Is the attendance and regularity of pupils attending clubs monitored?

Are students encouraged to travel actively to school?

Is there an up to date school travel plan?

Are staff trained to teach PE and PA?

Are parents / Carers encouraged to support with clubs and activities?

Is safeguarding considered when involving external helpers with PA?

Section 5

Does someone have overall responsibility for EHWP?

Does someone have overall responsibility for vulnerable students?

Do vulnerable students get supported?

Is there a process to monitor young carers?

Do parents/carers of vulnerable students get supported?

Is there support available for staff, students and families in time of bereavement?

Is there a safeguarding policy in place?

Is there a safeguarding information in the Induction pack for new staff, supply teachers and governors?

Does the school have clear guidance on confidentiality and is this shared with parents visitors, pupils and staff?

Does the school support the wellbeing and a positive work life balance for staff?

Does the school celebrate pupils achievement?

Does the curriculum include lessons to enhance pupils well being?

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

Is there a shared and consistent behaviour policy, which includes rewards and sanctions?

Are parents and carers aware of the policy?

Do pupils understand the anti bullying policy?

Is bullying discussed and dealt with openly in school?

Do staff and governors receive pastoral, safeguarding and wellbeing training?

Section 6

Are all the school policies in place?

Relationships and Sex education

Safeguarding (including CP)
Confidentiality (part of safeguarding)
Behaviour and Discipline
Anti bullying
Inclusion / SEN
PHSE
Drugs and Alcohol
Sun safety / Environment
School Food Policy
Including Tuck and lunch box
Physical Activity (not just PE)
School Travel plan
Visitors to school

Developments since achieving Bronze Award *(has the school implemented or been involved in any health ar*

Impact and Evidence School/ Achievement *(what difference has the involvement made to the health and we*

Whole school and a targetted health and wellbeing initiatives *(The school needs to implement a whole school in*

Impact and evidence of intervention *(Statistical and sustainable data to show evidence and impact across the*

How will you continue to sustain this work and develop further initiatives? *(Summary of how the school wil*

PLEASE PROVIDE THIS EVIDENCE USING THE APPROPRIATE PAPERWORK.

and well being projects since achieving this award)

llbeing of the students and their achievement)

initiative which is targetted and evidence based to show impact on health and wellbeing and

e school and with the focus group.

I continue to meet these standards and continued support for the young people)

d raises achievement across the school. Additionally the school need to focus on a target group

o of students to show impact and improvents)