

## Section 1 - Your School Ethos and Environment

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### Setting the Context: How the school ethos, environment and leadership create the foundation for wellbeing in the school community.

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1.1 Please tell us a little about your school.

#### Your answer

Ruskin Junior School is a large Junior School with 368 pupils on role. We are a three form entry and we are situated in an area of high deprivation as our acorn data will confirm. Our cohort consist of pupils from a wider demographic because of our pan which is 100 per year group. Our feeder schools pan is 90 per year group leaving a space of 10 which is usually filled by a child whose existing school placement is at risk of failure.

Ruskin also has an Special Resource Provision for children who have a diagnosis of Autism. This also impact on the mainstream element of the school because parents choose to send their children to Ruskin as they know that the level of understanding for a child with ASD or ADHD is met by our experienced staff.

Ruskin works hard to support our children and parent s with their physical and mental well being by providing a variety of in house and external agency support where needed. Our school ethos is built around the 5 R's which are Resilience, Responsibility, Reflectiveness, Resourcefulness and Readiness.

We have close relationships between all external agencies and have just entered into the Family Links Nurture programme for parents with a neighbouring school Colebrook. Our Safeguarding Lead is now a qualified facilitator of the programme.

Our aim is to open the school to the community to provide them with a central base where they can access all information and support regarding their mental and physical health and their social and emotional well being.

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1.2 Do you consider your school to be a 'Healthy

Not started

School'?

i.e. one that recognises links between pupils' health and wellbeing, their attainment and values and the wellbeing of the whole school community.

- Working Towards  
 Good  
 Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

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1.3 Is a commitment to wellbeing mentioned in the school motto, mission statement, school prospectus or within your school website?  Yes  No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

The school mission statement, prospectus and school website all mention well being and emotional well being in particular.

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1.4 Is the wellbeing of pupils and staff explicitly addressed in school practice or activities? Please provide specific examples.

- Not started  
 Working Towards  
 Good  
 Very Good

**Next steps: identify action points to achieve this:**

## **Tell us how: give evidence for how this has been achieved:**

he well being of pupils and staff is paramount and we endeavor to make sure we support this through all aspects of school.

We employ a full time Family Coordinator who has just completed Family Links training and will be facilitating this with the Inclusion Manager from a neighbouring cluster school. The Family coordinator is also our Safeguarding Lead and heads up the Pastoral care aspect of school. We run Nurture sessions {Happy to be me and Tranquility) for our most vulnerable pupils. We also employ external agencies such as TaMHS, Social and emotional mental health out reach team and we facilitate all of the EHR's and TAC meeting for our families. We are an ambassador school for our Young Carers and we have an onsite SRP for children with Autism. For some of our more anxious children we have a small break time club called the Zone where children are encouraged to socialize but in smaller more manageable groups.

Children are encouraged to participate in a school council election once a year and we visit parliament annually so they can see how the Government works and how laws are made. We also nominate children to be Learning Ambassadors and they nominate other children who they have witnessed trying really hard with their learning. We have Jigsaw for our PSHE and we regularly ask the NSPCC, Young Carers, PCSO's, local churches and youth clubs to come into school to do assemblies.

All new staff are given a comprehensive induction programme and this is reviewed regularly during their first 3 months of work. they are all give mentors and we have two go to TA's who are representative of their views. We have a support package called Care First for staff which gives help with counselling, medical and emotional concerns. This is free and every member of staff is entitled to this.

Staff regularly model that they involve themselves in physical activities and community events outside of. school and this is also promoted on the website and via newsletter. Staff eat with the children at lunch time and promote healthy snacks at break by eating them themselves. Children have brain break activities such as Go Noodle and they are also active when doing times tables in class as they do these to music.

1.5 Are you aware of the health needs within the local community, that may affect your pupils?

Do you access any data or background information to help you understand health needs in your school community?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We regularly have access to school nurse updates where she will sign post us to different incentives within the local area. She also joins us for drop in sessions where parents can talk to her directly if they have a concern.

We use the ACORN data to analyse our local and surrounding areas. This gives us information on everything from the cohort of our children to if the parents work, free school meals etc. We know we are an area of high levels of deprivation and there are concerns regarding drugs and alcohol in the community.

