The Healthy Schools London

Review Tool

Achieving and Maintaining

Healthy Schools London Status

Bronze Award

School:

Borough:

HEALTHY SCHOOLS LONDON (HSL) BRONZE REVIEW TOOL

**Healthy Schools London**

Healthy Schools London (HSL) is one of the Mayor of London’s key programmes helping to deliver his Health Inequalities Strategy ([www.london.gov.uk/health-strategy](http://www.london.gov.uk/health-strategy)).

The strategy looks to tackle health inequalities by focusing on five key areas including Healthy Children – helping every London child to have a healthy start in life by supporting parents and carers, early years settings and schools.

HSL supports and encourages schools to develop and deepen their focus on health and wellbeing which will support the attainment, achievement, health and wellbeing of their pupils, staff and wider school communities. HSL is supported by the Mayor’s new Healthy Early Years London programme for infants and children in early years’ settings, including in primary schools ([www.london.gov.uk/healthy-early-years-london](http://www.london.gov.uk/healthy-early-years-london)).

**HSL Bronze Review Tool**

This Review Tool is for use by all schools including Academies, Free Schools and Independent Schools. It enables you to record your school's provision for children and young people’s health and wellbeing to achieve or maintain HSL Status Bronze Award. The Review Tool needs to be renewed every 3 years in order to retain HSL Bronze status.

**HSL Bronze Review Tool Appendices**

The appendices provide 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.

There is a link at the bottom of this page for downloading the appendices.

The Review Tool is organised under 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

Against each of the seven headings there is a table which provides:

* The criteria and minimum evidence required
* Prompts against which to record your school’s evidence

You can use this review tool to record and update your school’s progress under the seven headings.

**Next Steps – Silver and Gold Awards**

The process of entering information for the Bronze Award might help you to identify and begin to develop an action plan for the HSL Silver Award. At the end of *Table 4: School ethos, culture, environment and SMSC development*, there is a list of example measurable outcomes to provide ideas for a health and wellbeing priority you may wish to focus on in your school.

| 1. Leadership, Management & Managing Change | | |
| --- | --- | --- |
| **Healthy Schools London: Criteria & Minimum Evidence** | | |
| The school provides clear leadership to create and manage a positive environment, which enhances emotional and physical health and well-being in school.  The school has:   1. A member of the senior leadership team who has a strategic lead for; and (if different) 2. A member of staff responsible for:  * PSHE education including RSE and drug, alcohol and tobacco education * Emotional Wellbeing and Mental Health * Healthy eating including the statutory DfE Standards for school food (2015), catering and curriculum * Physical activity | | |
| **School Evidence** | | |
| **PSHE education** | Name | Main Job Title |
| SLT Lead |  |  |
| List any staff member/s responsible |  |  |
| **Emotional Wellbeing & Mental Health** | Name | Main Job Title |
| SLT Lead |  |  |
| List any staff member/s responsible |  |  |
| **Healthy Eating** | Name | Main Job Title |
| SLT Lead |  |  |
| List any staff member/s responsible |  |  |
| **PE, Physical Activity and Sport** | Name | Main Job Title |
| SLT Lead |  |  |
| List any staff member/s responsible |  |  |

| 2. Policy Development | | | |
| --- | --- | --- | --- |
| **Healthy Schools London: Criteria & Minimum Evidence** | | | |
| The school has the policies listed below, which are reflected in practice and through ethos, culture and the environment. They are reviewed by consultation every 1 to 3 years. | | | |
| **School Evidence** | | | |
| **Policy** | **Requirement** | **Last review date** | **On school website** |
| **School Behaviour / Anti-bullying** | *Statutory  (recommended reviewed annually)* |  | Yes:  *(essential)* |
| **Relationships & Sex Education** (RSE) | *Statutory[[1]](#footnote-1)  (HSL reviewed every 1-3 years)* |  | Yes:  *(essential)* |
| **SEN Information Report** | *Statutory  (reviewed annually)* |  | Yes:  *(essential)* |
| **Safeguarding / Child Protection** | *Statutory  (reviewed annually)* |  | Yes:  *(essential)* |
| **Drug, Alcohol and Tobacco Education** (including dealing with incidents). This can be part of another policy e.g. PSHE. | *Essential for Healthy Schools (HSL reviewed every 1-3 years)* |  | Yes:  *(desirable)* |
| **Physical Activity** (including PE, sport in and out of the curriculum and travel to and from school) | *Essential for Healthy Schools (HSL reviewed every 1-3 years)* |  | Yes:  *(desirable)* |
| **Whole School Food and Drink Policy** (including sugar reduction and the statutory DfE Standards for school food (2015) | *Essential for Healthy Schools (HSL reviewed every 1-3 years)* |  | Yes:  *(desirable)* |
| **Emotional Wellbeing and Mental Health** | *Desirable for Healthy Schools (HSL reviewed every 1-3 years)* |  | Yes:  *(desirable)* |
| **Further evidence** | | | |
| Please provide examples of how you consult with the following groups (*e.g. staff and/or governor meetings, parents’ forums/evenings, website, newsletters, written and verbal surveys and questionnaires, school council, lessons*). | | | |
| **Staff** (including examples of how you ensure that staff are aware and kept up to date about new policies or policy changes, together with their role and responsibilities in relation to policies) |  | | |
| **Parents/Carers** |  | | |
| **Governors** |  | | |
| **Pupils** |  | | |

