

**National Healthy Schools Programme  
National Audit  
Prompts**



**Healthy Schools**  
Healthier Living and Learning

This document is to be used by schools to support them in the process of achieving National Healthy School Status. It should be looked at alongside the National Audit as the prompts help to clarify terms, definitions and meanings of the minimum evidence.

<b>Personal, Social and Health Education Prompts</b> including sex and relationship education (SRE) and drug education (including alcohol, tobacco and volatile substance abuse)		
<ul style="list-style-type: none"> <li>• <b>PSHE contributes significantly to all five national outcomes for children/young people: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being</b></li> <li>• <b>PSHE provides children/young people with the knowledge, understanding, skills and attitudes to make informed decisions about their lives</b></li> </ul>		
Criteria	Minimum evidence	Prompts
<b>A Healthy School:</b>		
<b>1.1</b>  <b>Uses the PSHE framework to deliver a planned programme of PSHE, in line with relevant DfES/QCA guidance</b>  <b>Ofsted self evaluation 4a, 4b, 4c, 4e, 5a, 5b, 5c</b>	<ul style="list-style-type: none"> <li>• The Programme of Study (PoS), and supporting Schemes of Work (SoW) within the school clearly reflect the QCA/DfES guidance in particular personal, social, emotional and health aspects of learning</li> <li>• Schemes of Work also include the involvement of external agencies (see 1.7 below)</li> </ul>	QCA guidance, the non-statutory framework for PSHE and additional guidance from DfES on aspects of PSHE including Sex and Relationship Education, Drug Education, Safety Education. Financial Capability and the Social and Emotional Aspects of Learning should influence the development of the programme of study. This includes a progressive programme that does not rely on only dropped timetable/de-timetabled days to implement the non statutory framework.
<b>1.2</b>  <b>Monitors and evaluates PSHE provision to ensure the quality of teaching and learning</b>  <b>Ofsted self evaluation 4a, 4b, 4c, 4d, 4e, 4f, 5a, 5b</b>	<ul style="list-style-type: none"> <li>• The school can evidence how the views of both teaching staff and children/young people are used to monitor and evaluate PSHE</li> <li>• Methods of involving children/young people in monitoring are clear from the Schemes of Work</li> <li>• The Programme of Study and Schemes of Work are regularly reviewed for appropriateness and relevance to children/young people</li> <li>• Teaching and Learning in PSHE is in line with the school's Teaching and Learning Policy</li> </ul>	The school should be clear on the learning needs of children and young people in relation to their personal and social development as well as a range of health issues. Evaluation should regularly inform the programme so it remains relevant to the children and young people.

Criteria A Healthy School:	Minimum evidence	Prompts
<p><b>1.3</b></p> <p><b>Assesses children/young people's progress and achievement in line with QCA guidance</b></p> <p><b>Ofsted self evaluation 4a, 4b, 4c, 4d, 4e, 4f, 5a</b></p>	<ul style="list-style-type: none"> <li>• The school must have considered the QCA end of key stage statements in assessing progress and achievement, and this must help to inform school practice</li> <li>• The PSHE Co-ordinator has a clear plan on how pupil progress and achievement in PSHE is assessed, recorded and reported on</li> <li>• Children/young people and staff can clearly identify progress</li> <li>• Children/young people are aware of how their progress and achievement in PSHE is assessed</li> <li>• PSHE is referred to in the school's Assessment Policy or the assessment system within the school</li> </ul>	<p>Children and young people are active in understanding what they have learnt/developed through PSHE. Assessment is against clear learning outcomes.</p>
<p><b>1.4</b></p> <p><b>Has a named member of staff responsible for PSHE provision with status, training and appropriate Senior Management support within the school</b></p> <p><b>Ofsted self evaluation 6a</b></p>	<ul style="list-style-type: none"> <li>• The named member of staff reports that s/he has appropriate SMT support within the school</li> <li>• The named member of staff can clarify that s/he receives time to complete the role in line with other subject Co-ordinators</li> <li>• The named member of staff has had recent training on aspects of PSHE (within the last two years)</li> </ul>	<p>Consideration has been given to the named member of staff's participation on the National PSHE CPD Programme and appropriate support is provided to those who are participating and have participated in the programme, so they are able to effect change within the school. The named member of staff needs to be up to date with recent legislation and guidance linked to PSHE. There should be a clear process of Performance Management for the named member of staff and this should be against PSHE responsibilities.</p>

