

# Healthy Schools

ESSEX

**Benchmarking Tool**  
**Spring 2018**



## Benchmarking Tool

School Name: \_\_\_\_\_

The benchmarking tool offers a point of reference for self evaluation. It is intended that schools and other establishments will use it to help:

- judge the quality of their current provision for children and young people's health and well-being;
- identify any shortcomings that need to be addressed and priorities for further development.

The statements in each of the 4 categories are provided as a guide and will need to be interpreted in the light of the particular circumstances of individual schools.

**For revalidation purposes schools are asked to confirm that provision in all sections is satisfactory or better, by highlighting the tool and submitting it and the signed summary sheet every two years.**

SECTION 1	Inadequate	Satisfactory	Good	Outstanding
<b>Leadership, Management and managing change</b>				
Documentation and Communication	<p>Although supportive documents exist there is no clear commitment to development as a healthy school in the school improvement plan, prospectus, mission statement etc.</p> <p>Pupils, parents and other stakeholders have little awareness of the school's development as a healthy school.</p>	<p>The promotion of health and wellbeing and development as a healthy school is identified in key documents including the school improvement plan and prospectus.</p> <p>Pupils, parents and other stakeholders are kept informed about developments as a healthy school using a variety of means.</p>	<p>The importance of health and wellbeing and development as a healthy school is clearly identified and promoted in key documents.</p> <p>Pupils and parents and other stakeholders are actively engaged in healthy school developments and feel confident and comfortable raising issues with the SLT.</p>	<p>Documentation comprehensively reflects an understanding that health and wellbeing and development as a healthy school underpins school attendance and attainment.</p> <p>Parents, pupils, governing body and other stakeholders are aware of the health priorities in their school and local community and fully support the healthy school programme.</p>
Use of Data	<p>Little or no use is made of school or locality data to inform activities that promote health and wellbeing.</p>	<p>The school uses school and locality data to inform and plan school priorities.</p> <p>The school uses data to evaluate school health and wellbeing developments.</p>	<p>The school uses school and locality data, including SHEU, effectively to plan health and wellbeing activities in partnership with health improvement services.</p> <p>The school can evidence how this health and wellbeing work can impact on local health priorities.</p>	<p>The school participates in the annual SHEU survey. The use of school and locality data by SLT is integral to planning health improvement activities.</p> <p>The outcomes of these activities can be shown to directly impact on school and local health priorities.</p>

<p>Behaviour and Safety</p>	<p>The behaviour system is not understood or implemented by the whole-school community.</p> <p>Strategies for preventing and tackling all types of bullying tend to be reactive.</p> <p>Feedback from pupils and parents regarding how the school deals with bullying are often negative.</p> <p>Pupils do not understand the unacceptability of sexist, homophobic, trans phobic and disablist language or behaviour.</p>	<p>The school has a positive behaviour system that is used consistently across the school.</p> <p>Strategies for preventing and tackling all types of bullying are included within the PSHE education curriculum.</p> <p>The school is generally judged by pupils and parents to deal with incidents promptly and effectively.</p> <p>Pupils understand the unacceptability of sexist, homophobic, trans phobic and disablist language or behaviour.</p>	<p>The positive behaviour system is regularly monitored and feedback from staff and pupils is used to ensure good practice is maintained.</p> <p>Strategies for preventing and tackling all types of bullying are a key part of PSHEe education and embedded across the curriculum.</p> <p>Instances of bullying are rare. The school swiftly and successfully, addresses any incidents of bullying that do occur gaining the full confidence of pupils, parents and carers</p> <p>Pupils understand the unacceptability of sexist, homophobic, trans phobic and disablist language or behaviour. All school staff understand the need to challenge and have the confidence and skills to do so.</p>	<p>Data generated through the positive behaviour system and anti-bullying logs directly informs a dynamic approach to behaviour management.</p> <p>There is clear evidence of the impact of PSHE education on preventing and tackling all types of bullying as a part of a whole school approach.</p> <p>Instances of bullying are extremely rare. Pupils are acutely aware of different forms of bullying that may occur and actively try to prevent it from occurring. The school has a pro-active and highly effective approach to identifying and tackling bullying.</p> <p>The whole school proactively challenges the unacceptability of sexist, homophobic, trans phobic and disablist language or behaviour.</p>
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	<p>No or little opportunity of E-Safety training is offered to staff and parents.</p> <p>There are limited or no opportunities for pupils to develop knowledge on how to keep safe both physically and emotionally in the following areas:          Safety in the environment          Relationships          Safety online including social media, responsible use of ICT and mobile phones</p>	<p>Some members of staff have received e-safety training. Parents are offered the opportunity to attend e-safety training.</p> <p>The curriculum provides opportunities for pupils to develop knowledge on how to keep safe both physically and emotionally in the following areas:          Safety in the environment          Relationships          Safety online including social media, responsible use of ICT and mobile phones</p>	<p>Key members of staff receive e-safety training          Many parents attend e-safety training sessions. Updated information is cascaded through regular communication channels.</p> <p>There is evidence that the curriculum provides opportunities for pupils to develop knowledge on how to keep safe both physically and emotionally and are able to apply this knowledge in the following areas:          Safety in the environment          Relationships          Safety online including social media, responsible use of ICT and mobile phones.</p>	<p>All staff receive regular e-safety training and updates and there is evidence that this is applied. Parents are proactively recruited to attend e-safety training sessions and updated information is cascaded through regular communication channels.</p> <p>There are clear cross curricular opportunities for pupils to develop knowledge on how to keep safe both physically and emotionally and data reflects that this learning has been applied.</p>
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SECTION 2	Inadequate	Satisfactory	Good	Outstanding
<b>Policy development</b>				
<b>Policies</b>	<p>Relevant policies, consistent with the schools overall aims and objectives may be in place, but there is no clear commitment to health and wellbeing and little or no reference to the healthy school.</p> <p>Little or no consultation takes place in policy reviews</p>	<p>A clear commitment to promoting the physical and emotional health and wellbeing of all pupils is reflected in relevant policies, such as those for behaviour, anti-bullying, confidentiality, PSHE education/ SRE/ Drugs, food in school and physical activity.</p> <p>All these policies are reviewed systematically and reflect current guidance.</p> <p>There is a commitment to consulting with pupils and parents/carers that is clearly reflected in most policies but not yet all policies. There are examples of how the school has actively engaged with all pupils and parents/carers.</p>	<p>There is strong and consistent emphasis on promoting the health and wellbeing of pupils in relevant policies, such as those for behaviour/anti-bullying, confidentiality, PSHE education/ SRE/ Drugs, food in school and physical activity.</p> <p>All these policies are reviewed systematically and reflect current guidance.</p> <p>There is clear involvement of the pupils, parents/carers, governors and other stakeholders in formulating all relevant policies.</p> <p>The impact of policies is monitored to inform future review and current practice.</p>	<p>There is not only strong and consistent emphasis on promoting the health and wellbeing of pupils in all policies, but a clear recognition that it is central to the aims of the school and reflected in a healthy school ethos.</p> <p>All these policies are reviewed systematically and reflect current guidance.</p> <p>There is evidence that the involvement of the pupils, parents/carers, staff and the governing body have influenced school policies. Policies are monitored, evaluated and updated by the relevant staff to ensure best practice fits with current guidance.</p> <p>Whole school policies in place for children and young people in challenging circumstances, including young carers.</p>

