



## Healthy Schools whole school review

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School culture and environment
5. Giving children and young people a voice
6. Provision of support services for children and young people
7. Staff continuing professional development (CPD) needs, health and wellbeing
8. Partnerships with parents/carers and local communities
9. Assessing, recording and reporting the achievement of children and young people.

This template suggests a series of questions for self-review, all of which can be edited to suit your own school context. You may wish to use the template to record your school's provision.

### 1. Leadership, management and managing change

#### 1.1 - How does your school provide the leadership to create a positive environment that promotes health and wellbeing?

**Mission statement;** We aim to provide each child with the support and opportunities to develop their full potential as an individual member of society.

Our mission statement is on our website home page.

**Prospectus;** 'We are dedicated to establishing happy supportive relationships between parents, children, staff, governors and the wider community'.

Our school prospectus is distributed to all new families that apply or enquire about our school. There is specific reference to PSHE education and Healthy schools.

Our SEF and SDP identify areas of strength and areas for improvement. There is a large focus this year on physical



education (especially outdoor), healthy schools update and PSHE/SMSC (inclusion, British values and emotional and physical wellbeing).

**Ofsted;** "Pupils from all backgrounds are warmly welcomed and those who need the most help are well supported. Pupils behave well and have positive attitudes to their work. They know how to keep themselves and their friends safe.

**Pastoral Support;** In our school we have a lot of extra support including TaMHS, physical literacy, SEAL, Pete Harvey R Time training and support, bikeability, nurture groups, many intervention groups, a new sensory room, regular visits to and from our local church, healthy cookery club, breakfast and tea time club, and a 5\* hygiene award for our healthy on site kitchen. We also have visits from the school nurse team, and we are linked with a children's centre.

**Consultation with pupils and staff;** The school council meets to discuss the children's ideas and opinions so that 'every child in our school has a voice'. We have a weekly staff meeting, regular governors meetings and parents are regularly asked for their opinions and beliefs. All staff are offered a wide range of training opportunities and feedback to the school as a whole.

## 1.2 - Who are the lead members of staff responsible for aspects of health and wellbeing at school? (for example PSHE education, healthy eating, physical activity)

**Healthy schools;** Antonia Orme

**PSHE;** Antonia Orme

**Healthy eating;** Jackie Carter, Rachel Dearie

**Physical Activity;** Rebecca McAllister

**Emotional health and wellbeing;** Antonia Orme, Christina Diffin (SENCO), Janette Leadbeater, Jane Brandon

**Yearly accreditation of being a sun safe school;** Christina Diffin

**Autism Champion;** Emma Luke



## 2. Policy development

**2.1 - What are the key health and wellbeing policies at your school?** (for example sex and relationship education policy, anti-bullying policy, drugs policy, healthy eating)

You may wish to list these and keep a note of the date each policy is next due for review.

Relationship and sex policy  
Anti-bullying policy  
Drugs policy  
Healthy eating policy  
Promoting British values policy  
Safeguarding Policy  
Physical activity policy  
Confidentiality policy  
Inclusion policy  
Behaviour and rewards policy  
Travel policy

**All due for renewal October 2016**

**2.2 - How does your school consult people when reviewing any of these policies?**

Policies are reviewed by staff and governors.  
Some policies are addressed in staff meetings for all staff to review as a whole school.  
Comments are fed back to lead teacher in school related to each policy.  
Parents are aware where they need to look to view the school policies.  
Parts of policies are shared in assemblies where appropriate.  
School council discuss aspects from appropriate policies; such as the Anti-bullying policy.



### 3. Learning and teaching, curriculum planning and resourcing

#### 3.1 - How does your school monitor and evaluate PSHE education provision to ensure the quality of learning and teaching?

PSHE education staff meetings take place in foundation subject teams.  
Planning is monitored by head teacher and subject leader  
Regular review and updates of schemes.  
End of year reports.  
Assemblies.  
INSET training.  
School council.  
Children and teacher interviews.