| 3. Learning and teaching, curriculum planning and resourcing | | |
| --- | --- | --- |
| **Healthy Schools London: Criteria & Minimum Evidence** | | |
| The school curriculum includes these areas of learning which are monitored and evaluated to ensure the quality of teaching and learning:   * PSHE education including relationships and sex education (RSE) and drug, alcohol and tobacco education * Emotional wellbeing and mental health including anti-bullying, social and emotional learning (SEL) and risk * Healthy eating including cooking skills and food education * Physical activity including a minimum of 90 minutes to 2 hours curriculum PE a week and health-related exercise   *Examples of monitoring and evaluation include:*   * + *pupil/lesson observations*   + *written or verbal assessment*   + *peer and self-evaluation*   + *learning walks*   + *pupil progress meetings*   Pupil progress and achievement in these areas of learning are assessed, recorded and reported in line with current guidance and celebrated appropriately.  *Examples for assessment include:*   * + *learning- knowledge*   + *skills*   + *understanding*   + *behaviour (e.g. healthy eating, physical activity, social and emotional)*   + *health and wellbeing*   *Examples methods of recording and reporting include:*   * + *school/end of year reports*   + *teacher or end of unit assessments*   + *staff meetings*   + *parent/carer evenings*   + *pupil peer and self-assessment* | | |
| **School Evidence** | | |
| **PSHE education including RSE & drug, alcohol and tobacco education** | | |
| Please provide details of how PSHE is organised and delivered within the timetable across the school. |  | |
| Please provide details of how you deliver RSE within your PSHE curriculum across the school. |  | |
| Please provide details of how you deliver drug, alcohol and tobacco education within your PSHE curriculum across the school. |  | |
| Please provide the name of any schemes of work, resources and partners supporting the delivery of PSHE, RSE & Drug, Alcohol and Tobacco Education. |  | |
| Please provide examples of how you monitor and evaluate lessons. |  | |
| Please provide examples of how you assess, record and report on pupil progress. |  | |
| ***For further ideas and resources regarding PSHE visit: http://www.healthyschools.london.gov.uk/resources/healthy-take-aways/personal-social-health-and-economic*** | | |
| **Emotional Wellbeing and Mental Health** | | |
| Please provide examples of how emotional wellbeing and mental health is organised in the PSHE curriculum across the school. |  | |
| Please provide the name of any resources and/or partners supporting the delivery of emotional wellbeing and mental health in the curriculum*.* |  | |
| Please provide examples of how you monitor and evaluate lessons. |  | |
| Please provide examples of how you assess, record and report on pupil progress. |  | |
| ***For further ideas and resources regarding EW&MH visit: http://www.healthyschools.london.gov.uk/resources/healthy-take-aways/emotional-health-and-well-being*** | | |
| **Healthy Eating including cooking and nutrition** | | |
| Please provide details of how you deliver cooking and nutrition skills in the curriculum. |  | |
| Please provide the name of any resources and/or partners supporting the delivery of cooking and nutrition skills in the curriculum. |  | |
| Please provide examples of how you monitor and evaluate lessons. |  | |
| Please provide examples of how you assess, record and report on pupil progress. |  | |
| ***For further ideas and resources regarding Healthy Eating visit: http://www.healthyschools.london.gov.uk/resources/healthy-take-aways/healthy-eating*** | | |
| **Physical Activity including a minimum of 90 minutes to 2 hours curriculum PE a week** | | |
| Please provide details of how PE is organised in the curriculum to meet a minimum of 90 minutes per week across the school. |  | |
| Please provide the name of any resources and partners supporting the delivery of PE in the curriculum. |  | |
| Please provide details of any physical activity in the curriculum outside of PE lessons *(e.g. Daily Mile, Active Curriculum, SchoolsRun).* |  | |
| Please provide examples of how you monitor and evaluate lessons. |  | |
| Please provide examples of how you assess, record and report on pupil progress. |  | |
| ***For further ideas and resources regarding Physical Activity visit: http://www.healthyschools.london.gov.uk/resources/healthy-take-aways/physical-activity*** | | |
| **The content of the school curriculum in each academic year has been published on the school website:** | | Yes |