Criteria <b>A Healthy School:</b>	Minimum evidence	Prompts
<p><b>1.5</b></p> <p><b>Has up-to-date policies in place – developed through wide consultation, implemented and monitored and evaluated for impact - covering Sex and Relationship Education, Drug Education and Incidents, Safeguarding, and Confidentiality</b></p> <p><b>Ofsted self-evaluation 2a, 4a, 4b, 4d, 4f, 6a</b></p>	<ul style="list-style-type: none"> <li>• Children/young people, staff, parents/carers and governors have been consulted about these policies</li> <li>• Children/young people, staff and other relevant stakeholders can outline their role in the review of these policies</li> <li>• The school has a Confidentiality Policy or it is referred to in a range of other policies</li> <li>• The school has a SRE Policy approved by governors</li> <li>• The school has a Drug Education Policy in line with DfES guidance</li> <li>• The school has a Managing Drug Related Incident Policy (can be part of Behaviour Policy or Drug Education Policy)</li> <li>• The school has a Safeguarding Policy</li> </ul>	<p>All of these policies can be under a generic PSHE policy. Children, young people, governors, staff, parents/carers and appropriate others should be involved in a meaningful way in the development, monitoring and review of policies.</p>
<p><b>1.6</b></p> <p><b>Has an implemented Non-Smoking Policy, or is working towards being smoke-free by Summer 2007</b></p> <p><b>Ofsted self evaluation 2a, 4a, 4d, 4f, 6a</b></p>	<ul style="list-style-type: none"> <li>• The school is a smoke-free site or plans are in place for it to be so by May 31<sup>st</sup> 2007 (please note the exception of the caretaker's house)</li> <li>• Children/young people, staff, parents/carers and governors have been involved in the development of a smoke-free site</li> <li>• The school is proactive in providing information and support for smokers to quit e.g. promoting access to smoking cessation classes</li> </ul>	<p>The school provides information on smoking cessation sessions for staff, children, young people and parents/carers. It may even provide these on the school site. Children and young people understand the Non-Smoking Policy and support it.</p>
<p><b>1.7</b></p> <p><b>Involves professionals from appropriate external agencies to create specialist teams to support PSHE</b></p>	<ul style="list-style-type: none"> <li>• Schemes of Work reflect appropriate involvement of outside agencies</li> <li>• The roles of such professionals are planned into the Schemes of Work and their contribution evaluated</li> </ul>	<p>A range of appropriate others/external contributors are involved in the implementation of the programme for PSHE. Their contributions are part of a planned programme and not as a 'one off' experience.</p>

Criteria	Minimum evidence	Prompts
<p><b>A Healthy School:</b></p> <p><b>delivery and to improve skills and knowledge, such as a school nurse, sexual health outreach workers and drug education advisers</b></p> <p><b>Ofsted self evaluation 4b, 4f, 5b, 6a</b></p>	<ul style="list-style-type: none"> <li>• There is a policy or guidelines about the role of external visitors to support the Schemes of Work including monitoring and evaluation of their input/contribution</li> </ul>	
<p><b>1.8</b></p> <p><b>Has arrangements in place to refer children/young people to specialist services who can give professional advice on matters such as contraception, sexual health and drugs</b></p> <p><b>Ofsted self evaluation 4b, 4f, 5c, 6a</b></p>	<ul style="list-style-type: none"> <li>• The school has clear protocols that are understood by staff</li> <li>• In secondary schools, children/young people and staff are aware of how to access specialist services</li> <li>• In primary schools, staff are aware of how to access specialist services</li> <li>• Information for staff and children/young people from appropriate support agencies is promoted</li> <li>• Children/young people report that they have accessed specialist services when required</li> </ul>	<p>There are appropriate systems in place to identify those in need of support. The school actively displays materials relating to local and national support agencies. There may be a range of support services on the school site.</p>
<p><b>1.9</b></p> <p><b>Uses local data and information to inform activities and support important national priorities such as reducing teenage pregnancies, sexually transmitted infections and drug/alcohol misuse</b></p> <p><b>Ofsted self evaluation 4a, 4b, 4c</b></p>	<ul style="list-style-type: none"> <li>• The school uses local data to inform curriculum provision, where appropriate, and takes advice from health professionals such as a member of the school nurse services or local PCT about how the activities of the National Healthy Schools Programme supports national priorities</li> </ul>	<p>The school approaches tackling health issues in an informed way using a range of intelligence gathered by a variety of appropriate data sources.</p>

