

## Health and Wellbeing Award

Name of Setting/Centre: XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Name of contact: XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Date: 00/00/0000

When completing this audit think about:

Examples of practice – what are you doing within your setting to support this?

Examples of impact – have you seen positive changes? How do you know this has happened? Do you have evidence to show this has happened?

Examples of future plans – what can you develop? Have you identified any gaps? What are the timescales for these plans?

*Date of Accreditation (Internal use only): 00/00/0000*



## Healthy Eating Criteria

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

Date of completion

#### Minimum evidence:

A food policy which takes a whole setting approach to healthy eating, which is actively implemented and communicated to staff and users.

#### Example of practice:

- We consulted with staff, children, young people (CYP) and users in producing our policy.
- We only provide snack and drinks, no main meals.
- Policy covers allergies, positive eating environment, social aspects of eating, ethical and cultural considerations, promotion of breastfeeding and oral health.
- We play the “Label game” regularly to inform and educate on fats, sugars and salt.

#### Examples of impact:

- Informal observation whilst young people are at the setting, informs us that they are tasting and eating more fruit & vegetables.
- Obesity data tell us that, in this ward, levels are falling (2016 & 2017)

#### Examples of future plans:

- We are going to improve our eating experience following consultation with the young people (by October 2018) including new table cloths and playing music.

### 2. The setting provides positive healthy eating messages.

Date of completion

#### Minimum evidence:

Positive messages about oral health and healthy weight are provided as appropriate.

#### Example of practice:

- The food policy supports healthy messages, for example our snack menus follow the snacks and drinks provided.

#### Examples of impact:

- Raised awareness on sugary drinks. Young people are making positive choices to drink only water in between meals.

#### Examples of future plans:

- We are going to expand the variety of edible plants in the garden (from summer 2018) to include unusual plants.

	<ul style="list-style-type: none"> <li>• We offer a variety of activities within the sessions e.g. The label game</li> <li>• We offer cookery regularly as well as growing our own food activities.</li> <li>• Information boards &amp; online access.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people's self-esteem and body images have improved. Discussion on this within session evidences the improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Supermarket shop for snacks with the young people.</li> </ul>	
--	---	--	--	--

<b>3. Children are provided with positive food experiences at every opportunity including incorporating health food into the wider curriculum (numeracy/literacy).</b>	<b>Date of completion</b>
--	---------------------------

<p><b>Minimum evidence:</b> The setting provides healthy food and drink to children &amp; young people by:</p> <ul style="list-style-type: none"> <li>• adhering to the school food standards*</li> <li>• a positive eating experience</li> <li>• Supporting waste reduction and sustainable food and drink.</li> </ul> <p>*Only applicable to services delivering breakfast clubs / after school clubs linked to a school.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• We encourage children to sit and eat their snacks; we encourage conversation and promote independence by encouraging self-service.</li> <li>• We buy seasonal fruit and vegetables; we minimize the amount of food waste, by engaging the children in the types of snacks they would like to eat.</li> <li>• Uptake of the MoreLife Schools Offer (if applicable to setting).</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• Informal observation informs us that children and young people are beginning to make some really positive choices in food &amp; drink.</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• Although not actively travelling tour setting, children do report to engaging in walk to school week.</li> </ul>	
---	--	---	--	--

<b>4. The whole setting is informed, engaged and actively supports the healthy eating element of the Award</b>	<b>Date of completion</b>
--	---------------------------

<p><b>Minimum evidence:</b> Children/ young people, parents, staff and partners are consulted on and informed about the settings approach to healthy eating.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• Children, parents and staff were consulted in developing the food policy.</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• We have observed that most parents have stopped sending children in with sugary drinks.</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• We are going to explore the feasibility of family cookery sessions (2018 – 19)</li> <li>• If we have a good crop we will look to sell this to parents at</li> </ul>	
--	--	--	---	--

	<ul style="list-style-type: none"> <li>• Healthy recipes are sent home to parents to generate healthier ideas.</li> <li>• Information is made available to users via posters, notice boards and leaflets.</li> </ul>	the end of the session, with recipe ideas (June/July 2018 crop dependent).
--	--	--