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1.6 Does the physical environment contribute to wellbeing?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

The whole school very much supports physical activity from the fully functioning dance studio to the newly refurbished MUGGA and the playground with its climbing apparatus and interactive playground markings. We have sports monitors at break

times who make sure the play equipment is shared out between children. This involves hula hoops, skipping ropes, balance boards etc. The playground is zoned to accommodate the different activities.

We encourage our children to ride their bicycles to school or ride scooters and we provide cycle sheds and scooter sheds. We have a 5 minute walk zone and we have also tried to implement a walking bus but because of the location of the school this proved to be impractical. We are pleased to have our own Forest school and we are currently building a outdoor classroom with allotments and polly tunnel.

The children eat in the hall if they are a main meal and in their classrooms if they are packed lunches. The menu is very balanced and we have our own catering staff on site who prepare the meals daily. The hall is large with tables that sit up to eight children. we have members of the SLT around every lunch time and have 2 members of our MDSA's who clear the hall when the children are finished eating. Teachers will often join the children for lunch and the children enjoy having the teachers eat with them at their table.

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1.7 How fully are the governors involved in wellbeing matters?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

It has been discussed with the Head teacher that we would like to have a governor for Healthy School and we have asked the Safeguarding Governor if she would be willing to take this role on as part of her remit. We are awaiting a response.

**Tell us how: give evidence for how this has been achieved:**

1.8 Do you have a Healthy Schools coordinator?

Yes

No

How much time is allocated to supporting the Healthy Schools programme?

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

The Designated Safeguarding Lead and Family Coordinator has just been given the responsibility(as of April 2016) of Healthy School Coordinator. This is being run in conjunction with the PSHE Coordinator and the Physical Education Coordinator as a whole school approach.

Together the team have looked at all aspects of what we need to be a healthy school and this triangulated approach hits all of those targets.

1.9 Is Healthy Schools work seen as a whole-school activity and does the whole school community support the Healthy Schools coordinator?

Not started

Working Towards

Good

Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

As we have said before the triangulated approach from the Healthy Schools Coordinator. PSHE Coordinator and the PE Coordinator has only just begun but we hopefully have incorporated all aspects required to succeed in the Healthy Schools requirements. Healthy schools is regularly on the agenda for SLT and staff meetings and the classes are supported by their school Councillors who give out house points to children they see with healthy snacks. The school council meet

every two weeks and the healthy schools agenda is discussed regularly . They have suggested ideas for the tuck shop and currently water melon is the star of the show.

1.10 Do you publicise wellbeing and healthy schools widely to the school community?  Yes  No

Explain how you do you this?

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We advertise Healthy schools and healthy life style choices on the website, newsletters and on school notice boards.

## Consultation / Engagement / Involvement

1.13 Are parents, pupils and staff involved in school life through consultations and engagement?  Not started  Working Towards  Good  Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We have a PTA called the Friends of Ruskin who regularly ask parents what their views are regarding things such as school dinners, after school clubs etc.

The school council also conduct surveys with their classes such as school travel survey, favourite school meal, changes to tuck shop, what after school clubs would they like.

Teachers also regularly contribute their views at staff meetings or survey monkey.

1.14 Are parents, pupils and staff signposted to support services appropriate to their needs?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

School nurse provides opportunities for parents to come to drop in sessions as does the PCSO. All parents are invited to attended internet safety training with SWGFL on a yearly basis. Parents are invited to join us to discuss sex education etc through SEAL and PSHE JIGSAW before we deliver to the children. The Family Coordinator works with families and will sign post them to which ever external agency they may need. The school are held in high regard for their work with families using the Early Help Process and Team Around the Child. Information is regularly give to parents via news letters and notice boards about different organisations that offer help etc.

For children we offer TAMHs, Nurture Group, Tanquility, Happy to be Me. We also offer Speech and language service, behaviour support service SEMH Team, EWO, Family Support advisors, Social Services, child protection, educational psychologist, CAMHS,

Staff have access to Care First which offers all kinds of support with health, work, financial etc support.

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## Impact

Once you have completed these questions, please identify an example of the impact of your Healthy Schools work in this area. The 'So what?' question!