Criteria <b>A Healthy School:</b>	Minimum evidence	Prompts
<p><b>1.10</b></p> <p><b>Ensures provision of appropriate PSHE professional development opportunities for staff – such as the Certification Programmes for teachers and nurses offered by DH/DfES</b></p> <p><b>Ofsted self evaluation 6a</b></p>	<ul style="list-style-type: none"> <li>• There is a planned programme for CPD linked to PSHE</li> <li>• This programme is accessible to all teachers of PSHE and, where appropriate, is well attended</li> <li>• Staff report effective impact on their professional development by the programme</li> </ul>	<p>The CPD programme should be accessible to all staff involved in the implementation of PSHE. The school should have had, has or is considering a member of staff participating on the PSHE CPD Programme.</p> <p>Staff report that they are confident to teach PSHE.</p>
<p><b>1.11</b></p> <p><b>Has mechanisms in place to ensure all children/young people’s views are reflected in curriculum planning, teaching and learning and the whole school environment, including those with special educational needs and specific health conditions, as well as disaffected children/young people, young carers and teenage parents</b></p> <p><b>Ofsted self evaluation 2a, 2b, 4c, 4d, 4f, 5a, 5b</b></p>	<ul style="list-style-type: none"> <li>• The school has well-embedded mechanisms, such as a school council, year or class councils, circle time or structured and collated consultation, sessions that allow both consultation and feedback</li> <li>• The school can demonstrate what has changed in aspects of curriculum planning, teaching and learning and the school environment as a result of children/young people’s views</li> </ul>	<p>Children and young people should be involved in all aspects of the school and not just improving the school environment. They should be able to contribute to aspects of learning and appropriately influence systems, processes and procedures that are linked to their learning, achievement and personal and social development.</p>

<b>Healthy Eating</b> <ul style="list-style-type: none"> <li>• Healthy eating contributes significantly to the being healthy national outcome for children</li> <li>• Children/young people have the confidence, skills, knowledge and understanding to make healthy food choices</li> <li>• Healthy and nutritious food and drink is available across the school day</li> </ul>		
Criteria	Minimum evidence	Prompts
<b>A Healthy School:</b>  <b>2.1</b>  <b>Has an identified member of the senior management team to oversee all aspects of food in schools</b>  <b>Ofsted self evaluation 6a</b>	<ul style="list-style-type: none"> <li>• There is named member of the Senior Management Team (SMT) to oversee all aspects of food in schools</li> <li>• The person's role in relation to healthy eating is known by staff</li> </ul>	<p>It would be good practice to publish such responsibility on staff lists, prospectus etc. Although the responsibility should lie with the named member, they may rely on others (e.g. School Cook, Head of Food Technology, PSHE Co-ordinator) to provide support.</p>
<b>2.2</b>  <b>Ensures provision of training in practical food education for staff, including diet, nutrition, food safety and hygiene</b>  <b>Ofsted self evaluation 6a</b>	<ul style="list-style-type: none"> <li>• This criterion should directly support 2.9</li> <li>• The school's CPD file evidences how staff needs regarding practical food education are identified</li> <li>• Staff (such as Food Technology and PSHE teachers) can discuss their experience of appropriate CPD – examples might include the local training by community dieticians, DfES Food Partnerships Programme, food safety and hygiene courses etc.</li> </ul>	<p>It is 'good practice' if one member of staff holds the relevant certificate - however we do not 'require' it. Schools should follow the principles set out in the Food in Schools Toolkit.</p>
<b>2.3</b>  <b>Has a whole school food policy – developed through wide consultation, implemented, monitored and evaluated for impact</b>  <b>Ofsted self evaluation 2a, 2b, 4d, 6a</b>	<ul style="list-style-type: none"> <li>• Parents/carers, governors, caterers and children/young people are/have been involved in policy development and can describe their involvement</li> <li>• A policy is available covering all aspects of food and drink at school, including appropriate curriculum links, reference to policy regarding packed lunches/food brought into school and children/young people going off-site to purchase food</li> <li>• The policy is referred to in the school prospectus/profile</li> </ul>	<p>There are various approaches to engaging the school community in consultation – examples include meetings, newsletters, surveys, tasting sessions, questionnaires. Refer to <a href="http://www.healthyschools.gov.uk">www.healthyschools.gov.uk</a> for a model template. You may like to use meetings, newsletters, events, curriculum lessons, notice boards etc. to regularly communicate the policy. DfES standards are available at <a href="http://www.teachernet.gov.uk/wholeschool/healthliving">www.teachernet.gov.uk/wholeschool/healthliving</a></p>