SECTION 3	Inadequate	Satisfactory	Good	Outstanding
<b>Learning and Teaching, curriculum planning and resourcing</b>				
<b>PSHEe</b>				
Strategic support for PSHE education across the school	The headteacher and governing body have a basic understanding of PSHE education. Support from SLT and the Governing body is limited.	The headteacher and governing body have an emerging understanding of the importance and value of PSHE education. The headteacher has active support from the named governor for PSHE education.	The headteacher and governing body have a thorough understanding of PSHE education and the need to involve all stakeholders in the community, including students, in its planning and teaching.	The headteacher and governing body are proactive in supporting the leadership group, involving all stakeholders, and have high expectation for the impact of PSHE education on school improvement. Systems are in place to measure this impact.
Planning and delivery of PSHEe	There is no scheme of work or, where this does exist, it lacks detail, progression and sufficient reference to issues of work-related learning, enterprise, financial capability, EHWB, SRE, Drug education, including eg. tobacco and alcohol illegal highs	There is a planned, age appropriate, spiral scheme of work for PSHE education including Sex and Relationships Education (SRE), drug education, including tobacco and alcohol, illegal highs, EHWB, staying safe, risk behaviours, internet safety etc with emerging progression and continuity within schemes of work across the whole school.	The PSHE education scheme of work is planned as part of a whole school approach. The programme offers opportunities for students to share and extend prior learning. The scheme of work recognises local and universal needs and priorities supported by data. The PSHE education scheme of work has established links within schemes of work across the whole school.	The PSHE education curriculum is skilfully devised through a continuous process of review and improvement involving all stakeholders to meet the range of pupils', local and universal needs and priorities, ensuring continuity and progression in their learning using data to measure impact

Enrichment	Delivery of PSHE education tends to rely on drop down days. The school has a limited range of enrichment activities but these may not be available to all pupils.	All pupils have opportunities to take part in planned enrichment including extra-curricular activities and visits. The school actively involves outside agencies as part of the curriculum.	Planned drop down or themed days take place regularly, eg. Termly (each term) This rich programme is available to all and involves input from outside agencies that have positive/on-going links with the school.	Planned enrichment activities that are well provided and varied are an integral part of the PSHE education programme and their impact measured effectively.
Lesson Planning	Lesson plans have unclear learning objectives and teachers have limited expectations of the range and depth of work expected. Pedagogy is limited, for example with an emphasis on worksheets and limited range of teaching styles	Lessons are well planned with clear objectives and learning outcomes. These include a variety of approaches to teaching which reflect a range of teaching and learning styles.	Lessons are well planned. They reflect the preferred learning styles of students and encourage participation by all pupils. Teachers and learners reflect and adapt plans appropriate to the aims of the lesson.	Lessons are well planned. Teaching and learning approaches are appropriate to the aims of the lesson, reflecting preferred learning styles and ensuring active participation by all pupils. Lesson plans are reviewed and developed accordingly.
Resources	Resources are used to support the teaching of PSHE education but lack focus and challenge.	Resources are appropriate and up to date. They encourage learners to reflect on their own knowledge, skills and understanding	Resources are appropriate and up-to-date. These are selected to meet learners' identified needs and local priorities. These resources encourage the development of knowledge, practical skills and understanding	A range of quality, up to date resources are used which meet identified needs, both local and national priorities. Teachers and students at all levels regularly review and assess the value of the resources that they and their teachers use and the impact of this work.
Emotional Health & Wellbeing	There is an emphasis on knowledge and only a limited opportunity to understand and explore feelings and develop skills.	There is a developing school culture of nurturing emotional competence and critical thinking identified as part of a planned PSHE programme.	There is an established and clear emphasis on developing emotional competence and critical thinking as part of a planned PSHE programme.	There is a strong and clear culture across the school of developing emotional competence and critical thinking – as well as this being a central element of PSHE programme.