#### 3.2 - How do subjects of relevance to health and wellbeing meet the learning needs of children and young people in your school in line with current best practice?

In our school PSHE education is at the heart of our whole curriculum. It is ongoing through many curriculum links. We also have specific long term, medium term and short term planning in place for PSHE education.  
We use SEAL, RTime, RSE and the Cambridgeshire drug education schemes to plan weekly PSHE lessons.  
We also have strength cards, puppets, emotions posters and books, anti-bullying assemblies, school nurse, emergency service talks, road safety training and bikeability training.  
We also have the following;

- Freshly cooked hot lunches in our 5\*hygiene rated kitchen
- Healthy menus available for all parents and children to see
- Extra-curricular cooking club- developing basic knowledge of a healthy diet



- Breakfast club
- Foundation stage topics include 'a healthy plate', 'all about me', 'my body, keeping fit, 'growing'
- Only fresh fruit is allowed at break times
- At least 2 hours per week physical activity
- Ongoing outdoor play in the foundation stage classes
- Extra-curricular sports specialists run after school clubs
- Gardening activities over the year
- DPA
- Physical literacy
- Anti-bullying week
- RSE and drug education schemes
- Peer mediation
- SEAL scheme
- Circle time
- RTime scheme
- Friendship stops
- Playground games cards

### **3.3 - How does your school ensure structured physical activity is available for all of your children and young people?**

- At least 2 hours per week physical activity
- Ongoing outdoor play in the foundation stage classes
- Extra-curricular sports specialists run after school clubs
- DPA
- Physical literacy
- Playground games cards
- After school club with daily physical exercise
- Schools sports partnership



- Local dance competitions
- Play leaders at lunchtimes
- Weekly bikeability
- Gardening
- Sports day
- Sponsored events
- Physical literacy

## 4. School culture and environment

### 4.1 - How does your school culture and environment enable engagement of the whole school community? (especially children and young people in challenging circumstances and those with access issues)

- Communicating and signposting; newsletters, extended school provision
- SEF
- Behaviour policy
- Inclusion and SEN policy
- Links with local church
- Disco's and fetes
- Open door policy
- Nursery workshops
- Parent workshops
- Information to parents for each area of PSHE
- Up to date information on website
- Pupil tracking
- Good communication between staff
- Lunch time clubs
- Parents/carers evenings
- Texting services to parents and staff



- Key workers
- Disabled access
- Promoting British values policy
- SMSC policy
- Paperwork support given to parents when needed

**4.2 - How does your school environment promote health and wellbeing?** (for example through access to clean and palatable drinking water and access to healthy food and drink in line with best practice)

<b>Whole school environment:</b>	<b>Emotional Environment:</b>	<b>Physical Activity Spaces:</b>	<b>Playgrounds:</b>	<b>Eating Environment:</b>
<ul style="list-style-type: none"> <li>• A clean and inviting environment</li> <li>• Friendly and polite staff and children</li> <li>• Imaginative and interactive displays</li> <li>• Photographs</li> <li>• Celebration walls</li> <li>• Fenced and locked</li> <li>• Security doors</li> <li>• Friendly office staff</li> <li>• Foundation stage have inviting large outdoor spaces</li> <li>• Trim trails available for all</li> </ul>	<ul style="list-style-type: none"> <li>• Helpful staff</li> <li>• Nurture groups</li> <li>• PSHE education</li> <li>• Circle time</li> <li>• Open door policy</li> <li>• Quieter seating areas available</li> <li>• Sensory room</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment stored in locked sheds</li> <li>• PE co-ordinator monitors pe lessons, planning and supplies all resources and training</li> <li>• School council have an input on equipment</li> <li>• Whole school</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate supervision at all times</li> <li>• Friendship benches</li> <li>• Friendship stops</li> <li>• Trim trail</li> <li>• New and varied playground equipment</li> <li>• Grass and hard standing areas</li> </ul>	<ul style="list-style-type: none"> <li>• Recently lowered ceilings to make it more inviting and quieter</li> <li>• New smaller quieter chairs</li> <li>• Brand new kitchen</li> <li>• Extra kitchen staff</li> <li>• Healthy menus cooked on site</li> <li>• 5* hygiene</li> </ul>