Criteria A Healthy School:	Minimum evidence	Prompts
	<ul style="list-style-type: none"> <li>The policy is regularly communicated to the entire school community</li> <li>The policy and its impact is reviewed on an ongoing basis to reflect current DfES standards</li> </ul>	
<p><b>2.4</b></p> <p><b>Involves children/young people and parents/carers in guiding food policy and practice within the school, enables them to contribute to healthy eating and acts on their feedback</b></p> <p><b>Ofsted self evaluation 2a, 2b, 4d, 6a</b></p>	<ul style="list-style-type: none"> <li>Children/young people and parents/carers are/have been involved in guiding the School's Food Policy and can describe their involvement</li> <li>Children/young people and parents/carers agree that their feedback relating to policy has been appropriately considered</li> </ul>	<p>There are a variety of methods for engaging parents/carers, children and young people in guiding the school Food Policy e.g. surveys, tasting sessions, questionnaire, School Nutrition Action Group (SNAG), school council, meetings. This engagement with parents on the Food Policy should sit as part of a wider package of positive communications a school should have with parents/carers. However, involvement in healthy eating might be a very positive opportunity to engage them in something that interests many people.</p>
<p><b>2.5</b></p> <p><b>Has a welcoming eating environment that encourages the positive social interaction of children/young people (see Food in Schools guidance)</b></p> <p><b>Ofsted self evaluation 4a, 6a</b></p>	<ul style="list-style-type: none"> <li>The school has developed healthy/welcoming aspects of the dining room environment - including display and labelling of food, promoting healthy eating, ready availability of water, appropriate queuing arrangements, adequate time available to purchase and eat meal, non-stigmatisation of FSME children/young people, social dining and cleanliness</li> <li>Children/young people and staff feel that the dining area makes a positive contribution to the dining experience – including adequate time available to eat their meal and avoiding stigmatisation of FSME children/young people</li> </ul>	<p>You might like to implement staggered lunch breaks, menus promoting healthier foods, swipe cards, table cloths, several queuing and serving areas, water coolers/jugs on tables etc.</p>

Criteria <b>A Healthy School:</b>	Minimum evidence	Prompts
<p><b>2.6</b></p> <p><b>Ensures that breakfast club, tuck shop, vending machine and after school food service (where available in school) meets or exceeds current DfES school food standards</b></p> <p><b>Ofsted self evaluation 4a, 6a</b></p>	<p>Where service is provided:</p> <ul style="list-style-type: none"> <li>• The breakfast club meets or exceeds the current DfES standards</li> <li>• The tuck shop meets or exceeds the DfES standards</li> <li>• The vending machine meets or exceeds the DfES standards</li> <li>• The after school food service meets or exceeds the DfES standards</li> <li>• The governing body, the named member of the SMT (and Head Caterer where involved in service provision) agree that the non-lunch standards are being met and reviewed regularly</li> </ul>	<p>Your school is not required to have a breakfast club, tuck shop, vending machine or after school club. If you do however, then these standards apply from Sept 2007 (at the very latest). The governing body holds the overall responsibility for the school meeting the standards – they do however need the support of the school community with effective implementation. For standards and support see <a href="http://www.schoolfoodtrust.org">www.schoolfoodtrust.org</a></p>
<p><b>2.7</b></p> <p><b>Has a school lunch service that meets or exceeds current DfES standards for school lunches</b></p> <p><b>Ofsted self evaluation 4a, 6a</b></p>	<ul style="list-style-type: none"> <li>• The school lunch service meets or exceeds the current DfES standards for school lunches</li> <li>• The governing body, the named member of the SMT and Head Caterer agree that the DfES standards for school lunch are being met and review this regularly (at least termly)</li> <li>• Healthy options are promoted</li> <li>• The caterer can say how minority ethnic and medical/allergy needs have been considered/incorporated in menu planning</li> <li>• There is appropriate guidance (promoting healthier options) given to children/young people who have packed lunches and their parents/carers</li> </ul>	<p>The governing body holds the overall responsibility for the school meeting the standards – they do however need the support of the school community with effective implementation. The new interim standards are a requirement from Sept 2006. New standards will apply from Sept 08 in primary schools and Sept 09 in secondary schools (at the very latest). For standards and support see <a href="http://www.schoolfoodtrust.org">www.schoolfoodtrust.org</a></p> <p>You might like to promote healthy options through tasting sessions, menu boards, sampling. You could explore halal food, ethnic themed days etc. Healthier lunchbox flyers, pamphlets, food preparation sessions are useful - see Food in Schools Toolkit.</p>

