

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.

Your answer

test123456789

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

- Not started

wellbeing?

- 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 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:

1.15 How do you ensure that your school day is affordable for all families?

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, vaping, 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 teach about extremism and radicalisation?

Explain how these are delivered.

2.2.5 Personal safety including road safety, fire safety, Not started

rail safety, safety around building sites etc.

- 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;

- Not started

staying safe on line, cyber bullying and social media ?

- 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 EHWP) - 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, Thrive (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. St John's Ambulance/British Red Cross)

- 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? E.g. through How are You? survey

- 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 about PSHE?

- 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:

2.7 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

3.0 Has your school achieved the national Food for Life Bronze Award? If so, please jump to section 4 of this Audit form. Otherwise, please continue to complete this. Yes No

Next steps: identify action points to achieve this:

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

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's tackling 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 Standards?

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?

- Not started

Are there any parental consultation events?

- 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?

3.12 Do you have a snacks in school policy? (May be part of a wider Food 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 promote the NHS Food Scanner 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:

3.15 Do you have another strategy that you use to reduce sugar intake? What do you have in place and what has been its impact?

- 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:

3.16 How do you ensure a pleasurable healthy environment for children to eat in. E.g. limiting queues, noise control, asking pupils their opinions on the eating environment and implementing their suggestions, having enough space, colours, layout, etc.

Impact

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

Section 4 - Supporting Children And Young People To Get Active

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

Are teaching staff PE trained?

Do teaching staff receive PE training?

4.2 Do pupils get the recommended 2 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 What physical activity programmes does your school offer?

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:

4.7.1 How are pupils involved and consulted about physical activity 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:

4.7.2 How are parents/carers involved and consulted about physical activity 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

- Not started

(walking, scooting and cycling)?

- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

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

4.11.1 Has your school signed up to Modeshift Stars?

- 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:

4.11.2 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 activity?

- 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:



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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?

- Not started
- Working Towards
- Good
- Very Good

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

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

For guidance, please go to

<https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools> (if a maintained school) or

<https://www.gov.uk/guidance/-governance-in-academy-trusts/statutory-policies-for-trusts> (if an academy)

PSHE

not yet in place

Relationships and Sex and Health Education (RSHE)
(Can be combined with PSHE)

not yet in place

Safeguarding (including child protection)

not yet in place

Confidentiality (part of safeguarding)

not yet in place

School discipline and pupil behaviour

not yet in place

Anti-Bullying (required as part of the behaviour policy)

not yet in place

Inclusion

not yet in place



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Attendance

- 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:

SEND

- 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:

Drugs, vaping, smoking and alcohol (education and incidents)

not yet in place



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Sun Safety (education / environment, including shade) not yet in place

School Food Policy not yet in place

Lunchbox not yet in place

Physical Activity (not just PE) not yet in place

School Travel Plan not yet in place

Visitors in school not yet in place

School uniform policy, including cost of school uniform.

- 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:



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Careers (if a secondary 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:

Section 8 - Summary

As a final step before submitting your audit please summarise why your school is a Healthy School. Give a clear explanation of why and how the school community, including parents, students and teachers, recognise your school as 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?