### Physical Activity Criteria

1. The setting has a physical activity policy that supports active travel			Date of completion
<p><b>Minimum evidence:</b> A policy which takes a whole setting approach to physical activity, which is actively implemented and communicated to staff, children, young people and parents.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• We consulted with staff, parents and children in producing our policy.</li> <li>• Policy covers all opportunities for physical activity across its provision.</li> <li>• The policy encourages active travel as part of daily life.</li> <li>• The physical activity policy is shared with our community &amp; partners.</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• The policy has helped raise awareness of the importance of activity, to both physical and mental health.</li> <li>• The policy development allowed us to identify ideas and times when activity could take place; this has resulted in more activity sessions.</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• Policy will be reviewed and updated in September 2019.</li> <li>• Engagement with Bikeability</li> </ul>
2. Children / young people are provided with a curriculum where physical activity is embedded within it.			Date of completion
<p><b>Minimum evidence:</b> The setting contributes to the additional 30 minutes every day of moderate to vigorous physical activity outside of school.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• We have active sessions, enabling children to move during sessions, including Wake and Shake activities.</li> <li>• We encourage children and young people to use the outside space.</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• 78% of children report to enjoying the activity sessions.</li> <li>• Staff report to being more confident to incorporate physical activity into their sessions.</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• We want to purchase more equipment to prompt activity and aim to do this by 2019; we will consult with the whole setting to find out what equipment they want.</li> </ul>

	<ul style="list-style-type: none"> <li>• We organise trips to local leisure facilities twice a year.</li> </ul>			
<b>3. Parents and children/ young people are encouraged to engage with active travel</b>				<b>Date of completion</b>
<b>Minimum evidence:</b> The setting provides a range of options for families to travel actively to the setting.	<b>Examples in practice:</b> <ul style="list-style-type: none"> <li>• We acknowledge that our location and operating hours make it challenging for users to actively travel, so we encourage active travel generally by promoting the importance of active travel in our publicity materials, we discuss active travel in own time and to school.</li> </ul>	<b>Examples of impact:</b> <ul style="list-style-type: none"> <li>• Although not actively traveling to our setting, children do report to engaging in walk to school week.</li> </ul>	<b>Examples of future plans:</b> <ul style="list-style-type: none"> <li>• Continue with existing practice.</li> </ul>	
<b>4. The whole setting is informed, engaged and actively supports the physical activity element of the Award</b>				<b>Date of completion</b>
<b>Minimum evidence:</b> <ul style="list-style-type: none"> <li>• Children / young people, parents, staff and partners are consulted on and informed about the setting's approach to physical activity.</li> <li>• Families are encouraged to be physically active outside of the setting (providing at least an additional 30 minutes every day of activity outside of school).</li> </ul>	<b>Examples in practice:</b> <ul style="list-style-type: none"> <li>• We consulted with the setting's community in the production of the physical activity policy.</li> <li>• We offer information to service users and families on local activities including walking routes, places to visit (parks, woods), play and game ideas for children. We distribute the Re-activate brochure every term.</li> <li>• We use the Change4life campaign to encourage parents and families to be more active.</li> </ul>	<b>Examples of impact:</b> <ul style="list-style-type: none"> <li>• Following a trip to the local woods, parents have reported to visiting them at the weekends with friends and family.</li> <li>• Informal observation tells us that some of our families are spending 1 more times in local parks and open areas.</li> </ul>	<b>Examples of future plans:</b> We will continue to promote the wide range of physical activity sessions available in the local area (ongoing).	

- We promote the MK MoreLife programme if adults want to increase their activity levels.

### Lifestyle Influences Criteria

This section includes all the wider health issues that impact families. There are a number of key elements relating to health and wellbeing, including sex and relationships, smoking, drugs and alcohol and safeguarding. Locally you may identify influences specific to your community such as housing, young carers, bereavement, FGM etc (NB some elements for MH are covered here and in the section below).

