## Health and Wellbeing Award – Secondary school settings

### Lifestyle Influences Criteria

This section includes all the wider health issues that impact families. There are a number of key elements, including emotional health and wellbeing, sex and relationships, smoking, drugs and alcohol and safeguarding. Locally you may identify influences specific to your community such as housing, young carers, bereavement etc.

1. **The setting has a set of comprehensive policies relating to all aspects of health and wellbeing**

Minimum evidence:
- Policies take a whole school approach and are actively implemented and communicated to children and young people, parents and staff, polices include (but are not exclusive to):
  - Relationships and sex education
  - Anti-bullying
  - Smoking
  - Safeguarding
  - Inclusion / SEN
  - Behaviour and discipline
  - Health and Wellbeing.

Examples in practice:
- Please see our range of policies.
- We consulted with staff, parents and children and young people in producing our policy.
- In addition we also have policies for PSHE, hygiene, and work life balance for staff.
- Our policies are available to all via the school website.
- Policies are discussed regularly at staff and governor meetings.
- New staff are made aware of all policies as part of the induction process.

Examples of impact:
- Policies have allowed us to ensure a consistent approach to health and wellbeing across the whole school, ensuring our information and teaching is consistent and correct.
- Pupils have a key role in disseminating policy details via year group assembles, designing posters, and writing articles for the school newsletter to inform and engage the whole school community.

Examples of future plans:
- All policies to be reviewed, updated and disseminated at their relevant review dates. The whole school community will be involved in all elements.
- Create staff/pupil/parent steering group to develop emotional health and wellbeing policies and projects (by 2018).

2. **The school fully supports positive Emotional Health and Wellbeing of the whole school community**

Minimum evidence:
- The school actively supports vulnerable pupils and families, including young carers, SEN, pupils at risk (child protection, looked after children and young people), pupils with special circumstances (bereavement, divorce, separation, etc.).

Examples in practice:
- We have used the Young Minds resources to develop a whole school approach to **Academic resilience**, this covers 5 elements from the Basics (sleep, being safe etc.), Belonging (healthy relationships, help understand place in the world etc.),

Examples of impact:
- Good relationships between C&YP, families and staff with School Nurse.
- C&YP report higher levels of wellbeing in setting (through surveys/school council feedback).
- Staff completed MindEd training.

Examples of future plans:
- Emotional Health and Wellbeing Champion to organise activities, assemblies etc.
- Create staff/pupil/parent steering group to develop emotional health and wellbeing programmes
<table>
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<tr>
<th>Learning (developing life skills etc.), Coping (calming and self-soothing, solving problems etc.), to Core self (taking responsibility for self, using tried and tested treatments for problems etc.).</th>
<th>Statements of SEN and EHC plans inform the support provided to pupils.</th>
<th>Our pastoral care will act as Emotional Health and Wellbeing Champion identified in school.</th>
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| • Access and support by school nurses – including drop ins.  
• 1:1.  
• Open door practice.  
• ESOL and language clubs.  
• Child protection training for staff with named staff member for child protection issues.  
• Counselling available.  
• Pupils given roles and responsibilities (for example school council).  
• We actively identify and support those pupils who are less vocal and visible by teachers fostering positive relationships with these pupils, using other options for obtaining pupils views (e.g. ‘no hands up’ approach).  
• Support is provided to staff through supportive line management, staff meetings etc. | • Statements of SEN and EHC plans inform the support provided to pupils. | • Staff session on supporting own mental health and role modeling to C&YP.  
• Instigated Feelings pegs to gain feedback from students.  
• Open door practice.  
• ESOL and language clubs.  
• Child protection training for staff with named staff member for child protection issues.  
• Counselling available.  
• Pupils given roles and responsibilities (for example school council).  
• We actively identify and support those pupils who are less vocal and visible by teachers fostering positive relationships with these pupils, using other options for obtaining pupils views (e.g. ‘no hands up’ approach).  
• Support is provided to staff through supportive line management, staff meetings etc. | • Develop peer mentor scheme ().  
• Planning special emotional health newsletter for parents/guardians inc. YoungMinds parent helpline info. |

3. The school provides positive messages and experiences of a variety of lifestyle factors

**Minimum evidence:**
The setting has comprehensive schemes of work that cover a variety of lifestyle factors

**Examples in practice:**
• Our schemes of work are based on the PSHE Association programme of study.  
• We also have sessions from our

**Examples of impact:**
• Conversations with families following on from visits.  
• Staff/parents/guardians

**Examples of future plans:**
• We will explore using other external agencies and partners such as Thames
including:
- Relationships and Sex education.
- Smoking, drugs and alcohol.
- Hygiene.
- Personal safety such as fire, internet, sun, lifesaving and anti-bullying.