Risk Behaviours	<p>Pupils or specific groups report they do not feel safe at school.</p> <p>Many pupils have a limited understanding and ability to respond to risk and do not know where to go to get help.</p>	<p>Pupils report they generally feel safe at school.</p> <p>Most pupils understand and are able to respond to risk e.g. risks associated with extremism, new technology, substance misuse and relationships. They are aware of different forms of bullying and how to prevent them. Students know how they can access support if needed but this support tends to be 'adult led'.</p>	<p>Pupils report they feel safe at school.</p> <p>Pupils clearly understand what constitutes unsafe and risky situations and know how to keep themselves safe. They are aware of different forms of bullying and how to prevent them. Students know how they can access support if needed and have a range of support options e.g. adults and peer.</p>	<p>All groups of pupils report they feel safe at school at all times.</p> <p>Pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. They are aware of different forms of bullying and how to prevent them. Students feel supported by adults and peers.</p>
Coordination of PSHE Education	<p>There is no PSHE education coordinator or if in post, has few skills, lacks knowledge and understanding, and makes minimal impact. The PSHE education coordinator has no status and no 'voice' on the senior leadership team.</p>	<p>The PSHE education coordinator has received some training, has developed a core of provision, and is supporting those teaching PSHE education. The coordinator has clear and regular communication with the school's senior leadership team.</p>	<p>There is a committed, skilled and trained PSHE education coordinator with good subject knowledge that undertakes personal and professional development.</p>	<p>The PSHE education coordinator is highly skilled with a recognized PSHE education qualification.</p>
16+	<p>The coordinator has little or no understanding of the PSHE education provision offered by partner schools. There is no contact or relationship with local employers (secondary)</p>	<p>There is a broad awareness of the PSHE education provision offered by partner schools There is a developing relationship with local employers. (secondary)</p>	<p>The coordinator leads a whole school planned approach building on the PSHE education provision provided by partner schools There is a good relationship with local employers and use if made of the opportunities offered by local employers to enrich the</p>	<p>The coordinator has a strong working relationship with PSHE education coordinators in partner primary schools and post 16 providers. There is a good relationship with local employers and use is made of the opportunities offered by local employers to enrich the</p>

			school's provision for CEIAG and work related learning. (secondary)	schools entire PSHE education provision.
16+ Provision	The coordinator has little or no understanding of the PSHE education provision offered by partner schools. There is no contact or relationship with local employers (secondary)	There is a broad awareness of the PSHE education provision offered by partner schools There is a developing relationship with local employers. (secondary)	The coordinator leads a whole school planned approach building on the PSHE education provision provided by partner schools There is a good relationship with local employers and use made of the opportunities offered by local employers to enrich the school's provision for CEIAG and work related learning. (secondary)	The coordinator has a strong working relationship with PSHE education coordinators in partner primary schools and post 16 providers. There is a good relationship with local employers and use is made of the opportunities offered by local employers to enrich the schools entire PSHE education provision.
Assessment, Evaluation and reporting in PSHE Education	PSHE education is not assessed in accordance with the school's assessment policy  Assessment opportunities are ad hoc and often confused with evaluations.  Pupil and/or teacher evaluation do not inform improvement planning in PSHE education.	There is a whole-school approach to assessment, monitoring and evaluation and recording which is adopted in PSHE education.  The PSHE education programme has planned opportunities for assessment, both for and of learning.  Pupil and teacher evaluations are used to inform a process of improving PSHE education and some evidence exists of	Assessment, monitoring and evaluation for, and of, learning is well established in PSHE education in line with the whole school policy.  Planned opportunities for assessment ensure high levels of continuity and progression. Pupils are clear about their progress and understand the next steps in their learning.  Evaluation outcomes in PSHE education influences school improvement and the school's improvement plan.	Assessment, monitoring and evaluation for, and of, learning is embedded in PSHE education and identifies further needs and priorities for planning future work.  Planned assessment opportunities are used very effectively to ensure continuity and that pupils make good progress in PSHE education.  Pupils and teachers are actively involved in an on-going process of evaluation, improvement and development of PSHE

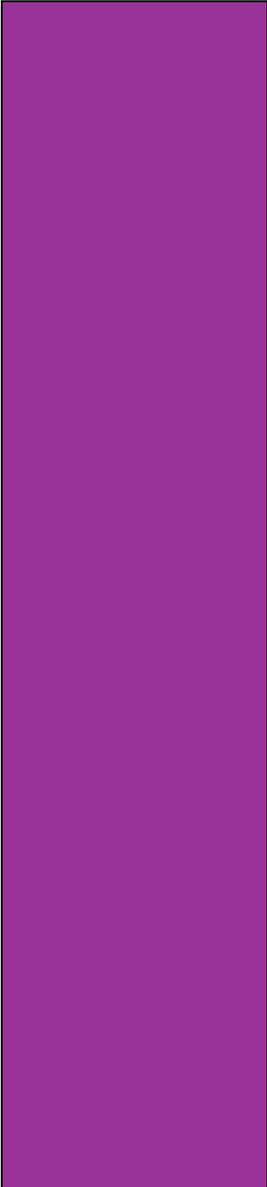
		learners being informed about their progress and ways to improve.		education. Students are involved in reflecting on their own progress.
Reporting to Parents	PSHE education is not included in reports to parents.	Teachers report progress against the end of Key Stage statements or an alternative framework. There are comments about learning in PSHE education in annual reports.	Good reporting arrangements ensure parents/carers are fully informed of pupils' progress and attainment in PSHE education. Regular pupil and teacher evaluations are consistently used to inform a process of improving and developing PSHE education. Students are provided with detailed feedback both orally and through written assessment and know what they need to do to sustain progress.	Through the reporting cycle pupils, staff and parents/carers work together to review progress and identify priorities for future learning and teaching. Reports to parents and carers clearly detail how students have made progress towards the end of the key stage statements or an alternative framework.
The duty to promote wellbeing	There is no clear planning or policy for addressing aspects of the duty to promote wellbeing within PSHE education.	The school is exploring ways it can address wellbeing and is considering how the PSHE education curriculum can be used to support this and how to measure the impact of what it provides.	All PSHE education teachers are aware of the principle tenets of the duty to promote wellbeing and these are implemented in their approaches to the delivery of PSHE education and in activities in and beyond the school. There is an overall strategy for the promotion of wellbeing driven by national and local data, and PSHE education is a significant contributor to this strategy	Wellbeing guidance is central to all the school does and embedded in the school aims and ethos. The PSHE education policy, schemes of work and lessons cross reference the wellbeing guidance. In addition to rigorous pupil and parental perception surveys and involvement in the SHEU surveys for KS2, 3 & 4, assessment in PSHE education makes a direct contribution to the school's data on promoting students' wellbeing. The data