### Your impact statement

The impact of our school Ethos of see the parent see the child and having an open door policy has reaped its rewards when it comes to forming closer bonds and relationships between staff, pupils and Parents.

When a child is significantly emotionally affected by circumstance or complicating issues at home or school we have been able to identify this using the Early Help System, work together with the child and family on smart achievable targets and make significant changes where needed.

Ruskin has been asked to work with the LSCB as a leader school in their work with Early help identification and their Team around the child or family meetings.

## Section 2 - Enhancing Wellbeing Through Personal, Social, Health, Education (PSHE)

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2.1 Does someone have overall responsibility for PSHE?  Yes  No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

This is embedded throughout the school by JIGSAW and having our phase leader coordinate it. All relevant resources have been purchased and will continue to be updated as and when. This is also part of the school development plan.

JIGSAW is timetabled in to take place every week. The children have a clear programme to follow which is recorded in a journal. This is used to identify progress and understanding.

We are awaiting response from the governing body as to which governor would like to take on the role of PSHE/SEAL.

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2.2 Does the school have a planned programme of PSHE?

Is the programme written down and clearly timetabled?

Is the programme clearly identified in a cross-curricular approach?

Is the programme planned to show pupils progress ?

How are students assessed to show evidence of progress?

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## Your answer

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## Does the planned programme include:

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### 2.2.1 Relationships and Sex Education (RSE)

Does the teaching make reference to Violence, Domestic Abuse or Child Sexual Exploitation.

How is the teaching differentiated for each year group?

## Your answer

The programme includes RSE and covers Domestic abuse and CSE. We also have the NSPCC come each year to role out the 'speak out' programme to all year groups. This as well as the JIGSAW programme is specifically differentiated to suit all year groups.

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### 2.2.2 Drugs (including safety of medicines), smoking, e-cigarettes, alcohol and other drugs.

How is the teaching differentiated for this area of the

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Again using JIGSAW and our PCSO and science we deliver a differentiated programme to all pupils regarding drugs, medication, cigarettes etc.

We do plan to work more closely with other schools in our cluster on what is the best way forward to support this further.

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2.2.3a What strategies are applied to teach hygiene and personal hygiene?

2.2.3b Does this include Oral hygiene? (please state if you use external agencies to support / deliver this)

**Your answer**

We use JIGSAW and science to talk about personal and oral Hygiene. We also invite the school nurse to talk with years 5 and 6 to talk about Hygiene. There is no longer a Oral Hygiene Nurse in our locality but we do cover oral hygiene in science.

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2.2.4 Maintaining a healthy lifestyle

Does the programme promote strategies for positive mental health?

Does the programme promote British Values?

Does the programme teach about extremism and radicalisation?

Expalin how these are delivered.

## Your answer

JIGSAW does provide strategies for positive mental health. The programme supports British Values and we actively work with each year group on British Values and link it to the curriculum where we can.

We have run different work shops for extremism and radicalization which have been differentiated to be suitable for all year groups. These have been delivered through performance based activities from external providers such as sixth sense and Quantum Theatre. We have also used our feeder secondary school to perform different workshops around radicalisation.

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2.2.5 Personal safety including road safety, fire safety, rail safety, safety around building sites etc.

- Not started
- Working Towards
- Good
- Very Good

## Next steps: identify action points to achieve this:

## Tell us how: give evidence for how this has been achieved:

Children are given road safety training, fire drill training etc on a regular basis. Children are offered Cycle proficiency in Year 6 and also attend Junior Good Citizen in year 6. Children are updated regularly with all aspects of online safety. The PCSO comes in to deliver regular assemblies about being safe in the community and talks about railway safety and empty buildings etc.

2.2.6 Staying safe in the sun and keeping hydrated

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Children and parents are told of the expectations off drinking water, using sun protection and sun hats during nice weather. School also provide drinking fountains, sun hats and sun cream but will call parent to raise concerns if it is felt child is not adequately protected. There are a number of shaded areas around the school where children are encouraged to play whent the weather is extreme.