1. The setting has a set of comprehensive policies relating to all aspects of health and wellbeing.				Date of completion
<p><b>Minimum evidence:</b> Policies take a whole setting approach and are actively implemented and communicated to children and young people, parents and staff, polices include (but are not exclusive to):</p> <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Smoking</li> <li>• Safeguarding</li> <li>• Inclusion / SEN</li> <li>• Behaviour and discipline</li> <li>• Health and wellbeing*</li> </ul>	<p><b>Examples in practice:</b></p> <ul style="list-style-type: none"> <li>• We have policies on bullying, Smoking, Safeguarding &amp; behavior &amp; discipline</li> <li>• In addition we also have policies for hygiene, and work life balance for staff.</li> <li>• Our policies are available to all via the website and on request.</li> <li>• Policies are discussed at staff meetings and shared with new staff at induction.</li> <li>• A range of health and wellbeing policies are in place such as Relationships/sex education, Health Education, Anti-bullying, Emotional Wellbeing &amp; Resilience, Suspected Suicide, Drug &amp; Alcohol Education, Asthma, Healthy Eating, Safeguarding, Child Sexual Exploitation, E-Safety, Personal Social &amp; Health Education, Physical Activity, Behaviour, Equality,</li> </ul>	<p><b>Examples of impact:</b></p> <ul style="list-style-type: none"> <li>• Policies have allowed us to ensure a consistent approach to health and wellbeing across the setting.</li> </ul>	<p><b>Examples of future plans:</b></p> <ul style="list-style-type: none"> <li>• All policies to be reviewed and updated at their relevant review dates.</li> <li>• We will develop a Health &amp; wellbeing policy to compliment out other policies</li> </ul>	

Inclusion, SEND, Smoke free. **Please note: this list is not exhaustive**

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

**Date of completion**

**Minimum evidence:**

- The setting actively supports vulnerable children and young people and families, including young carers, SEN, LGBTQIA+, children at risk (child protection, looked after children), children with special circumstances (bereavement, divorce, separation, poverty) and English as an additional language.
- The setting addresses emotional health and wellbeing, by addressing and building self-esteem and confidence, and celebrating achievements.

**Examples in practice:**

- Due to the nature of our service we deal with many vulnerable children and our aim is to support them to make confident choices to support their own wellbeing
- Child protection training for staff, with named staff member for child protection issues.
- We celebrate achievements at every opportunity.
- We have worry boxes.
- Children and young people are given roles and responsibilities (for example getting snacks ready, setting up activities).
- Support is provided to staff through supportive line management, staff meetings etc.
- Young people agreed ground rules for acceptable behaviour and how to respond. Rules are based on respecting each other, ourselves, the building and equipment.

**Examples of impact:**

- Children say they have grown in confidence from attending our service, see our website for examples of this.
- Parents support our aims and we have testimonies and a comments book, with some very positive comments in.
- Behaviour has improved in the last year at our setting. Incidents of bad behavior have been reduced and there is an atmosphere of respect and tolerance.
- LGBTQIA+ group have received positive comments from young people and staff noticing more confidence and inclusivity in the setting (see comments from survey).

**Examples of future plans:**

- To continue supporting our vulnerable families and the children who access our service.
- To research any training opportunities for mental health training.
- To research opportunities for behavior support training.

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

**Date of completion**

**Minimum evidence:**

- The setting provides positive messages and experiences of a variety of lifestyle factors.

**Examples in practice:**

- Our sessions cover a range of lifestyle factors (see session plans).