<ul style="list-style-type: none"> <li>• Celebration assemblies/trophies/ awards</li> <li>• A safe and happy learning environment</li> </ul>		<p>assemblies on equipment</p> <ul style="list-style-type: none"> <li>• Health and safety conditions are met</li> <li>• Playground markings</li> <li>• Playground trim trails available on both playgrounds</li> <li>• Gardens are tended and kept appealing to ensure a pleasant environment</li> </ul>	<p>available</p> <ul style="list-style-type: none"> <li>• Canopy covered areas for all weathers</li> <li>• Playground markings</li> <li>• Field and small woodland area available</li> </ul>	<p>award</p> <ul style="list-style-type: none"> <li>• Food and physical related display</li> <li>• Water always available</li> </ul>
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## 5. Giving children and young people a voice



**5.1 - What systems and processes are in place to ensure the views of all children and young people are reflected across all areas of school life?** (for example curriculum and policy development, environment and behaviour)

SEAL  
Rtime  
Circle time  
Pupil interviews  
Learning walks  
Educational visits  
Topics and planning on our website for parents  
Suggestion box for pupils  
School council  
Opportunities for child initiated learning  
Time given for children to self assess  
Lunchtime monitors  
Superhero of the day/class monitors  
Mind maps at the beginning and end of topics  
Artists/ geographers/ healthy school team visits to school  
School council newsletter for pupils/ put on school website  
SEAL assemblies  
Nurture groups and use of sensory room  
Parent workshops  
Educational psychologist visits regularly  
School website updated weekly



### **5.2 - How does your school respond to the needs of all children and young people, including those who are less vocal and visible?**

Our school uses a SEAL approach in order to learn how to respect others.  
British values are important for our school and are included in our planning and school ethos.  
The emotional well-being of our pupils is of uppermost importance, and we have a learning mentor running full time nurture groups.  
We have suggestion boxes for pupils which the contents are accessed by the school council.  
Large bright nurturing and inviting displays full of PSHE information.  
Lunchtime clubs and after school clubs are run by TA's and groups from outside. (including cooking club)  
We have regular visits from our local church members. They deliver some assemblies.  
We have paired reading time when the older children share a book with the younger children.  
All TA's have developed their own communication area for quieter children to access.  
We use recording tins for children that find communication difficult.  
Our school has well above average number of TA support which is used effectively to support and include all pupils.

### **5.3 - What opportunities are there for children and young people to develop responsibility, build confidence and self-esteem?**

Weekly celebration assembly.  
Lunchtime and after school clubs.  
Parent workshops.  
SEAL assemblies.  
Weekly SEAL lessons taught as the ethos of our school.  
Nurture group run by our learning mentor.  
Sensory room available for all to use.  
Roles of responsibility given to pupils.  
Annual performance to parents of an evening show.  
Christmas performances for parents.  
Team points in system for whole school with a trophy and medals.



Lunchtime award available with a trophy.  
Extra provision put in place by class teachers for all vulnerable children.  
Target groups are targeted regularly within each class.  
Breakfast club.  
After school club.  
Cooking club.  
Team points system.  
Token boxes in every classroom.  
Drama club.  
Choir club.  
Maths challenge club.  
Happy movers club.  
Football club.  
Gymnastics club. Dance club.

## 6. Provision of support services for children and young people

### 6.1 - How does your school identify children and young people facing challenging circumstances? What support is provided for these identified groups?