2.2.7 Internet safety - does the teaching include; staying safe on line, cyber bullying and social media ?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

All aspects of online safety are regularly covered. Children are give different levels of information depending on their age. Assemblies are delivered by the PCSO and

by the SWGFL for children as well as parents. By all computers there are reminders of online safety and what to do if you are worried.

2.2.8 Anti-bullying (see also EHWP) - What strategies are applied to prevent bullying?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We have a very clear anti bullying policy at Ruskin and we use the mistakes process and restorative justice to work out any issues. Children are coached in how to initiate this and it is used regularly by the playground monitors, staff and MDSA's. We also have displayed all around school and children are given a copy of the 'Ruskin Rules out the Bully' flow chart which is also displayed on the website.

2.2.9 Protective Behaviours (or equivalent) and SEAL (or other work around emotional health and wellbeing and key life skills).

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

All classes have their own class rules but also adhere to the whole school rules policy. Children sign a behaviour contract when they start school and parents sign this as well.

Personal behaviour and protective behaviours are covered in JIGSAW. Again a lot of this is covered by external agencies coming in to do assemblies such as the PCSO and NSPCC.

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2.2.10 Emergency Life Saving Skills (e.g. Heartstart, basic first aid)

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

At Ruskin we have Junior First Aiders who have been trained by Wolverest (similar to Sty John's). We also have a first aid room which is manned by a adult first aider and 2 pupils. This room also has a defibrillator.

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**Monitoring, assessing and consulting about PSHE - (does the school have a written guide which supports all staff to follow the assessment / monitoring programme? )**

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2.3 Do you use outside agencies and guest speakers to help the school deliver the PSHE programme?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We have a PSHE coordinator who is responsible for the monitoring and assessing PSHE. We have a rolling programme for PSHE JIGSAW.

WE regularly use outside agencies to provide support such as police, NSPCC, Fire service, Young Wardens etc.

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2.4 Is the programme of PSHE determined by pupils' needs?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We use PASS data and teacher assessment to ensure that all pupils are delivered a level of PSHE which is matched to their needs.

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2.5 Is pupils' progress measured and reported upon?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

PSHE is fed back to parents via school reports and is going to be added to our target tracker at some point.

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2.6 Do you inform and consult parents and carers about PSHE?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Parents are fully informed of our PSHE programme JIGSAW and are invited in to a question and answer session and if they wish to join their child for any of the relevant topics they can.

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2.7 Do the teachers involved in the delivery of PSHE receive training?

Give examples of the type of training received and how frequently is training provided?

Is the PSHE Co-ordinator part of the Swindon PSHE network group?

## Your answer

Training is delivered by the PSHE coordinator and a representative from JIGSAW at staff meeting twice a year.

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## Impact

Once you have completed these questions, please identify the impact of your Healthy Schools work in this area.

## Your impact statement

The impact of having a comprehensive scheme of PSHE has meant that there is consistency throughout the school of the understanding and delivery of PSHE. Staff are more confident to deliver PSHE and can easily assess progress.

## Section 3 - Supporting Children And Young People To Eat Well

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### Healthier Eating

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3.1 Is there someone with overall responsibility for healthy eating in school?

- Yes  
 No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Yes the head teacher and the Kitchen manager both have responsibility for this. They are supported by external agencies and current legislation.

3.2 Do children learn about food, healthy eating and cooking in school?

- Not started  
 Working Towards  
 Good  
 Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Children learn about healthy eating in the curriculum. After school and breakfast clubs are provided for children including Pupil Premium children. These are closely monitored and healthy food is provided. We also provide a daily healthy tuck shop where children can purchase fresh fruit and vegetables.

Cookery clubs are currently not provided but will be back on schedule for September 2017.

All staff involved in cooking have up to date food hygiene certificates.

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3.3 Are there opportunities in school for children to grow food?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

Currently PTA are raising money tot provide a poly tunnel classroom for school next to the forest school area. Every child will have dedicated time to grow and cultivate vegetables etc.

**Tell us how: give evidence for how this has been achieved:**

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3.4 How does the school meet the needs of the government obesity strategy:

1. Are students taught the importance of '5 aday'?
2. How to reduce sugar intake?
3. How to reduce fat in the diet?
4. Appropriate portion sizes? (free resources are available on line for information and guidance)

## Your answer

All pupils are actively encouraged to eat 5 portions of fruit or vegetables a day. We try to give them at least 3 with their school lunch.