- We have outside guests come in and deliver sessions including:
  - Compass
  - Brook
  - Fire brigade.
- Smoke free schools toolkit is used and implemented.
- We deliver a variety of activities including first aid courses.

4. Staff have good knowledge about specialist services which impact on the emotional health and well-being of the child

**Minimum evidence:**
- Staff support individuals in making positive changes to their physical and mental health and wellbeing by having the competence and confidence to deliver healthy lifestyle messages

**Examples in practice:**
- Staff have attended MECC training.
- Staff access HYP network, resources and events.
- Staff enabled to develop expertise by attending conferences etc.
- Staff are aware of the free local weight management service (WhyWeight MK), and actively support families of concern to access the programme.

**Examples of impact:**
- Referrals have been made to support services.
- Staff report to feeling more confident in addressing issues.
- Staff are taking a greater interest in their own health and wellbeing.

**Examples of future plans:**
- More staff to attend MECC training.
- Develop a health and wellbeing programme for staff, starting with an information board in the staff room and consultation with staff for ideas on activities.
- Develop a health and wellbeing section on the school website to provide a known and recognised point of contact for our school community, enabling signposting to local and national support and services.

All to be developed from Jan 2018.
## Healthy Eating Criteria

### 1. The school has a healthy eating policy which supports breastfeeding

**Minimum evidence:**
A policy which takes a whole school approach to healthy eating, which is actively implemented and communicated to staff, children and young people and parents.

**Example of practice:**
- We consulted with staff, parents, children and young people in producing our policy.
- Policy covers food, snacks and drinks over the whole school day.
- Policy covers allergies, positive dining room environment, social aspects of eating, ethical and cultural considerations, promotion of breastfeeding and oral health.
- The food policy is shared with our school community and they understand our approach.

**Examples of impact:**
- We have a ‘food mission’ that was developed by the children and young people.
- A staff member continued to breastfeed on her return to work as they were able to express and store breast milk appropriately.
- The food sold in the tuck shop is now lower in salt, fat and sugar and adheres to the School Food Standards.

**Examples of future plans:**
- We are going to improve our dining room and the eating experience following consultation with the children and young people (by July 2018).

### 2. The school provides positive healthy eating messages across the whole school day

**Minimum evidence:**
Positive messages about healthy eating, oral health and healthy weight are included in:
- curriculum activities
- all food and drink provision
- non-curriculum activities.

**Example of practice:**
- The food policy ensures messages are supported by food and drink provision.
- We have a number of lesson plans covering oral health, healthy foods, hydration, cooking, feeling well and positive body image, these are delivered via a variety of curriculum subjects such as science, design and technology and physical education.
- We offer cookery through the design and technology curriculum sessions and after school clubs.
- Our fundraising activities include

**Examples of impact:**
- Children and young people report better knowledge and confidence as a result of their lessons.
- Lunchtime staff overhear positive conversations about food and food choices.
- Sales of healthier options have increased since healthier eating information has been placed in the dining hall.

**Examples of future plans:**
- Use the school website to provide basic healthy eating information and to signpost to other resources July 2018.
- Run courses for school leavers on preparing simple lunches / meals (in transition to university etc.) July 2018.
3. Children and young people are provided with positive food experiences at every opportunity

**Minimum evidence:**
The school provides healthy food and drink to children and young people by:
- supporting the take up of Free School Meals (FSM)
- adhering to the School Food Standards
- provision of free palatable drinking water
- a positive dining room experience
- supporting waste reduction and sustainable food and drink

**Examples in practice:**
- Parents are supported to claim FSM.
- We used the School Food Plan to assess our food and drink provision and eating experience.
- The school has X drinking fountains.
- Packed lunches and school meal children and young people can sit together at lunchtime.
- We use technology in the dining hall to cascade information on health and wellbeing during lunch.
- Vending machines adhere to the School Food Standards.
- We are working on a food waste project using WRAP resources, improving the dining room will also reduce waste.

**Examples of impact:**
- Following the School Food Plan audit we have changed our breakfast menus and snacks to ensure compliance.
- Our menus reflect seasonal food products.