			within the formally taught curriculum.	obtained by the school directly informs review and next step planning for PSHE education.
	<p>There is little understanding of how development as a healthy school or the promotion of health and wellbeing contributes to school aims and the raising of achievement.</p> <p>The school has some understanding of the CPD requirements to enable staff to promote health and wellbeing in the classroom.</p> <p>Students are not involved in health promoting activities.</p>	<p>The roles of staff responsible for coordinating health and wellbeing developments clearly link with school improvement.</p> <p>The school recognises the CPD requirements in relation to health and wellbeing and allocates some resource to address these requirements.</p> <p>Students are involved in health promoting activities but are not accredited or participating in the Youth Health Champions (YHC) programme or other accredited scheme.</p>	<p>The work of the school's HWDG is recognised by SLT and governors as essential for promoting the health and wellbeing of the school community, meeting school aims and raising pupil achievement.</p> <p>All staff members recognise their role and responsibility in the development as a healthy school and the inextricable links with school improvement.</p> <p>The school's CPD programme reflects the needs of staff to promote health and wellbeing in the classroom.</p> <p>The school participates in the YHC, with trained students delivering campaigns within the school.</p>	<p>The school fully engages with pupils, staff, parents and the wider community as part of its school review cycle in the promotion of positive behaviour and health and wellbeing.</p> <p>Healthy schools is central to the school ethos and culture and is recognised by all staff as fundamental for learning</p> <p>The school's CPD programme proactively addresses existing and emerging staff training needs in order to effectively promote health and wellbeing in the classroom.</p> <p>The school has an established YHC programme with trained students delivering campaigns within their school plus feeder or local primary schools.</p>

## Emotional Health and Wellbeing

	There are limited identified opportunities within the curriculum to talk about and explore feelings and develop emotional competence.	The curriculum clearly identifies opportunities for pupils to understand and explore feelings, build self-esteem and resilience and develop emotional competence e.g. through circle time and PSHE education.	There are well developed curriculum opportunities for pupils to understand and explore feelings, build self-esteem and resilience and develop emotional competence in PSHE education and across the curriculum.	Emotional literacy and competence is a central feature both through PSHE education and across the curriculum
	Strategies used to promote the EHWB of pupils are limited	A range of appropriate strategies and resources e.g. Health for Life, SEBS or SEAL, pupils' literature etc are used to promote the EHWB of pupils.	Strategies such as circle time, class councils, peer support, are used effectively to promote the EHWB of all pupils and meet specific needs.	Strategies are used very effectively to work with pupils, staff, parents/carers and other members of the school community to promote the EHWB of all pupils and to meet specific needs.
	There is a limited range of emotional wellbeing topics delivered within the curriculum	There is a range of emotional wellbeing topics delivered in the curriculum which meet the needs of the pupils.	A variety of wellbeing topics e.g. conflict resolution, anxiety, positive relationships are included within the curriculum and evaluated for impact	There is a planned programme of emotional wellbeing topics included in the curriculum which are monitored and evaluated for impact.
	The school has no planned approach for identifying pupils at risk of experiencing challenging circumstances.	There is a named person responsible for coordinating support for vulnerable pupils. Vulnerable pupils have individual support plans.	The named person responsible for coordinating support for vulnerable pupils ensures other relevant staff are informed.	Strategies for targeting vulnerable pupils are at the heart of the school's equalities work and its aspirations are understood and acted on consistently at all levels.

	The school uses relevant interventions for targeted pupils e.g. nurture groups	The school uses a range of interventions for targeted pupils and measures the impact on the pupil's wellbeing	The school uses targeted interventions, monitors the impact and encourages all staff to adopt effective strategies	Any targeted interventions/strategies are embedded across the school to ensure targeted pupils are consistently supported.
	The school has some understanding of the CPD requirements to enable staff to support health and wellbeing in the classroom.	The school recognises the CPD requirements in relation to supporting health and wellbeing needs and allocates some resource to address these requirements.	The school's CPD programme reflects the needs of staff to support health and wellbeing in the classroom. Staff members supporting vulnerable pupils have access to supervision	The school's CPD programme proactively addresses existing and emerging staff training needs in order to effectively support health and wellbeing in the classroom. All staff are able to access planned supervision.
	The school has some mechanisms to celebrate achievement in school.	The school recognises how celebrating success is an integral part of the behaviour system. It promotes a sense of community within the school and actively encourages high achievement. The school has regular celebration opportunities where pupils share their achievements in and beyond school, both academic and non-academic.	Celebrating success is an integral part of the behaviour system. It promotes a sense of community within and beyond the school and actively encourages high achievement. The school communicates these successes, both academic and non-academic, to parents/carers and other stakeholders on a regular basis.	A culture of high attainment is embedded throughout the school and its systems. Pupil achievements, both academic and non-academic, within and beyond the school, are recognised and communicated to all stakeholders
<b>Young Carers</b>	The school has no planned approach for identifying and supporting young carers.	The School acknowledges the importance of supporting young carers. Awareness raising provided for staff and pupils. Identification and Awareness of a pupil being a young carer through enrolment	Acknowledgement and understanding of the importance of supporting young carers (Reflected in principal school documents). Assign a school lead for young carers. Awareness training for staff	Whole school policies in place for children and young people in challenging circumstances, including young carers. Training and Awareness for Governors and Senior Leadership Team.