Criteria	Minimum evidence	Prompts
<p><b>A Healthy School:</b></p> <p><b>2.8 Menu &amp; Food Choice Monitoring</b></p> <p><b>Monitors children/young people's menus and food choices to inform policy development and provision</b></p> <p><b>Ofsted self evaluation 2a, 2b, 4a, 6a</b></p>	<ul style="list-style-type: none"> <li>• The school has developed a system for monitoring menus and choices</li> <li>• The governing body, the identified member of the SMT and the School Caterer can demonstrate that they use data and how it influences developments</li> </ul>	<p>The system could include pupil surveys or swipe card monitoring systems.</p>
<p><b>2.9 Balanced Diet Training &amp; Planning</b></p> <p><b>Ensures that children/young people have opportunities to learn about different types of food in the context of a balanced diet (using the Balance of Good Health), and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables</b></p> <p><b>Ofsted self evaluation 4a, 4f, 5b</b></p>	<ul style="list-style-type: none"> <li>• There are Schemes of Work for Healthy Eating found in Food Technology, PSHE and other subject areas</li> <li>• The Schemes of Work and/or out of hours activity incorporates age and ability appropriate lessons on a balanced diet, planning, budgeting, preparing, and cooking skills, for ideas and support</li> <li>• The curriculum considers the emotional aspects of food, the nature of eating disorders, the role of the media and is appropriately connected to aspects of emotional health and well-being</li> <li>• A curriculum map is being developed or is in place</li> <li>• Children/young people and staff say they have access to free, clean and palatable drinking water at lunchtime and throughout the day</li> <li>• The school is monitoring the availability of water and ensures it is being used by children/young people</li> <li>• Water consumption is encouraged and promoted</li> </ul>	<p>For ideas and support on appropriate aged based lessons see 'food competencies' <a href="http://www.food.gov.uk">www.food.gov.uk</a> Your school may include curriculum lessons related to the emotional aspects of food in Drama, PSHE, English, Media Studies. See example of a curriculum map on <a href="http://www.healthyschools.gov.uk">www.healthyschools.gov.uk</a></p>

Criteria A Healthy School:	Minimum evidence	Prompts
<p><b>2.10</b></p> <p><b>Has easy access to free, clean and palatable drinking water, using the Food in Schools guidance</b></p> <p><b>Ofsted self evaluation 4a, 4f, 6a</b></p>	<ul style="list-style-type: none"> <li>• Children/young people and staff say they have access to free, clean and palatable drinking water at lunch time and throughout the day, and have been consulted about where it is located</li> <li>• The school is monitoring the availability of water and ensures it is being used by children/young people</li> <li>• Water consumption is encouraged and promoted</li> </ul>	<p>Water coolers are conveniently sited around the school. You may use children/young people surveys, electronic water systems to monitor consumption. Examples of promotional activities include posters, curriculum sessions, water companies support. Further support is available in the Food in Schools Toolkit.</p>
<p><b>2.11</b></p> <p><b>Consults children/young people about food choices throughout the school day using school councils, Healthy School task groups or other representative pupil bodies</b></p> <p><b>Ofsted self evaluation 2a, 4a, 4d, 4f</b></p>	<ul style="list-style-type: none"> <li>• Children/young people say that they are regularly (at least termly) and appropriately consulted about food choices – including school meals and food and drink other than lunch</li> </ul>	<p>You may choose to engage children/young people through school councils, circle time, PSHE, School Nutrition Action Groups (SNAGs).</p>

<b>Physical Activity Prompts</b>		
<ul style="list-style-type: none"> <li>Physical activity contributes significantly to the being healthy national outcome for children</li> <li>Children/young people are provided with a range of opportunities to be physically active</li> <li>They understand how physical activity can help them to be more healthy, and how physical activity can improve and be a part their every day life</li> </ul>		
<b>Criteria</b>	<b>Minimum evidence</b>	<b>Prompts</b>
<b>A Healthy School:</b>  <b>3.1</b>  <b>Provides clear leadership and management to develop and monitor its physical activity policy</b>  <b>Ofsted self evaluation 6a</b>	<ul style="list-style-type: none"> <li>There is a named person in the school who leads policy and practice in the development of physical activity and is known to all staff in that role</li> </ul>	This will often be the PE Co-ordinator or Head of PE, BUT it must be clear that the person concerned understands that physical activity is wider than PE. It would be good practice to publish such responsibility on staff lists, prospectus etc.
<b>3.2</b>  <b>Has a whole-school physical activity policy – developed through wide consultation, implemented, monitored and evaluated for impact</b>  <b>Ofsted self evaluation 2a, 2b, 4d, 6a</b>	<ul style="list-style-type: none"> <li>A Physical Activity Policy is in place</li> <li>Clear monitoring procedures are in place to review and amend the policy</li> <li>Parents/carers, children/young people, staff and governors were/are actively involved in the development and review of the policy and can describe their involvement</li> <li>The policy supports the curriculum for PE and the wider programme for Physical Activity and school sports</li> </ul>	The policy should inform and reflect practice throughout the school day, including travel to and from school (or refer to the School Travel Plan). It should be possible to show the links between Physical Education School Sport and Club Link (PESSCL) and wider physical activity.
<b>3.3</b>  <b>Ensures a minimum 2 hours of structured physical activity each week to all of its children/young people in or outside the school curriculum.</b>  <b>Ofsted self evaluation 4a, 4f, 5b</b>	<ul style="list-style-type: none"> <li>The curriculum for PE includes health related fitness</li> <li>Children/young people can access a range of activities that add up to a minimum of 2 hours structured physical activity each week</li> <li>The school's Inclusion Policy refers to how it is addressing the needs of all its children/young people with reference to physical activity</li> </ul>	It should be noted that 2 hours of PE is not the same as 2 hours of physical activity (the former often has far less than half its time in physical activity). It should also be noted that schools have to provide access to at least 2 hours of physical activity - there is no intention to require all children/young people to make use of this access. This criterion should be used in conjunction with 3.4 and 3.5 (below).