**Examples of future plans:**
- The School Food Plan audit and child consultation for the food policy identified actions to improve the dining room and eating experience, these will be implemented by July 2018.
- Link up with the local Family Centre to support parents entitled to FSM (Sept 2018).

4. The whole school community is informed, engaged and actively supports the healthy eating element of the Award

**Minimum evidence:**
Children and young people, parents, staff and partners are consulted on and informed about the schools approach to healthy eating.

**Examples in practice:**
- Children and young people, parents and staff where consulted in developing the food policy.
- Children and young people, parents and staff are invited to sample school meals.
- Healthy packed lunch information is provided via the school website.

**Examples of impact:**
- More children and young people have school dinners following the samples.
- More staff are sitting with children eating school dinners and acting as role models.
- Food across the whole school day complies with School Food Standards.

**Examples of future plans:**
- We are going to explore the feasibility of parents attending cookery classes at the school (2017 – 18 academic year).
- We are going to focus on a packed lunch campaign for the next academic year (2017 – 18 academic year).
### Physical Activity Criteria

1. **The school has a physical activity policy that supports active travel**

**Minimum evidence:** A policy which takes a whole school approach to physical activity, which is actively implemented and communicated to staff, children and young people and parents.

**Examples in practice:**
- We consulted with staff, parents and children and young people in producing our policy.
- Policy covers all opportunities for physical activity from planned curriculum sessions to activities across the whole school day.
- The policy includes a broad and balanced curriculum.
- A separate school travel plan has been developed.
- The physical activity policy is shared with our school community and they understand our approach.

**Examples of impact:**
- The policy has helped raise awareness of the importance of activity, to both physical and mental health.
- The policy development allowed us to identify ideas and times when activity could take place, this has resulted in changes to our timetable to ensure the hall is fully utilised.

**Examples of future plans:**
- Policy will be reviewed and updated in September 2019.

2. **Children and young people are provided with physical activity options across the whole school day**

**Minimum evidence:**
- Physical activity is delivered by skilled and competent staff.
- The school plans and implements 2 hours of PE a week.
- The school delivers a minimum of 30 minutes of moderate to vigorous activity, every day, through active break times, PE, extra-curricular clubs, active lessons, other sport and physical activity events for all pupils.

**Examples in practice:**
- We have high quality PE every week.
- We run a variety of lunchtime and after school clubs, they are open to all children and young people, but we also actively target some children and young people.
- We have active lessons, enabling children and young people to move during lessons, including Wake and Shake activities.
- Active breaks promote move more sit less.

**Examples of impact:**
- X% of children and young people report to enjoying their PE lessons.
- Behaviour and attention has improved in the classroom as observed by the teachers.
- Teachers report to being more confident to incorporate physical activity into their lessons.

**Examples of future plans:**
- We will be reviewing the activities we currently run, consulting with the children and young people to ensure options are inclusive for all (Dec 2018).
- We will have an ‘active pledge’ for next year – keep the school up and active (Sept 2017).
### 3. Parents, children and young people are encouraged to engage with active travel

**Minimum evidence:**
- The school has comprehensive road safety education across all key stages, including cycle training.
- The school, in partnership with the wider community, provides a range of options for families to travel actively to school.

**Examples in practice:**
- We engage in different active travel programmes including Big Pedal (Sustrans), Safe Drive Stay Alive play.
- We feature information about active travel in our newsletter and on our website.
- Our School Travel Plan encourages active travel.
- We are working towards modeshift STARS award to support our active travel.

**Examples of impact:**
- We will be able to report on this fully once we have achieved the Modeshift STARS award.

**Examples of future plans:**
- These will be identified via our STARS award (July 18).

### 4. The whole school community is informed, engaged and actively supports the physical activity element of the Award

**Minimum evidence:**
- Children and young people, parents, staff and partners are consulted on and informed about the school’s approach to physical activity.
- Families are encouraged to be physically active outside of the school (providing at least an additional 30 minutes of activity outside of school).

**Examples in practice:**
- We consult with the school community in the production of the physical activity policy.
- We offer information to families on local activities including walking routes, places to visit (parks, woods), play and game ideas for children and young people.
- We use the Change4life campaign to encourage parents to be more active.
- We promote the Re:Activate resources if Young People/adults want to increase their activity levels.

**Examples of impact:**
- A father has reported to joining the FitFans programme and staff have noticed a difference (lost weight and seems more confident).

**Examples of future plans:**
- Continue to consult and engage the school community on this area.