		<p>information, parents, self-identification, or other indicators.</p> <p>Awareness of referral paths.</p> <p>Regular review of attendance and attainment and implement support</p> <p>School starts working towards The Young Carers in School Award (Carers Trust)</p>	<p>Develop an understanding of the issues young carers face through PSHE education and SEAL programmes.</p> <p>Identification and Awareness of a pupil being a young carer through enrolment information, parents, self-identification, or other indicators</p> <p>Set up and implement effective referral systems.</p> <p>Regular review of attendance and attainment and implement support. Practical and pastoral support for young carers and their families (including effective communication systems) - Personalised plan; Homework/exam support; Telephone access; Staff to talk to/Counselling; Young Carer Card; Emergency or crisis plan.</p> <p>Support with transition to secondary school/college/university.</p>	<p>Acknowledgement and understanding of the importance of supporting young carers (Reflected in principal school documents).</p> <p>Assign school and leadership leads for young carers.</p> <p>Agree a network of school staff to support the school lead for young carers.</p> <p>Awareness training for all staff</p> <p>Young carers' issues embedded into wider curriculum and school plans.</p> <p>Develop an understanding of the issues young carers face through PSHE education and SEAL programmes.</p> <p>Identification and Awareness of a pupil being a young carer through enrolment information, parents, self-identification, or other indicators</p> <p>Set up and implement effective referral systems.</p> <p>Regular review of attendance and attainment and implement support. Practical and pastoral support for young carers and their families (including effective communication systems) - Personalised plan,</p>

				<p>mentoring and personal tutoring; Homework/exam support; Transport support; Telephone access; Staff to talk to/Counselling; Young Carer Card; Emergency or crisis plan. Support with transition to secondary school/college/university. School achieves The Young Carers in School Gold Award (Carers Trust).</p>
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<p><b>Staff Wellbeing</b></p>	<p>Work to promote staff wellbeing is limited.</p> <p>The school shows little consideration regarding work life balance.</p>	<p>The school consults with staff to identify wellbeing issues and has some strategies in place to address those issues.</p> <p>The school actively promotes work life balance for all staff.</p>	<p>There is a planned programme, based on the needs of staff, to support wellbeing.</p> <p>The school monitors work life balance for all staff.</p>	<p>All members of staff confirm that the school recognises the importance of staff wellbeing and provides universal and targeted support to ensure staff wellbeing is maintained.</p> <p>The school leadership team model and monitor work life balance</p>
<p><b>Physical Activity</b></p>				
	<p>The PE curriculum does not ensure pupils' entitlement to the subject and does not secure continuity in their learning.</p> <p>The majority of pupils do not have access to two hours high quality PE, including swimming.</p> <p>There is little by way of enrichment activity in the subject.</p>	<p>The curriculum meets pupils' broad and balanced entitlement in PE and any statutory requirements that apply. It provides for a range of pupils' needs and ensures satisfactory progress.</p> <p>All pupils have access to, and most pupils participate in, at least two hours high quality PE within or beyond the curriculum each week.</p> <p>Many pupils access an additional hour or more of school sport each week.</p>	<p>The curriculum is broad, balanced and well informed by current initiatives in PE. It is designed to match a range of pupils' needs and ensure effective continuity and progression.</p> <p>Almost all pupils participate in at least two hours of high quality PE in the curriculum each week, including swimming in primary schools.</p> <p>The majority of pupils take up the opportunity of at least one additional hour of school sport each week.</p>	<p>An imaginative and stimulating PE curriculum skilfully designed to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning.</p> <p>All pupils participate in at least two hours high quality PE in the curriculum each week, including swimming in primary schools.</p> <p>The vast majority of pupils take up the opportunity of at least one additional hour of school sport each week.</p>

	Teachers and/or external sports coaches have limited subject expertise. They do not have the resources or teaching strategies to engage all pupils in learning.	Teachers and external sports coaches have a confident level of specialist expertise which is used in their planning and teaching to engage pupils in learning.	Teachers and external sports coaches have a confident level of specialist expertise which enthuses and challenges all pupils and is used well in planning and teaching.	Teachers and external sports coaches have a high level of confidence and expertise in their specialist knowledge of a range of activities and their understanding of effective learning.
	External sports coaches receive limited induction re school policies e.g. safeguarding only	External sports coaches receive induction regarding relevant school policies e.g. Safeguarding, confidentiality, behaviour	External sports coaches receive regular updates regarding school policy and relevant pupil information	External sports coaches are considered an integral part of the school staff and adhere to school practices and policies
	<p>There is limited awareness of pupils and staff about extra-curricular opportunities to promote physical activity, e.g. walking or cycling to school, lunchtime games, clubs, etc.</p> <p>Insufficient inclusive extra-curricular activities are provided to meet the needs of pupils.</p> <p>The school promote links with local clubs but there are no planned procedures for monitoring and celebrating pupil participation</p>	<p>Pupils and staff are aware of, and encouraged to participate in, extra- curricular physical activity e.g. walking or cycling to school, lunchtime games, clubs, etc.</p> <p>The school clearly promotes a range of inclusive activities to meet the varied needs of pupils, e.g. individual and team games, school clubs and local partnerships.</p> <p>Links with local clubs are actively promoted. Procedures are in place for monitoring and celebrating pupil participation</p>	<p>A clear whole school strategy to promote physical activity. The school provides a broad range of inclusive extra-curricular activities that are well attended by pupils.</p> <p>Provision is informed through shared expertise with neighbouring schools and existing partnerships.</p> <p>Links with local clubs are actively promoted. Procedures are in place for monitoring and celebrating pupil participation.</p>	<p>Comprehensive whole school strategy to promote physical activity. The school provides a very broad range of inclusive extra-curricular activities that are very well attended by pupils.</p> <p>The school shares its expertise with neighbouring schools and through existing partnerships.</p> <p>Links with local clubs are actively promoted. Procedures are in place for monitoring and celebrating pupil participation.</p>

Monitoring and evaluating access to Physical Activity	There is little or no consultation on provision for physical activity at the school.	Pupils say they are consulted about what types of physical activities they would like to be offered.	A whole-school approach to physical activity includes regular reviews to ensure pupil needs are met.	A whole-school approach which monitors and reviews all physical activity accessed both within and beyond the curriculum.
	There is little or no monitoring of participation levels.	Barriers to participation are monitored and strategies to overcome them are in place for targeted groups, e.g. disaffected pupils.	Success in overcoming barriers ensures that almost all pupils enjoy more than 2 hours of high quality physical activity each week. Data is used to inform practice.	Success in overcoming barriers ensures that all pupils enjoy more than 2 hours of high quality physical activity each week. Data is used to ensure best practice is in place.