We have looked labeling on packaging with children so they can see the amount of sugar in their snacks and they know how to use the traffic light system on packaging.

We have looked at portion sizes and there are visuals of this in each class.

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## Food in School

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3.5 Do you offer school meals?

Yes

No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We have a school kitchen and a catering manager and assistant who provides all the meals for our school.

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3.6 Are they cooked on site?

Yes

No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

They are cooked in the school kitchen.

3.7 Are meals meeting the School Food Trust's nutritional guidelines? or Food in school guidelines?  Yes  No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

3.8 Does anyone from the staff or governors monitor school meals? (e.g. choices, amount of waste, children's views)  Not started  Working Towards  Good  Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

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3.9 Do the school council and wider school community have an opportunity to comment on and or influence practice around school meals?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

All meals are Nutritionally balanced using NUTMEG.

Parents and pupils are invited to complete a survey about what they like, dislike and what they would want to eat. This is undertaken 3 times a year. Children are encouraged to feedback to the cook at every meal time if they like the meal.

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3.10 Are parents invited in to try school meals?

- Not started
- Working Towards
- Good
- Very Good

Are there any parental consultation events?

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

The cook attends parent open evenings and samples of food are provided.

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3.11 Is water freely available to staff, pupils and visitors during the school day?

Are children informed about the health benefits of drinking water and reminded to drink plenty?

**Your answer**

Drinking water is actively encouraged for staff and pupils throughout the day. Water bottles are brought in by the children. There is access to water in every class and there are water fountains around the school.

Children are taught the importance of drinking water.

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**To claim your *Sugar Smart School Certificate*, complete the following questions in detail to show evidence and impact of reducing sugar in your school.**

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3.12 Do you have a snacks in school policy?

Yes

No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We have produced a leaflet on what is a healthy snack and what is not a healthy snack. This is given out regularly and is on the school website.

School discos now only give a bag of crisps and a sugar free drink and cake sales are limited to after school to raise funds for 3 charities.

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3.13 Do you have a packed lunch contents policy?

(May be part of a wider "Food in School" policy.)

- Not started  
 Working Towards  
 Good  
 Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

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3.14 Do you have any policy or guidance around other food (eg treats), in school such as sweets or cakes?

Do you have policy or guidance to determine what's sold or served at school discos or other events?

(is it part of a wider school food policy?)

**Your answer**

No

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3.15 Do you consider your school to be a sugar smart school?

- Yes  
 No

**Next steps: identify action points to achieve this:**

Sugar smart app to be installed on I pads in class so children can see how much sugar is contained in their food.

Awards for children who actively use the app

Promote parents to have the sugar smart app on their smart phones etc

**Tell us how: give evidence for how this has been achieved:**

3.16 Do you promote the sugar smart app to parents and pupils?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

As above

**Tell us how: give evidence for how this has been achieved:**

3.17 Have you noticed an impact in pupils attitude and behaviour, since you have been using the sugar smart app?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

Will monitor when in place

**Tell us how: give evidence for how this has been achieved:**

3.18 Do you have another strategy other than the sugar smart app that you use to reduce sugar intake?

- Not started
- Working Towards
- Good
- Very Good

What do you have in place and what has been its impact?

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Our healthy tuck shop is a big hit with parents and children. We have seen an improvement in behaviour and attention by children who have been invited to attend breakfast club and continue to see changes for them.

## Impact

Once you have completed these questions, please identify the impact of reducing sugar intake and Healthy Schools work in this area.

**Your impact statement**

Breakfast club and healthy tuck shop have had the most significant impacts on behaviour, concentration and attitudes to learning.



# Swindon Audit - Ruskin Junior School

Submitted on 1 November 2017

Printed on 1 November 2017

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**See section 1 above for questions about dining environment.**

## Section 4 - Supporting Children And Young People To Get Active

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4.1 Is there someone who has overall responsibility for Physical Activity?

Are teaching staff PE trained?

Do teaching staff receive PE training?

### Your answer

We have a PE coordinator and employ a full time PE coach.