Criteria A Healthy School:	Minimum evidence	Prompts
<p><b>3.4</b></p> <p><b>Provides opportunities for all children/young people to participate in a broad range of extra curricular activities that promote physical activity</b></p> <p><b>Ofsted self evaluation 4a, 4f, 5b</b></p>	<ul style="list-style-type: none"> <li>• Children/young people and staff are aware of the extra-curricular physical activity opportunities that are available to them</li> <li>• The school has a range of activities for individuals and groups</li> </ul>	<p>Publicity on notice boards, newsletters, staff briefings, assemblies, prospectuses would be useful.</p> <p>The school could consider carrying out 'market research'/needs analysis to ensure it is meeting all needs and maximising participation.</p>
<p><b>3.5</b></p> <p><b>Consults with children/young people about the physical activity opportunities offered by the school, identifies barriers to participation and seeks to remove them</b></p> <p><b>Ofsted self evaluation 2a, 2b, 4a, 4d, 4f</b></p>	<ul style="list-style-type: none"> <li>• Children/young people say they are consulted about what types of physical activities they would like to be offered to them</li> <li>• The school can specify the activities that have been introduced, influenced and adapted as a result of consultation</li> <li>• The school has a system in place to monitor the increase in participation of children/young people in physical activity</li> </ul>	<p>Utilising class councils, circle time, PSHE lessons should all be easy to organise. Children/young people may in some cases have the opportunity to vote. Schools will have to accept that there will often be minority groups and tastes, and their needs should be met.</p> <p>Monitoring can be carried out by using the class councils, circle time etc. mentioned above.</p>
<p><b>3.6</b></p> <p><b>Involves School Sports Co-ordinators (where available) and other community resources in provision of activities</b></p> <p><b>Ofsted self evaluation 5b, 6a</b></p>	<ul style="list-style-type: none"> <li>• The school has a representative who attends School Sports Co-ordinators' network meetings</li> <li>• The school uses Physical Education and School Sport Club Link (PESSCL) materials</li> </ul>	

Criteria <b>A Healthy School:</b>	Minimum evidence	Prompts
<p><b>3.7</b></p> <p><b>Encourages children/young people, parents/ carers and staff to walk or cycle to school under safer conditions, utilising the school travel plan</b></p> <p><b>Ofsted self evaluation 4a, 5b, 6a</b></p>	<ul style="list-style-type: none"> <li>• The school is engaged with representatives from the Safe Routes to School programme and School Travel Plan (STP) Scheme</li> <li>• The school has a School Travel Plan in place or is working towards one being in place</li> <li>• Parents/carers have received information regarding the School Travel Plan via newsletter articles/letters etc.</li> <li>• The school has used School Travel Plan surveys to develop the broader physical activity agenda</li> <li>• Throughout the school year there is a planned promotion of walking and cycling to school</li> <li>• Pedestrian and cycle skills training are available for children/young people and staff</li> </ul>	<p>This is the criterion where several aspects of healthy schools can contribute to government policy – increasing physical activity, diminishing carbon emissions (not a NHSP objective but sometimes a good argument to use), increasing social capital. Consideration should be given to the DfT/DfES walking bus schemes for younger children.</p> <p>You may want to consider how many children/young people do/could walk/cycle to and from school. What contribution does this make towards activity targets?</p>
<p><b>3.8</b></p> <p><b>Gives parents/carers the opportunity to be involved in the planning and delivery of physical activity opportunities and helps them to understand the benefits of physical activity for themselves and their children</b></p> <p><b>Ofsted self evaluation 2a</b></p>	<ul style="list-style-type: none"> <li>• Parents/carers are aware of the opportunities to learn about the benefits of physical activity</li> <li>• Parents/carers say they are actively encouraged to take part in the planning and delivery of physical activity</li> <li>• Most parents/carers report that they know why physical activity is good for them and their children</li> </ul>	<p>In some cases, parental involvement (e.g. in coaching) may mean Criminal Records Bureau and coaching proficiency checks have first to be considered, but in many others (e.g. community walk, sponsored skip) this would not be necessary. Schools should take the many instances they communicate with parents/carers to press home the physical activity message. Parents/carers will often be able to inform the school about physical activities that interest/engage their children.</p>
<p><b>3.9</b></p> <p><b>Ensures that there is appropriate training provided for those involved in providing physical activities</b></p>	<ul style="list-style-type: none"> <li>• There is a planned annual programme of CPD for staff, as appropriate</li> <li>• Staff involved in providing physical activity for children/young people can evidence that they have</li> </ul>	<p>It is not necessary to have an annual programme if CPD is not needed, but the school has to show that it has – at the very minimum – carried out some needs analysis, and acted upon it if needs were discovered.</p>