## Food and Nutrition

	Cooking and nutrition education in school does not meet the requirements of the revised national curriculum.	Cooking and nutrition education in school meets the requirements of the revised national curriculum.	Cooking and nutrition education in school exceeds the requirements of the revised national curriculum.	Cooking and nutrition education in school is well established and exceeds the requirements of the revised national curriculum.
	There is little or no commitment to a whole school approach to promoting healthy eating.	Age appropriate opportunities to learn about food, balanced diet and practical skills are clearly identified in policy and plans e.g. food in school policy, food technology, PSHE education, cooking and growing clubs etc. The	The whole school approach provides a broad range of opportunities within and outside the curriculum to learn about food and healthy eating (including the social and emotional aspects such as food and body image and, role of	The whole school approach provides a broad range of opportunities within and outside the curriculum to learn about all food and healthy eating (including the social and emotional aspects such as food and body image and, role of

	<p>Pupils have a limited understanding of healthy eating and a balanced diet.</p>	<p>curriculum takes account of the social and emotional factors that affect healthy eating, e.g. food and body image, role of the media, etc.</p> <p>Pupils have an emerging understanding of healthy eating which seems to be reflected in the food choices they make.</p>	<p>the media), develop practical skills and make healthy choices, e.g. cooking clubs, links with school meals, growing clubs, family events, etc. (Possible link with Food for Life Partnership).</p> <p>Strategies are in place to assess understanding and monitor choices that indicate a link between the work on food and healthy eating and the food choices pupils make.</p>	<p>the media), develop practical skills and make healthy choices. It includes a strong focus on families e.g. parent/carer/child cooking classes etc. (Link with Food for Life Partnership).</p> <p>Robust assessment and evaluation indicates a direct connection between the work on food and healthy eating and the food choices pupils make throughout the day.</p>
<p>Food in School</p>	<p>There is no whole school food policy in place.</p> <p>Limited information is provided to support parents/carers with healthy eating advice.</p> <p>Food in school may meet statutory requirements, but monitoring of nutrients and menus is not robust.</p>	<p>The school has a regularly reviewed food policy that includes breakfast clubs, and food brought in e.g. snacks and packed lunches.</p> <p>Healthy eating information is frequently provided for parents/carers eg healthy tuck and packed lunch suggestions.</p> <p>All food in school meets statutory requirements and is in line with school food policy.</p>	<p>The school has a regularly reviewed food policy agreed by stakeholders that includes food brought in e.g. snacks and packed lunches.</p> <p>A variety of information is regularly offered to parents/carers to support healthy eating e.g. cookery clubs, taster sessions</p> <p>Food in school meets or exceeds statutory requirements.</p>	<p>The school food policy is accepted and supported by all stakeholders. This includes food brought in e.g. snacks and packed lunches.</p> <p>There is a planned programme of opportunities to provide healthy eating advice to parents/carers.</p> <p>Food in school meets or exceeds statutory requirements and is provided in a variety of social settings that promote healthy eating</p>

	<p>There is little or no commitment to a whole school approach to the monitoring of nutrients and menus.</p> <p>There is limited consultation with pupils and parents on menus.</p> <p>There are no systems in place to ensure school food meets the requirement of all children.</p>	<p>The school has a system in place for regular monitoring of nutrients and menus.</p> <p>Data from consultation with pupils and parents has been used to influence menus and food choices and promote the uptake of school meals including FSM and healthy choices.</p> <p>School food meets the needs of all children including those with specific dietary needs.</p>	<p>As a result of regular monitoring the school can demonstrate that menus are adapted to meet nutritional standards.</p> <p>Pupils, staff, parents and governors are involved in food policy development and pupils are able to discuss food provision on a regular basis. This is reflected in the uptake of school meals and healthy choices.</p> <p>The school proactively consults and monitors the needs of families for children with specific dietary needs e.g. medical, cultural.</p>	<p>and include the whole school community.</p> <p>Robust monitoring of food provision clearly indicates that all standards for nutrition and menus are fully maintained.</p> <p>Pupils see themselves as ambassadors for healthy food when speaking to others. Menus are amended in response to feedback.</p> <p>Families report that the school fully meets their child's dietary need and it is regularly reviewed.</p>
<p><b>Eating Environment</b></p>	<p>There is little or no emphasis on creating a physical and social environment that promotes healthy eating or the uptake of school meals.</p> <p>There has been little consultation regarding the lunchtime experience.</p>	<p>A commitment to ensuring the physical and social environment promotes healthy eating is reflected in policy and plans.</p> <p>The school has worked with pupils to develop a healthy and welcoming approach to dining,</p>	<p>The creation of a positive physical and social eating environment is very clearly part of a whole approach to promoting healthy eating.</p> <p>Pupils and staff (including MDAs) are involved in creating a positive dining experience,</p>	<p>Well-developed whole school systems ensure the physical and social environment offers a positive eating experience and reinforces healthy lifestyles.</p> <p>All stakeholders are actively involved in monitoring, evaluating and further</p>