| 4. School ethos, culture, environment & SMSC development | | |
| --- | --- | --- |
| **Outdoor Areas and Playground Provision: Criteria & Minimum Evidence** | | |
| Outdoor areas and playgrounds are safe, supportive, encourage physical activity and include quiet areas.  Outdoor areas and playground provision includes:   * a range of activities * active and quiet areas * plenty of physical activity * supervision and support | | |
| **School Evidence** | | |
| Please provide examples of the energetic activities or sports that are available to pupils in outdoor areas or playground. |  | |
| Please provide examples of the quiet activities that are available to pupils in outdoor areas or playground. |  | |
| Please provide details of the supervision arrangements in outdoor areas or playground. |  | |
| Please provide details of any pupil-based support available in outdoor areas or playground. |  | |
| **Food Provision: Criteria & Minimum Evidence** | | |
| The school meets the statutory DfE Standards for school food (2015) for:   * School lunches * Any food provided other than lunches e.g. breakfast club, after school clubs.   The school provides guidance on healthy packed lunches and pupils should have easy access to free, clean and palatable drinking water at all times. | | |
| **School Evidence** | | |
| Please provide examples of how you provide a welcoming, social and attractive eating environment. |  | |
| Please provide examples of how you ensure the food environment is clean and hygienic. |  | |
| Please confirm how your school lunches meet the [School Food Standards](http://www.schoolfoodplan.com/wp-content/uploads/2015/01/School-Food-Standards-Guidance-FINAL-V3.pdf).  Also refer to [DfE Standards for school food (2015)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/551813/School_food_in_England.pdf). | |  |
| * Assured by borough approved caterer or external provider, *or* | | Yes |
| * Checklist completed by in-house catering provision | | Yes |
| Please confirm any food other than lunch provided by the school meet the DfE Standards for school food (2015). | |  |
| * Checklist completed by school | | Yes |
| *Please provide some examples of how you are providing opportunities for pupils to eat healthily outside of the lunch time offer e.g.*   * *free fruit as snacks* * *breakfast club provision* * *linking rewards to healthy food choices* * *school events and trips* |  | |
| Please provide details of your packed lunch guidance and how this is disseminated. |  | |
| Please provide examples of how you ensure there is free, clean palatable drinking water is available at all times e.g. at lunch times, in the classroom, in the playground.  *Include any examples if you are working towards a ‘water only’ policy.* |  | |
| **Physical Activity: Criteria & Minimum Evidence** | | |
| The school provides opportunities for pupils to be physically active in and out of the curriculum throughout the school day. There is a mechanism for monitoring participation. The school encourages pupils to stay active outside school hours. | | |
| **School Evidence** | | |
| Please provide examples of the extra-curricular physical activity opportunities that you provide (e.g. before and after school, at lunchtimes).  *The Chief Medical Officer’s recommended guidelines are 30 active minutes each day in school for all pupils.* |  | |
| Please provide details of the systems in place to track pupil’s participation in active opportunities. |  | |
| Please provide examples of how you encourage less active pupils to participate in physical activity. |  | |
| Please provide examples of how you signpost pupils to local clubs and activities. |  | |
| Please provide a link to your school website showing a breakdown of how you’ve spent or will spend any PE and sport premium funding. |  | |
| **Active Travel: Criteria & Minimum Evidence** | | |
| The school promotes active travel to and from school.  The school has achieved or is working towards TfL STARS Bronze accreditation (*desirable*). | | |
| **School Evidence** | | |
| Please provide details of initiatives in place to promote active travel to and from school. |  | |
| Please provide details of your TfL STARS accreditation.  *Desirable not essential.* |  | |
| **Pupil Voice: Criteria & Minimum Evidence** | | |
| The school has mechanisms in place to ensure the views of all children and young people (including those hard to reach, with Special Educational Needs and/or disability) are reflected in school decision making. | | |
| **School Evidence** | | |
| Please provide examples of the mechanisms you have in place to ensure the views of pupils are reflected in decision making, policy and practice.  (*e.g. school council, we adopt ‘Assessment for Learning’ principles to include views of all pupils, less vocal and less visible children targeted for small group support, questionnaires / surveys, suggestion boxes etc.*). |  | |
| Please provide an example of where pupil views have changed practice or provision within the school. |  | |
| **Personal development and wellbeing: Criteria & Minimum Evidence** | | |
| The school promotes spiritual, moral, social and cultural development (SMSC) and provides opportunities for children and young people to build confidence and self-esteem; develop responsibility, independence and resilience and learn how to assess risk and stay safe. | | |
| **School Evidence** | | |
| Please provide examples of the opportunities you provide for the spiritual, moral, social and cultural development of pupils. |  | |
| Please provide examples of the opportunities you provide for children and young people to: | | |
| * Build confidence and self-esteem   (*e.g. peer mediation, school council and Eco-schools representative roles, charity work, circle time, pupils are regularly awarded verbally, peer-praise system, class ambassadors to welcome guest into the class room, house points system in place where children work together across year groups and are rewarded as houses etc.*). |  | |
| * Celebrate their achievements   (*e.g. Golden book, displays, newsletter, website, show headteacher, assemblies, show case performances etc.*). |  | |
| * Develop responsibility, independence and resilience   (*e.g. working in school office, taking registers, fruit monitors, lunch time food servers. prefects, charity days, school’s assembly programme teaches about people who inspire and show resilience in situations etc.*). |  | |
| * Learn how to assess risk and stay safe   (*e.g. topics of risks and safety are covered in many areas of the curriculum including PSHE, circle time, Science, ICT and PE, road safety, laptops and iPad have software protection for pupils safety, residential trips and activities such as orienteering, night walking and archery, risk associated with animals, external agencies including Fire Service, NSPCC, the playground is zoned and children understand the safety reasons for this etc.*). |  | |
| **Next steps – ideas for moving on to the Silver/Gold Awards** | | |
| **PSHE, Emotional Wellbeing and Mental Health** | For example, set measurable outcomes to improve:   * Levels of emotional literacy * Levels of satisfaction with school experience   For example, set measurable outcomes to:   * Increase the number of staff that feel comfortable talking about RSE with students * Increase the number of pupils reporting that they have rules at home about using the internet * Increase the number of pupils reporting they feel safe in school * Increase the number of pupils reporting “I know what to do if I feel worried or upset at school” * Increase the number of pupils reporting the school does enough about bullying * Increase the number of pupils reporting they are confident to be peer mediators following training * Increase the number of pupils reporting they know where to access support for their mental wellbeing * Increase the number of pupils reporting they have strategies in place to deal with exam stress   For example, set measurable outcomes for a targeted group of pupils to improve:   * Relationships and behaviour through restorative approaches * Development of pupils’ skills to advance the quality of their lives, including communication, relationships with others and engagement with learning. * Behaviour and wellbeing of targeted pupils so that they increase the amount of time they are engaged with other staff and pupils in the classroom.   For example, set measurable outcomes for a targeted group of pupils to:   * Increase the number of pupils reporting they have good self-esteem * Increase the number of pupils reporting they can work well in groups * Increase the number of pupils reporting they have learned ways to calm themselves down * Improve the self-worth and self-belief of pupils by increasing the number who are able to tell you what they like and dislike * Improve the self-awareness and self-identity of pupils by increasing the number who are able to tell you what they look like * Reduce the number of pupils reporting that pressure from social media has caused them to feel upset, stressed or anxious about the way they look * Reduce incidents of challenging behaviour (and high levels of distress) | |
| **Healthy Eating**  (including oral health) | For example, set measurable outcomes to improve:   * Food growing and engagement with food * Healthy eating (snacks consumed in and out of school) * Content of packed lunches * Pupils reporting that they eat 5 or more portions of fruit and vegetables every day   For example, set measurable outcomes to:   * Increase the number of pupils reporting they eat a healthy breakfast each morning * Increase the number of pupils reporting they attend the dentist at least once a year for a check up * Increase the number of pupils reporting they clean their teeth twice every day * Reduce the number of pupils reporting they have soda, fizzy drinks, sugary drinks or fruit juice each day | |
| **Physical Activity**  (Including Active Travel) | For example, set measurable outcomes to improve:   * The number of active minutes each day in the curriculum * The percentage of pupils meeting the Chief Medical Officer’s recommended guidelines of 30 active minutes each day in school.   For example, set measurable outcomes to:   * Increase engagement in physical activity at breaks, lunch time and outside of school * Increase the number of pupils to have achieved an award in their cycling proficiency skills * Increase the number of pupils reporting they either cycle or scoot to school on a regular basis * Increase the number of pupils reporting they walk to school on a regular basis * Increase the number of students who have been put forward for and been successful in achieving their Independent Travel Award * Increase the number of pupils reporting an increased knowledge of the importance of air quality   For example, set measurable outcomes for a targeted group of pupils to:   * Increase the number of pupils taking part in extra-curricular physical activity clubs and activities * Increase the number of pupils reporting they understand the links between physical activity and wellbeing * Increase the number of pupils reporting their wellbeing has improved as a result of taking part in extra physical activity clubs and activities | |