- Regular meetings with parents
  - Open door policy
  - Pupil tracking
  - Regular visits from speech and language therapists
  - Regular visits from educational psychologist
  - Link with children's centre
- Regular visits from the autism team



### **Children with SEN needs**

- Individual targets shared with children and parents
- Extra provision mapping completed by all teachers
- Regularly updated SEN overview completed by teachers
- Termly reviews and updated support plans completed for every SEN child
- Lunchtime nurture group run by learning mentor for those with needs and behavioural needs
- Open use of a sensory room.
- Gardening activities
- 1:1 mentoring in library for children with poor social skills
- All work is differentiated for inclusion

### **Children with EAL**

- 1:1 support time with our Trained EAL TA
- EAL assessments carried out to monitor needs and progress

### **Pupils at risk**

- Up to date training completed by our designated member of staff
- Open door policy
- Nurture groups use of sensory room
- SEAL
- RTime with up to date training from Pete Harvey
- Attendance at child in need, core group meetings and case conferences
- Child protection plans in place
- School nurse
- Learning mentor is available for pastoral needs in school
- 1:1 support is in place for a runaway child
- On-going work over the year to be completed on attachment and trauma issues

### **Pupils with repeated absences/ attendance issues**

- Daily communication with parents by learning mentor



- Free breakfast available
- Some children are brought in early through the office
- Attendance is recorded online
- Regular visits from the educational welfare officer to meet with the learning mentor

#### **Pupils with special circumstances**

- Nurture group
- Parent workshops
- Learning mentor
- Bereavement guidance and resources in school
- School nurse available
- Children's centre
- Large learning area available to be used as a classroom for a smaller number of children

#### **Gifted and Talented**

- Streaming in place in all year groups
- Regular challenges given to motivate
- Puzzle challenge group

#### **Traveller children**

- We would contact the inclusion team if we had any traveller children

#### **Bullying**

- SEAL
- Anti-bullying week with assemblies, playground focus and competition
- Rtime
- Close contact with parents/ carers. Open door policy
- Staff are always positive and supportive throughout school
- Nurture group
- Friendship stops and friendship benches



## 6.2 - What arrangements are in place to refer children and young people to specialist services that can give professional advice?

- Links with our local church
- Advice, guidance, counselling for parents and children given in individual circumstances
- School has links with CAMHS and TAMHS when needed
- Our child protection lead contacts social services
- We pay for an educational psychologist to come into school to interact with individual children and report to parents
- Drug education is provided through teaching the Cambridgeshire drug education scheme
- The Derby city SRE scheme is used in school

## 6.3 - How does your school respect the confidentiality of children and young people, parents/carers and staff who access advice and support via the school?

### Children

- Daily nurture group
- Head teacher, SENCO, teachers, support staff
- School nurse
- Transition in place between year groups and junior school
- Sensory room

### Staff

- Named member of staff
- Teaching unions
- TA unions

### Parents/carers

- Leaflets displayed on notice board to direct parents to available services
- Children's centre
- Head teacher



- School nurse

## 7. Staff continuing professional development (CPD) needs, health and wellbeing

### 7.1 - What continuing professional development (CPD) opportunities, relevant to health and wellbeing, do your staff have access to this year?

In school training by Pete Harvey for Rtime, Gill Blenco for teaching speaking and listening skills and Judith McCallister for mental health. Including inset days and staff twilight. Leadership time given to complete HS update. Healthy eating policy up to date. Food safety, preparation and storage training attended (awarded the 5 star for food hygiene rating) Staff meetings to update all staff on PSHE and related issues. Persona doll training attended. RE/British values courses attended.

### 7.2 - How does your school identify staff CPD needs of relevance to health and wellbeing?

- School sports partnership training
- Gymnastics sports coaching training
- Daily physical activity
- Daily physical literacy
- Child protection training
- Child exploitation and online protection
- First aid training for designated members of staff
- Safeguard training
- CAF training
- Performance management meetings take part twice a year
- Courses and training are identified for personal development opportunities
- Close school links with SIP
- Deputy head teacher runs and attends regular teaching assistant meetings



- We aim for new staff to work alongside existing staff to encourage transition
- We keep up to date with curriculum development and meet regularly as a staff to share this
- Derby city SSP from skills and confidence questionnaire completed by staff
- NQT's have weekly access to SSP training
- Derby SSP training for dinner ladies on mini leaders
- SLT on course to improve lunch time provision
- PSHE co-ordinator to attend courses over the year about attachment and trauma
- 2 staff per year are first aid trained
- PE and school sports action plan development for premium on school website