	<p>The lunchtime experience is not enjoyable for pupils and/or staff.</p>	<p>e.g. displays, social dining, labelling, water, cleanliness, dining code etc.</p> <p>Pupils enjoy eating in the dining room. Staff members feel it makes a positive contribution to the dining experience and has helped to maintain or increase the uptake of school meals.</p>	<p>e.g. china plates, staff and pupils eating together, appropriate noise levels etc.</p> <p>There is active involvement of MDAs in promoting positive behaviour which has contributed significantly to the dining experience and the uptake of school meals.</p>	<p>developing the school dining experience.</p> <p>All stakeholders confirm that the lunch time experience is positive, enjoyable and clearly reflects the whole school behaviour policy and culture.</p>
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SECTION 4	Inadequate	Satisfactory	Good	Outstanding
<b>Giving children and young people a voice</b>				
	<p>Pupils have little encouragement to share their views on areas of school life. Opportunities tend to be arbitrary and/or tokenistic.</p> <p>There are few opportunities for pupils to participate in decision making at any level, either in Citizenship/PSHEE lessons or in the broader life of the school.</p> <p>The school council is poorly developed, unrepresentative and generates limited genuine pupil voice.</p> <p>There are no systems to ensure that pupil voice contributes to the decision making process in school</p>	<p>A range of strategies are used to ensure the views of all pupils are reflected across all areas of school life, e.g. questionnaires, class and school council, working groups</p> <p>Opportunities are provided for pupils to contribute, take on responsibility and participate in decision making both in PSHEE/Citizenship and the broader life of the school</p> <p>The school council is representative of the pupil body and offers real opportunities to take on responsibility and participate in decision making.</p> <p>Systems are in place to ensure pupil voice contributes to the decision making process, e.g. through the HWDG, by reporting to the governing body, etc.</p>	<p>There is a very clear emphasis on the value of pupil voice, not only seeking their views, but encouraging them to consider how they can effectively take action on their concerns.</p> <p>There is a well-coordinated policy enabling pupils to contribute, take on responsibility and participate in decision making across and beyond the school.</p> <p>In addition to effective school/class councils, pupils use the skills they've developed to lead activities for their peers, e.g. clubs, play leaders, etc.</p> <p>There are good examples of the part that pupils play in planning activities that promote health and wellbeing.</p>	<p>Pupil participation is seen as central to school improvement. Staff members are comfortable with pupils evaluating lessons and schemes of work.</p> <p>Pupils and teachers work together with other adults. The school aspires to be a democratic school. Pupils take responsibility for activities in the school and community.</p> <p>School/class councils and other elected pupil groups play a key role across the school, e.g. input into policy development, appointments, etc.</p> <p>Pupils often help lead workshops for staff and peers on specific aspects e.g. healthy eating, and sit as associate governors on the school governing body.</p>

Pupil Voice and the Community	There are few formal links between the school council and its local community. Any such links are unplanned.	The school council has positive links with its local community. Decisions the school council take extend beyond the school.  Community members participate in classroom activities which are evaluated by pupils.	The school council works effectively with a range of community partners.  Pupils have regular opportunities to work with partner groups to improve health and wellbeing outcomes.	The school sees itself as integral to the local community. It uses its highly effective pupil voice to develop its role in the community.  Links with schools and communities from across the globe are established and impact on many aspects of school life. Pupils are directly involved, and often lead in planning, devising and executing partnership work.
	There is little or no attempt to involve those pupils who are less vocal and visible.	A variety of strategies are used for consulting with and engaging pupils who are less vocal and visible.	Strategies for consulting and engaging all pupils, including those who are less vocal and visible, are well developed.	All pupils identified are actively encouraged and supported to have a voice.

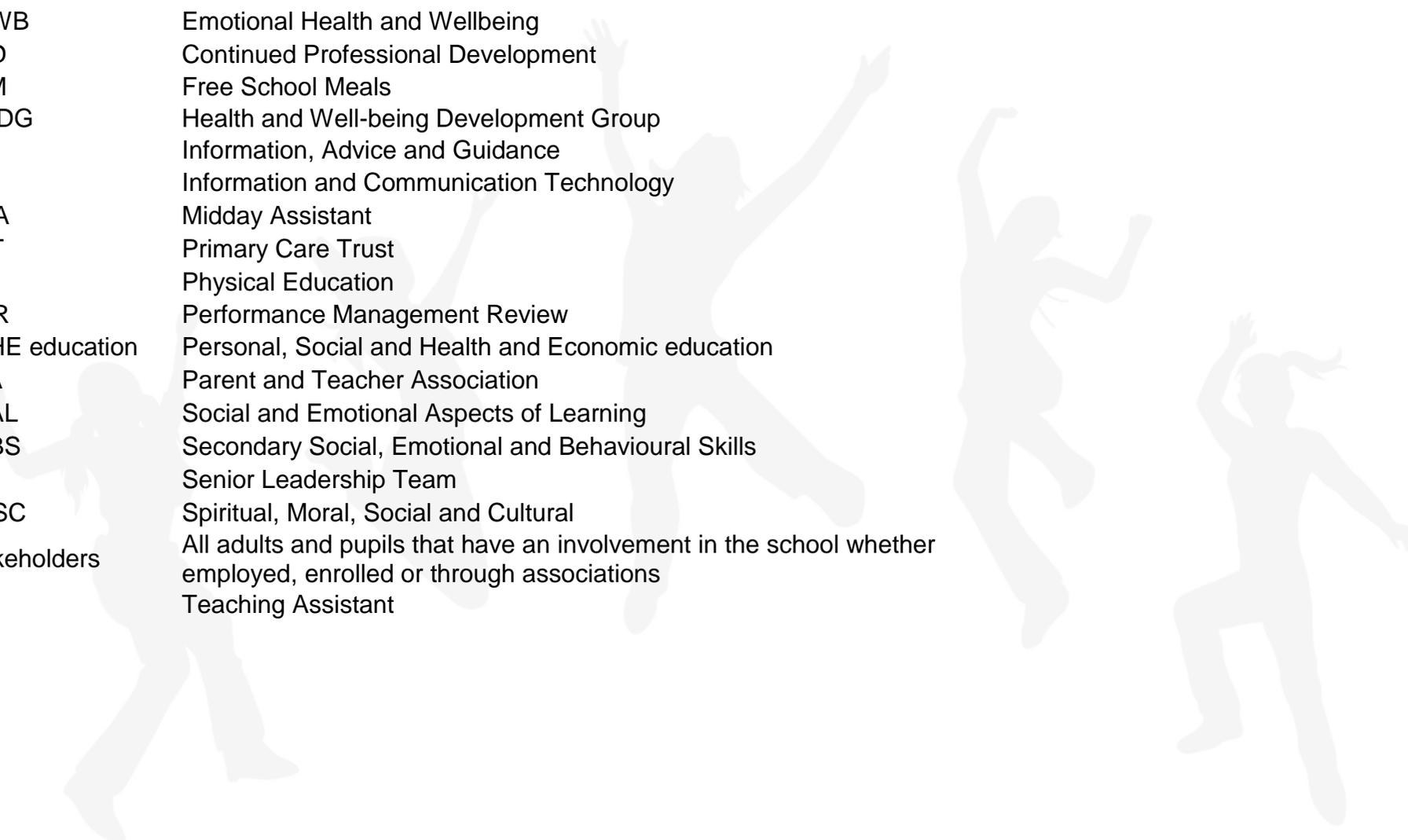
SECTION 5	Inadequate	Satisfactory	Good	Outstanding
<b>Partnerships and Support Services</b>				
Partnerships with External Agencies	<p>The school engages with some support agencies but in an ad hoc fashion.</p> <p>The school does not actively engage with specialist services unless for reasons of safeguarding.</p>	<p>The school works with a variety of local agencies to support pupils and families with specific health and wellbeing needs as well as promoting healthy lifestyles.</p> <p>The school has a referral system for all stakeholders to enable access to specialist services as required.</p>	<p>The school works with a wide variety of appropriate professional support agencies to deliver universal and targeted support for pupils and families.</p> <p>Access for all stakeholders to specialist services is through a well-defined and accessible referral system.</p>	<p>The school works with families, pupils and a wide range of professional agencies to sustain the development and wellbeing of all pupils , including those in challenging circumstances and is deeply embedded at all levels.</p> <p>Access for all stakeholders to specialist services is through an established and robustly monitored referral system.</p>
		<p>The school policy on confidentiality is known and adhered to by all stakeholders including external visitors.</p>		
Working in Partnership to meet the needs of whole school community	<p>Limited use is made of external providers.</p>	<p>Professionals from appropriate external agencies are used as a resource to support health and wellbeing.</p>	<p>The involvement of professionals from appropriate external agencies is directed by a thorough needs analysis and used in a universal and targeted approach to</p>	<p>Work with external agencies is embedded in to school policy and applied consistently.</p>