<p><b>Ofsted self evaluation 6a</b></p>	<p>received appropriate training/CPD. (These may be teachers, lunchtime, breakfast or after school supervisors and coaches and others from the community)</p> <ul style="list-style-type: none"> <li>• The school operates an appropriate Visitor Policy, which addresses risk management and relevant training/qualification</li> </ul>	<p>CPD does not necessarily mean going on courses. In many cases, staff can learn on the job from colleagues. The point here is that it is appropriate - leading to the staff feeling confident and competent.</p>
<p><b>3.10</b></p> <p><b>Encourages all staff to undertake physical activity</b></p> <p><b>Ofsted self evaluation 6a</b></p>	<ul style="list-style-type: none"> <li>• Staff are aware of the opportunities they have to increase their levels of physical activity</li> <li>• Staff have been involved in informing and developing opportunities for them to increase their levels of physical activity</li> </ul>	<p>The school should consider the needs of all staff. Not everyone will find five-a-side football appropriate. For example, lunchtime walking sessions, aerobics, yoga and a range of different activities should be considered. The school should also actively encourage participation at the right level, aware that investment in healthy staff is a vital part of being a healthy school.</p>

## Emotional Health and Well-Being Prompts

- Emotional health and well-being contributes significantly to all five national outcomes for children/young people: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being
- The promotion of positive emotional health and well-being helps children/young people to understand and express their feelings, build their confidence and emotional resilience, and therefore their capacity to learn

Criteria A Healthy School:	Minimum evidence	Prompts
<p><b>4.1</b></p> <p><b>Identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families</b></p> <p><b>Ofsted self evaluation 4b, 4f, 5b, 5c</b></p>	<ul style="list-style-type: none"> <li>• Drawing on relevant DfES guidance, schools are able to identify children/young people experiencing or at risk of experiencing behavioural, emotional and social difficulties</li> <li>• Vulnerable children/young people have individual support plans</li> <li>• The school has examples of planned and structured intervention work to address the issues of identified children/young people</li> <li>• The school has plans and protocols in place for working with other agencies to support individuals and their families</li> <li>• Vulnerable children/young people report feeling supported</li> <li>• Children/young people with specific behavioural, emotional or social difficulties have planned and structured interventions matched to their needs</li> </ul>	<p>The school must be able to show how it has considered vulnerable groups with regard to ethnicity, gender, class, sexuality and disability – in regard to both health and education issues. The school should be able to identify how it is using the pastoral support system, care plans, specialist input and the index for inclusion.</p>
<p><b>4.2</b></p> <p><b>Provides clear leadership to create and manage a positive environment which enhances emotional health and well-being in school – including the management of the behaviour and rewards policies</b></p> <p><b>Ofsted self evaluation 6a</b></p>	<ul style="list-style-type: none"> <li>• The school has a Behaviour Policy that strikes a healthy balance between rewards and sanctions and clearly explains how positive behaviour is rewarded and promoted</li> <li>• The Vision/Mission Statement, Aims and Prospectus refer to the emotional health and well-being of the children/young people</li> <li>• The Senior Management Team demonstrate an effective leadership role in emotional health and well-being</li> </ul>	<p>The Headteacher, the PSHE/Healthy Schools Co-ordinator and the Lead Behaviour Professional can explain how the school's Behaviour Policy helps build positive relationships among staff, children and young people, and their roles in this.</p>

Criteria A Healthy School:	Minimum evidence	Prompts
<p><b>4.3</b></p> <p><b>Has clear, planned curriculum opportunities for children/young people to understand and explore feelings using appropriate learning and teaching styles</b></p> <p><b>Ofsted self evaluation 4a, 4b, 4c, 4f, 5a, 5b</b></p>	<ul style="list-style-type: none"> <li>• The school can demonstrate that teaching social and emotional skills is an integral part of its curriculum for PSHE</li> <li>• The school ensures that there is a planned and comprehensive programme for teaching social and emotional skills and either uses, is planning to use or has considered using the DfES recommended SEAL programme</li> <li>• The school has a Teaching and Learning Policy which considers the effect of teaching on emotional well-being and the promotion of social and emotional skills</li> <li>• Children/young people can describe how they learn to explore, express and manage their feelings and are able to empathise with others</li> </ul>	<p>This links to the PSHE curriculum and its SoW. This may be supplemented by other facilities e.g. drop-ins, group work.</p>
<p><b>4.4</b></p> <p><b>Has a confidential pastoral support system in place for children/young people and staff to access advice – especially at times of bereavement and other major life changes – and that this system actively works to combat stigma and discrimination</b></p> <p><b>Ofsted self evaluation 4b, 4f, 5c</b></p>	<ul style="list-style-type: none"> <li>• Children/young people say they understand the pastoral system and are able to easily access it</li> <li>• The school has identified routes of referral for children/young people and staff</li> <li>• Children/young people and staff report they know how to seek help if they are upset or troubled</li> <li>• Children/young people and staff are aware of and can identify how the school is actively combating stigma and discrimination</li> </ul>	<p>Children/young people say that they are aware of the pastoral system (although it may have another name to them) and that they know how to seek help if they are upset or troubled. The school can articulate how it is actively combating stigma and discrimination. Evidence may come from discussion with the wider school staff about how they access pastoral support. This support may be formal or informal – the important part is that they feel they know they will be supported.</p>