| 5. Provision of support services for children and young people | |
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| **Healthy Schools London: Criteria & Minimum Evidence** | |
| The school has systems to identify and meet the needs of vulnerable children and young people and has arrangements to provide appropriate and relevant support. All children and young people and parents/carers can, confidentially, access advice, support and services (within and beyond school). | |
| **School Evidence** | |
| Please provide examples of how you identify vulnerable pupils.  (*e.g. observation, progress monitoring, pupil premium, EAL register, SEN register, attendance monitoring, cohort progress tracking, pupil assessment, parent consultation, younger carers register, Weighing and Measuring results, LAC register etc.*). |  |
| Please provide examples of the support and arrangements you have in place within school to meet the needs of vulnerable pupils.  (*e.g. pupil premium spend, small group supports for EAL, SEN differentiated curriculum, individual support via TA/Learning Mentor/counsellor, playground friends, school-based therapists, quite room, cards to leave class if feeling upset, at risk children have a nominated key contact person etc.*). |  |
| Please provide examples of arrangements you have in place to work with, refer and/or signpost to external agencies for advice and support for vulnerable pupils.  (*e.g. CAMHS, advisory teachers, visiting therapist/counsellor, local agencies/charities, LA offer, ChildLine posters, Fit for Life, NHS helpline etc*.). |  |
| Please provide a link to the school website to evidence you are meeting the statutory requirement to report the school’s strategy for the use of pupil premium for the current and previous year. |  |