	<p>There is no evidence of collaborative planning and evaluation.</p>	<p>There is some evidence that teachers and external agencies work together to plan and evaluate.</p>	<p>support health and wellbeing.</p> <p>Guidance is provided for working in partnership with external agencies. The impact of their work is properly assessed and evaluated.</p>	<p>External agencies work in partnership with the school to promote health and wellbeing both universally and to support targeted groups. The outcome of work directly informs next step planning for universal and targeted activities.</p>
<p>Services for Parents</p>	<p>The school has no clear mechanisms for signposting parents/carers to external agencies.</p> <p>The school does not provide a planned service to meet the needs of parents/carers and their families.</p>	<p>The school signposts parents/carers to external agencies when required.</p> <p>There is a planned programme for parents/carers to support the health and wellbeing of all pupils, e.g. SRE meeting/workshops for parents/carers workshop on packed lunches invite to school meals induction programme</p>	<p>The school has clear mechanisms for signposting parents/carers to both in-school and external support.</p> <p>There is a planned programme of support, based on appropriate consultation, to meet the needs of parents/carers in supporting the health and wellbeing of all pupils.</p>	<p>The school provides detailed and accessible information, advice and guidance to signpost parents/carers to in-school and external support.</p> <p>The school provides a comprehensive programme of support for parents/carers based on a thorough understanding of its local context.</p>

<p>Parent/Carer Voice and Health and Wellbeing</p>	<p>There are limited opportunities to enable parents/carers to give their views on how the school is supporting the health and wellbeing of their children and young people.</p>	<p>There are mechanisms for engaging with parents/carers to inform health and wellbeing and school improvement, e.g. through consultation via parents' forum, parental perception surveys etc. These mechanisms help inform action, planning and evaluation of progress against the priorities the school has identified.</p>	<p>Mechanisms for actively engaging with parents/carers to inform health, wellbeing and school improvement are used consistently to plan and evaluate progress against school and community priorities.</p>	<p>Parent/carers voice related to health and wellbeing is embedded in a culture of school improvement. The school actively seeks ways to engage with hard to reach groups and the outcomes of all consultations directly inform impact analysis and next step planning</p>
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**Key:**



EHWB	Emotional Health and Wellbeing
CPD	Continued Professional Development
FSM	Free School Meals
HWDG	Health and Well-being Development Group
IAG	Information, Advice and Guidance
ICT	Information and Communication Technology
MDA	Midday Assistant
PCT	Primary Care Trust
PE	Physical Education
PMR	Performance Management Review
PSHE education	Personal, Social and Health and Economic education
PTA	Parent and Teacher Association
SEAL	Social and Emotional Aspects of Learning
SEBS	Secondary Social, Emotional and Behavioural Skills
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
Stakeholders	All adults and pupils that have an involvement in the school whether employed, enrolled or through associations
TA	Teaching Assistant

Summary Sheet for: \_\_\_\_\_ Date: \_\_\_\_\_

As a school we meet satisfactory or above in all sections of the Essex Benchmarking Tool and therefore maintain Healthy School Status.

Healthy School Coordinator: \_\_\_\_\_

Representatives of H&WB group e.g. parent, governor etc:

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Please indicate below whether you consider your school to be Satisfactory (S), Good (G) or Outstanding (O) in each section.

<b>Section One</b> <b>Leadership, Management and managing change</b>	<b>Section Two</b> <b>Policy development</b>	<b>Section Three</b> <b>Learning &amp; Teaching, curriculum planning and resourcing</b>	<b>Section Four</b> <b>Giving children and young people a voice</b>	<b>Section Five</b> <b>Partnerships and Support Services</b>
As a result of this review we need to revisit the following areas:		We are considering the following health and wellbeing priorities for 'enhancement':	We would be happy to share our good practice in the following areas:	

Signed by  
Headteacher: \_\_\_\_\_

Governor: \_\_\_\_\_

Student: \_\_\_\_\_