Criteria A Healthy School:	Minimum evidence	Prompts
<p><b>4.5</b></p> <p><b>Has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination</b></p> <p><b>Ofsted self evaluation 5b, 6a</b></p>	<ul style="list-style-type: none"> <li>• The school has clear values in its prospectus or in another appropriate public place that can clearly be linked to the promotion of positive emotional health and the development of social and emotional skills</li> <li>• Children/young people and staff can identify practice and activities, which actively combat stigma and discrimination</li> <li>• The school has clear policies setting out its position on stigma and discrimination</li> </ul>	<p>The school has clear values in its prospectus or in another appropriate public place that can be clearly linked to the promotion of positive emotional health. Staff, children and young people can identify practice and work that combats stigma and discrimination. On visiting the school the Local Programme does not observe any serious evidence that runs counter to the expressed values.</p>
<p><b>4.6</b></p> <p><b>Has a clear policy on bullying, which is owned, understood and implemented by the whole school community</b></p> <p><b>Ofsted self evaluation 2a, 2b, 4b, 6a</b></p>	<ul style="list-style-type: none"> <li>• The school signs the Anti-Bullying Charter and uses it to draw up an effective Anti-Bullying Policy</li> <li>• Staff know and understand the policy on bullying including their role within it</li> <li>• Staff feel supported and are able to identify and manage bullying</li> <li>• Children/young people and parents/carers know and understand the policy on bullying and feel that they have the opportunity to regularly discuss its implementation</li> <li>• The school has a system that ensures prompt reporting back to parents/carers on any concerns raised</li> <li>• The school has a system for recording bullying incidents and a follow up process to monitor children and young people involved in bullying incidents</li> <li>• Children/young people report that they feel safe in school</li> </ul>	<p>Children/young people are all aware of the school Bullying (Anti-Bullying) Policy and feel that they have the opportunity of discussing it periodically. Parents/carers are also aware of the policy and how it works.</p>

Criteria A Healthy School:	Minimum evidence	Prompts
<p>4.7</p> <p><b>Provides appropriate professional training for those in a pastoral role</b></p> <p>Ofsted self evaluation 6a</p>	<ul style="list-style-type: none"> <li>The school has a planned CPD programme for all staff linked to personal and social development and to support the teaching of social and emotional skills</li> <li>Staff are aware of their role in responding to emotional issues e.g. children/young people and bereavement</li> </ul>	<p>Many, if not all, staff have a pastoral role but in this instance this refers to staff with a specific pastoral responsibility.</p>
<p>4.8</p> <p><b>Provides opportunities for children/young people to participate in school activities and responsibilities to build their confidence and self-esteem</b></p> <p>Ofsted self evaluation 4d, 5b</p>	<ul style="list-style-type: none"> <li>Children/young people can specify opportunities they have to participate in e.g. year, class and school councils; PSHE lessons/SEAL lessons; circle time; focus groups and questionnaires</li> <li>The school has regular celebration activities and displays reflecting achievement</li> </ul>	<p>Children/young people can specify how they have the opportunity to participate in e.g. year, class and school councils, PSHE lessons/SEAL lessons, circle time, focus groups and questionnaires. Evidence from discussion with children/young people show that they do feel that they have had the opportunity to participate.</p>
<p>4.9</p> <p><b>Has a clear confidentiality policy</b></p> <p>Ofsted self evaluation 4b, 4d, 6a</p>	<ul style="list-style-type: none"> <li>The school has a Confidentiality Policy which may be discrete or included in other policies</li> <li>The policy specifies who is bound by it e.g. school staff and who is not</li> <li>All staff are aware of the policy and understand their role within it</li> <li>Children/young people and staff are consulted on the development and the renewal of the Confidentiality Policy</li> <li>Children/young people and parents/carers are aware of the Confidentiality Policy and understand what it means for them</li> </ul>	<p>The policy should specify who is bound by it e.g. school staff and who is not. Staff should say that they are aware of the policy.</p>