Staff are given PE training as part of CPD.

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4.2 Do pupils get the recommended hours "high quality" PE each week?

- Not started
- Working Towards
- Good
- Very Good

### Next steps: identify action points to achieve this:

### Tell us how: give evidence for how this has been achieved:

Pupils have a 1 hour PE session with their class teacher each week and a 1 hour PE session with the PE coach.

Children also have 40 minutes Forest School as part of PPA cover.

- 4.3 Does the school address inclusion in the delivery of PE and other PA opportunities?
- Not started
  - Working Towards
  - Good
  - Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

All PE sessions are differentiated on ability of the pupils. If a pupil has a specific physical disability or learning disability we provided additional support for the lesson.

Pupils with disabilities often have the opportunity to take part in alternative PE sessions such as Yoga and SPARKS.

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4.4 Do you offer any of the following?

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**Primary:**

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4.4.1 Wake Up, Shake Up

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4.4.2 Take 10

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4.4.3 Feet Beat

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4.4.4 Fun Fit

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4.4.5 Huff 'n' Puff

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4.4.6 Leap into Life

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4.4.7 Active Club

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4.4.10 Other PA opportunities

**Your answer**

Year 6 walk a mile each and every day around the school site come rain or shine.

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4.4.8 LEAP Active

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4.4.9 Outdoor and Adventurous Activities

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**Secondary:**

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4.4.11 Junior Sports Leaders Award

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4.4.12 Health-related fitness

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4.4.13 Ten Tors

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4.4.14 Duke of Edinburgh's Awards

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4.4.15 Race for Life

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4.4.16 Outdoor and Adventurous Activities

Yes

No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

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4.5 What other PA Opportunities are available to students?

**Your answer**

Only enter if applicable

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4.6 Are there physical activity after-school clubs?

Yes

No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

As a Junior School we offer Tag Rugby, Bench Ball, Netball, Football, Cricket, Gymnastics and dance.

4.7 Are pupils consulted about clubs?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

School concil and surveys are used to see what after school clubs the children would like to have.

4.8 Do you do anything to assist pupils to access clubs?

- Yes
- No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We pay for Pupil Premium pupils to attend holiday sport clubs and they are also

given priority to attend after school clubs. If a child is a looked after child we will provide transport for them to attend an after school club.

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#### 4.9 Do you know who attends clubs?

Do you take note of pupils who don't access clubs?

Do you have an understanding why they don't or can't?

How do you encourage the non participating pupils to participate?

#### Your answer

We monitor who attends and who does not attend clubs. Children who do not attend are given a personal invitation to attend and are given a priority choice over which club they would like to attend.

---

4.10 Do you encourage and facilitate active travel (walking, scooting and cycling)?

- Not started
- Working Towards
- Good
- Very Good

#### Next steps: identify action points to achieve this:

#### Tell us how: give evidence for how this has been achieved:

We provide cycle racks and scooter racks for pupils. We encourage a 5 minute walk zone and we also ask the school council to do regular travel surveys.

---

4.11 Is the School Travel Plan up to date?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

We will contact the School Travel Plan Adviser at Swindon Borough Council for more information.

**Tell us how: give evidence for how this has been achieved:**

---

4.12 Do you involve parents and carers e.g. as helpers?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Yes we have parents who have skill sets such as Martial arts teacher who run after school clubs. All are DBS checked and are supported by the PE team.

4.13 Do you take safeguarding into account when involving coaches, volunteers and others in physical activity?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

All volunteers and external agencies are asked to undertake or produce their DBS and first aid certificates before they are allowed to work with any of our children.

---

## Impact

Once you have completed these questions, please identify the impact of your Healthy Schools work in this area.

### Your impact statement

We have an exceptionally high number of children who take up after school club activities and we have a large waiting list.

The year 6 who walk a mile a day have shown improved concentration and play leaders at lunch time showing different huff and puff activities report that behaviour has also improved.