**Examples of impact:**

- We involve the children in maintaining the notice boards

**Examples of future plans:**

- Identify topics for future newsletters and

<p>Positive messages about a variety of lifestyle factors are provided throughout the setting, including:</p> <ul style="list-style-type: none"> <li>• Smoking, drugs and alcohol.</li> <li>• Hygiene.</li> <li>• Personal safety such as fire, internet, sun, lifesaving and anti-bullying.</li> <li>• Relationships and sex education.</li> </ul>	<ul style="list-style-type: none"> <li>• We promote positive messages on notice boards and newsletters.</li> </ul>	<p>and writing articles for our newsletters; through this they have raised awareness of smoking, hygiene and sun safety.</p>	<p>noticeboards, trying to link in with national campaigns (e.g. healthy eating week, no smoking day) from 2018.</p>	
<p><b>4. Staff have good knowledge about specialist services which impact on the emotional health and well-being of the child.</b></p>				<p><b>Date of completion</b></p>
<p><b>Minimum evidence:</b> 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. *Also, please see separate section on positive MH &amp; emotional wellbeing below.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• Staff have completed online MECC training.</li> <li>• Staff have undertaken MIND e-learning.</li> <li>• We promote a range of MK services to support children and young people, from smoking cessation, weight management (MoreLife) to MIND.</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• Some of our young people have accessed the smoking cessation service.</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• Continue to keep up to date on services within MK via the network pages on MK council website (ongoing).</li> </ul>	

### Positive Mental Health & Emotional wellbeing (MH & EWb) Criteria

This section includes a whole system approach to supporting positive MH & EWb within the setting for children, young people and families and staff. There are a number of key elements relating to this including: Leadership & Management, Ethos and Environment, Curriculum, teaching and learning, Voice of the children/young people, staff development, health and wellbeing, identifying need and monitoring impact, working with parents/families/carers and targeted support and appropriate referrals. (NB Protective factors above and this section interlink)

<b>1. The setting has leadership and management with strong knowledge and evidence of positive mental health ethos and an environment to support positive MH &amp; EWb.</b>	<b>Date of completion</b>
---	---------------------------

**Minimum evidence:**

The setting provides strong leadership which creates a positive environment that promotes health and wellbeing.

The setting actively promotes and embeds positive health and wellbeing\*

The setting works hard to engage the whole community in wellbeing activities\*

\*Wellbeing policies are embedded within lifestyle factors along with supporting vulnerable CYP and embedding community elements

Example of people and users in producing our policy and setting holds a mission statement or prospectus information on the positive MH ethos (see also Policies in lifestyle section above).

- We have a children and young people’s peer group (see this year’s priorities from the group).
- Our CYP H&Wb action group is in place (see action plan).
- CYP and staff wellbeing questionnaires are completed annually/every two years (most recent findings)
- Our planned work with the wider community and examples of positive role model working such as practicing positive mental health approaches for example taking breaks, walking buses.

Examples of impact:

- We have policies that impacted the setting, giving an ethos of supportiveness, care and respect for each other (examples available are antibullying, providing access to water, encouraging physical activity)
- We have areas where the CYP say to us they feel safe and are able to relax, share concerns in confidence and to seek advice, guidance and support.
- The last CYP survey showed us that CYP feel that promoting services such as school nursing and Kooth and providing access to healthy food has enhanced pupils MH & EWb (health and wellbeing surveys, such as OxWell.)
- Impact of the action group and peer support group has promoted inclusivity (see survey results list).

Examples of future plans:

- Supporting positive mental health and emotional wellbeing plans are always included in our general planning (updated plans available - include dates)
- Key actions and planned developments around consultation and creating policies and embedding a positive mental health ethos in your setting (Date available)
- Children and young people and Staff wellbeing questionnaires are in place and are next planned for (insert date).



## 2. Teaching and learning and children and young people's voice

Date of completion

### Minimum evidence:

The setting has good provision to support positive MH and emotional wellbeing and includes the children and young person's voice, including those who are less vocal and visible

The setting ensures that planning teaching and learning is in line with best practice

Children and young people have opportunities to develop responsibility, build confidence, develop resilience and self-esteem

### Example of practice:

- The setting's provision has the following examples of MH & EWb elements support, advice and planned work (See examples of the range of systems & processes listed)
- The setting has opportunities in place which is in line with current best practice, promotes CYP to talk about positive MH and EWb awareness and support of CYP and staff (planning).
- The setting monitors and evaluates to ensure high quality sessions and learning around positive MH & EWb (feedback available from sessions/lessons evaluations; children and young people's feedback; visitor feedback; questionnaires; end of year; community engagement incl parent/carer event activities or evenings and audits).