### **7.3 - How does your school encourage staff to develop and maintain a healthy lifestyle to enable them to be positive role models?**

- Head teacher eats lunch with the children to provide a positive role model
- No smoking on site
- Staff run lunch and after school clubs
- All staff model healthy behaviours
- All staff made aware of the healthy food policy
- All staff made aware of the physical activity policy
- School health team delivers a yearly healthy road show for FS2
- All staff and children take part in a health and well-being week in the spring term

## **8. Partnerships with parents/carers and local communities**



## 8.1 - Who are the external agencies that support your school?

### **PSHE/SRE and drug education**

- School health team(revive)
- Educational psychologist Judith MaCallister
- Behaviour support services

### **Healthy Eating**

- Healthy catering on site
- 5 star hygiene award
- Dinner hall healthy food display
- Goodness gang
- Fruit and vegetable scheme
- Milk for under 5's
- School health team
- Change4life promotions and leaflets

### **Physical education**

- SSP
- Coaching
- Derby county sessions

### **Emotional health and well-being**

- Behaviour support service
- Educational psychologist
- Children's centre
- Nurture group staff

### **Other**

- Bikeability training
- Road safety training
- Fire service training



## **8.2 - How does your school signpost children and young people to appropriate services, within and beyond your school?**

- Out of hours clubs run by TA's
- 1:1 tuition/ support for identified pupils
- Breakfast club discussed at new parent meeting
- Nursery parent workshops
- Children's centre advertised in foyer and recommended by staff
- Community education projects such as 'shelter' support
- Nurturing nursery
- Educational psychologist bought in by school

## **8.3 - How does your school signpost parents/carers to appropriate services?**

- Different agencies run sessions in school
- Notice board for parents
- Online through school website
- Text service
- newsletter

## **8.4 - You may wish to record details of the topic and dates of sessions planned for parents/carers on health and wellbeing awareness during the coming year**

- LA bereavement and loss guidance
- Annual family disco
- Summer fayre
- Christmas fayre



- Regular parent workshops
- Healthy food advice is available at the children's centre
- Healthy menu supplied for each week
- Food tasting over the year
- Healthy food cookery club
- Reception induction held annually to inform parents about the healthy school diners on offer, expectations of lunch box content and school policy for healthy birthday treats

## 9. Assessing, recording and reporting the achievement of children and young people

### 9.1 - How does your school assess and report on the progress and achievement of children and young people in subjects relevant to their health and wellbeing?

#### PSHE

- Pupil interviews
- Lesson observations
- Report to parents
- End of key stage assessments
- Parent meetings held in the children's centre to discuss children's progress in PSHE
- IEP review meetings held regularly with PSHE targets
- Self-assessment through circle time and paired work
- Reports to governors termly by head teacher

#### Healthy Eating

- Celebration display in the dining hall to celebrate healthy choices that the children have made in school or at home

#### Physical activity



- End of year reports include PE and physical development

#### **Emotional Health and well-being**

- Monitored through the use of Rtime
- Circle time
- Pair talk activities

#### **9.2 - How does your school celebrate the achievements of children and young people across all areas of school life?**

- Weekly celebration assembly where awards are given for out of school achievements, in school achievements, area of the day, lunch award, DPA award, team points
- Stickers and smiley faces awarded daily for praise
- Reading at school and home certificates awarded
- Note home to parents for good work/ behaviour
- Home/ school behaviour charts set up when parents ask for support
- Golden rules up around school/ codes of behaviour expectations
- Golden time
- Art gallery days to celebrate children's achievements
- Staff fuddle at the end of each school year
- Staff Christmas party
- Competitions regularly run and displayed
- Reader of the week certificates
- Oleg and his diary go home overnight
- Home school diaries are kept to help some children
- Wow stars are sent into school by parents