## Section 5 - Enhancing The Emotional Wellbeing Of The Whole School

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5.1 Is there someone who has overall responsibility for Emotional Health and Wellbeing (EHWB)?  Yes  No

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Our Designated Safeguarding Lead and Head of Pastoral Care has ensured that all staff have been given an insight into how emotional health and well being for themselves and their pupils is paramount. This has taken the form of staff training from TaMHs, Educational Psychologist and feed back to staff from courses attended as CPD such as Parental Mental Health. The school promotes a Nurture programme called 'Happy to be me' for pupils in years 3&4 and Tranquility for pupils in years 5&6. The Safeguarding Lead has also completed the Family Links parenting course and is now qualified to facilitate this in school for our parents. The plan is to extend this next by follow on training for other projects in a similar vein which will add to this.

---

5.2 Is there someone who has overall responsibility for supporting 'vulnerable children'?

Is there someone who supports students with mental health? -

(eg: self harm, anxiety, school phobics, eating disorders or other behavioural issues)

**Your answer**

School has a Pastoral Lead and a HLTA trained in Nurture. School also employs an onsite TaMHs practitioner one day per week for the whole of the academic year. School also works closely with the school nurse and have made referrals to her in the past with concerns regarding eating disorders.

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## Support for vulnerable / Mental Health pupils

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5.3 How do you recognise the need for support?

Which groups do you consider to be vulnerable?

How do you support those with the mental health issues?

### Your answer

School regularly uses PASS data (Pupils Attitude to Self and School) and SDQ's (Strength and Difficulties Questionnaires). We also engage actively with the Early Help process which has been hugely successful in identifying children who need additional support.

All children are regarded as being at risk but we do recognize that there has been an increase in the referrals of children who are pupil premium (including LAC) and SEN children.

As stated previously school also employs an onsite TaMHs practitioner one day per week for the whole of the academic year.

---

5.4 What arrangements are in place to support children in care?

### Your answer

We have a designated Teacher who works with all of the Looked after Children and runs all of the PEPs .We also support through pupil premium funding and offer TaMHs as an ongoing intervention as and when needed.

5.5 Do you know whether you have young carers in school?

If yes, do you have arrangements in place to support them?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

School has received the Ambassador school accreditation from Young Carers to substantiate this. All Young Carers are given a Key worker. School have regular Young Carer meetings every two weeks and there is opportunity for all young carers to take part in any after school club they would like to attend as they are given first preference. Young carers are given additional transition visits to new classes or new schools where they are introduced to other young carers.

5.6 How well do you support the parents and carers of vulnerable /those students with mental health issues?

**Your answer**

We support all of the families of vulnerable children through the Early Help Process and Team Around the Child. We also offer links to parent support groups and we have historically and will be running parent support groups at school.

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## Support in times of crisis

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5.7 Do you offer support to children, families and staff in times of crisis such as bereavement, etc?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Staff have received training in support with bereavement and we also refer to TaMHs if additional support is needed. We have offered support with separation and we have offered parents an adult tranquility scheme which will now be Family Links. We have a trained Family Links facilitator at school. Staff are offered a service called Care First which supports them with all different aspects of crisis.

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## Safeguarding / Confidentiality

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5.8 Do you have clear safeguarding policies in place?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

## Tell us how: give evidence for how this has been achieved:

All members of staff and Governors receive level 1 safeguarding training annually. Every member of staff is expected to read and understand part 1 of Keeping children safe in Education. All members of staff are expected to complete online Prevent Duty training. All members of staff are expected to read and follow Safer Working Practice Guidance. Ruskin has been recognized by other agencies and by the Borough as showing outstanding best practice when it comes to Safeguarding and child protection.

Mrs Agambar (Designated Safeguarding Lead) and Mrs Jupp (DDSL) and Miss Delicata (DDSL) have attended Level 3 training with Swindon's Local Safeguarding Children's Board (LSCB). Mr Beadnell (Head teacher) and Mr Cooper (governor) have attended Safer Recruitment training with Swindon's Local Safeguarding Children Board (LSCB). In staff meetings, we regularly review safeguarding scenarios and share termly safeguarding updates from Swindon LSCB, Family Contact Point and Swindon Young Carers.

Our Governors also attend Governor Safeguarding Training in accordance with Swindon LSCB and as suggested Governor support. We also ask all of our volunteer helpers to undergo a DBS check as part of our safeguarding procedures.