### Examples of impact:

- Raised awareness of positive MH & EWb emotional wellbeing is embedded within planning and work with children and young people, for example young people are talking about healthy eating/doing more physical activity to promote positive MH, CYP instigated a follow up conversation after MH awareness session.
- Examples of what CYP have instigated as a result for example created posters and talked about supporting each other MH within their peer groups.
- Young people's self-esteem and body images have improved (see survey results) and discussion on this within session further evidences the improvement.
- CYP people have opportunities to influence and shape planning and the environment through children and young people's councils, newsletters, action from questionnaire responses.

### Examples of future plans:

- We are going to expand the sessions to other age groups (please include dates.)
- Evaluation of session and learning events planning in (please include dates).
- We are developing an Action Groups, peer mentoring; Buddy Systems, community work; fundraising, student parliament, meet and greet; work placements.
- We are reviewing our processes in place to ensure the views of all children and young people are reflected across all areas of the setting (Date of review).

3. Staff development, Health and Wellbeing; Identifying need and monitoring impact				Date of completion
<p><b>Minimum evidence:</b> Staff have up to date training and development on positive mental health and wellbeing</p> <p>Staff develop and maintain a healthy physical and mental lifestyle to enable them to cope in their role, and to be positive role models</p> <p>Setting identifies children and young people facing challenging circumstances and offers appropriate signposting and support.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• Setting ensures staff learning needs regarding MH &amp; EWb is embedded within Continuing Professional Development (CPD) (include examples of last 2 years or where this could be found in setting).</li> <li>• We identify CYP facing challenging circumstances via parent/carer consultation and session evaluations, attendance patterns, we also liaise with multi agencies including School Nursing. This process has helped us identify CYP who are: SEND, being bullied, travelers, Looked After, subject to a Child Protection Plan, young carers, bereaved, at risk of exploitation, engaging in risk taking behaviour.</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• Informal observation informs us that CYP are making positive choices talking about using local physical activity facilities, taken part in session in school, identifying with positive MH &amp; EWb role modelling.</li> <li>• Through evaluations and outcomes of questionnaires the setting priorities key areas that the children and young people identify as a need or gap as an action and key area of work or development, sourcing resources or signposting as needed including forming specific support or groups such as LGBTQIA+.</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• Commencing on Workplace health awards to complement this award</li> <li>• Emotional wellbeing surveys, such as OxWell</li> <li>• The confidentiality of children and young people, parents/carers and staff who access advice and support is ongoing confidentiality training is updated as part of ongoing CPD (include next training dates)</li> </ul>	
4. Working with Parents, families and carers and targeted support and appropriate referrals				Date of completion
<p><b>Minimum evidence:</b> The setting promotes and signposts and refers parents/carers to appropriate MH &amp; Ewb services.</p> <p>The setting report on the progress and achievement of CYP in areas that are relevant to their positive mental health and wellbeing</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• We promote and signpost appropriate MH &amp; EWb services to our parents/carers such as Kooth, Young Minds, MIND, Charlie Waller, Samaritans (General newsletter examples are also available).</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• The setting celebrates the achievements of CYP's positive wellbeing within fun days, giving out awards who are offering peer support, showing examples of positive MH &amp; EWb practice, whole setting sessions/assemblies, including</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• We are setting up pre and post assessment of knowledge, understanding of positive mental health and emotional wellbeing behaviour (date)</li> <li>• We are planning on including an ongoing</li> </ul>	

The setting regularly celebrates the achievements of positive mental health and emotional wellbeing

- The setting displays information and advice for CYP, parents and carers to access external support without having to go through an adult at the setting, such as Early Help, School Nurse, GP, CAMHS, Kooth, SHOUT.

some where CYP highlight positive changes.

- wellbeing segment to the newsletter (date)
- Community engaging in wellbeing walks organised by the setting (Date)
- We are currently gaining feedback from Parents carers about MH & EWb support that is in place.