| 6. Staff continuing professional development (CPD), health and well-being | |
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| **Staff CPD: Criteria & Minimum Evidence** | |
| The school identifies staff CPD needs for health and wellbeing and provides appropriate training and development opportunities. | |
| **School Evidence** | |
| Please provide examples of how you identify staff training needs relating to health and wellbeing topics. |  |
| Please provide examples of the health and wellbeing training and development opportunities that staff have attended.  (*e.g. PSHE education, RSE, drug and alcohol education. healthy eating, cooking and nutrition skills. PE and physical activity, emotional health and wellbeing, mental health first aid, equality and diversity, online safety, Prevent, behaviour, safety and bullying*). |  |
| **Staff health and well-being: Criteria & Minimum Evidence** | |
| The school supports staff in maintaining their health and wellbeing and a healthy lifestyle and encourages them to be positive role models. All staff can, confidentially, access advice, support and services (within and beyond school). | |
| **School Evidence** | |
| Please provide examples of how school staff are supported in maintaining their health and wellbeing.  *(e.g.* [*London Healthy Workplace Charter*](https://www.london.gov.uk/what-we-do/health/healthy-workplace-charter), *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)*. |  |
| Please provide examples of how staff have been encouraged to be positive role models for positive health and wellbeing.  (*e.g. 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)*. |  |
| Please provide examples of how staff can, confidentially, access advice, support and services.  *Including external programmes and services such as* [*Education Support Partnership*](https://www.educationsupportpartnership.org.uk/)*.* |  |

| 7. Partnerships with parents and carers, the local community, external agencies and volunteers | |
| --- | --- |
| **Engaging with parents/carers, the local community and external agencies: Criteria & Minimum Evidence** | |
| The school provides opportunities for parents/carers to access information, support and advice on health and wellbeing.  The school engages with the local community and a range of external agencies and encourages volunteering by children and young people and the wider community to support pupils, parents/carers and staff on:   * PSHE education * Emotional Wellbeing and Mental Health * Healthy eating * Physical activity | |
| **School Evidence** | |
| Please provide examples of any opportunities you give for parents/carers to access information, support and advice on health and wellbeing.  *Health messages and advice from school nursing, Public Health, Fire Brigade e.g. oral health, immunisations, healthy lifestyles, safety etc*. |  |
| Please provide examples of how the school engages with the local community and a range of external agencies to support pupils, parents/carers and staff.  *Including any opportunities to encourage volunteering by pupils e.g.* [*Team London*](https://volunteerteam.london.gov.uk/#s) *and* [*Team London Young Ambassadors*](https://www.london.gov.uk/what-we-do/volunteering/reducing-barriers-social-mobility/team-london-young-ambassadors)*.* |  |

1. It is statutory to have a Sex Education Policy and for Healthy Schools essential to have a Relationships and Sex Education Policy.

   New DfE guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education will become mandatory in September 2020. All schools will need to have in place a written policy for Relationships Education and RSE. [↑](#footnote-ref-1)