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5.9 Is safeguarding information included in the induction pack for new staff and new governors?

Is information given to supply teachers?

- Not started
- Working Towards
- Good
- Very Good

## Next steps: identify action points to achieve this:

## Tell us how: give evidence for how this has been achieved:

All relevant safeguarding information is included in all of our induction packs for new staff members, Governors, volunteer helpers and for supply teachers. A copy of this is on our website.

We also give any visitor to school a leaflet outlining safeguarding and confidentiality at Ruskin.

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## 5.10 Does the school have clear guidance on confidentiality?

How well does the school provide information and guidance for staff, visitors, parents and pupils?

### Your answer

There are clear guidelines and guidance on confidentiality at Ruskin. All staff and volunteers sign a confidentiality agreement and there is a confidentiality policy on the school website.

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## Staff Wellbeing

- 5.11 Does the school support the wellbeing of all staff and help them create a positive work-life balance?
- Not started
  - Working Towards
  - Good
  - Very Good

### Next steps: identify action points to achieve this:

### Tell us how: give evidence for how this has been achieved:

Staff are all entitled to support from a scheme called Care First which school pay for. This entitles staff to an array of support from Occupational Therapy to Emotional Counselling, Legal Support and Financial Advice and support.

Information on unions are on display in the Staff room and staff are represented by staff who are their union representatives. PPA is supported by allowing year groups to have PPA together. We have supported staff with drop in surgeries with the Educational Psychologist and with TaMHs where that can speak confidentially about any issues they have in the classroom and be given support and advice how to manage this.

Staff regularly get together for social events and support each other with sporting activities, health and fitness, weight management etc.

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## Developing pupils' confidence, self-esteem and responsibility

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- 5.12 Does the school celebrate pupils' achievements?
- Not started
  - Working Towards
  - Good
  - Very Good

### Next steps: identify action points to achieve this:

### Tell us how: give evidence for how this has been achieved:

School celebrates pupils achievements in many ways. We hold a weekly celebration assembly where pupils are recognized individually for their work achievements or resilience with a learning warrior certificate. There are also awards for Science and History, sporting achievement awards, outside school activity awards and house point awards.

Pupils who have gone above and beyond are celebrated in the school newsletter and school website. We also use the local newspaper when pupils have finished a particular topic and want to show off their knowledge and accomplishments.

We also award and celebrate attendance with 100% attendance awards. Pupils will also receive positive postcards from staff during the academic year.

Teachers strive to maintain that every child will have a piece of work displayed in class at least 3 times per year.

5.13 Does the curriculum include lessons to develop and enhance pupils' wellbeing?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

School use JIGSAW for all of our PSHE and SEAL. Staff receive regular training updates at staff meetings with key members of JIGSAW facilitating the training.

We have Forest Schools every day which is used for PPA cover. This is run by 2 HLTA's who are both Forest School Leads. The children absolutely love it. Our local wardens also come in regularly to do talks and workshops with the children regarding their environment and take them into the community to do litter picks etc.

The school's choir recently took part in voice in a million and really enjoyed the experience. They regularly perform at school and in the locality. Wednesdays are singing assemblies led by Amelia Must-Jackson our music director. We also have a dance troupe who have performed recently at the Wyvern Theatre.

5.14 Are there other opportunities to help pupils build confidence and self-esteem?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

## Tell us how: give evidence for how this has been achieved:

Each class has 2 school Councillors and 2 ECO warrior representatives. There are class register monitors which is changed weekly so every child has a turn. There are year group residential for years 4 and 6 where they stay overnight for up to a week at either Morfa Bay or Kingswood. We have play leaders at break time and we have restorative buddies who use the mistakes process to help with play time disputes.

Children are highlighted by class teachers and parents as being Gifted and More able either academically or through after school activities they excel at.

We have a hose points system in place for all year groups. Younger children are also rewarded with Do Jo points. We also have a raffle ticket system for children who have been 'caught being kind'. This is announced in the weekly celebration assembly and children can choose a prize for their efforts.

The school has been represented at public events by the choir, dance troupe and young carers.

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## Behaviour and Anti-Bullying Support

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- 5.15 Is there a shared and consistent behaviour policy across the school, including rewards and sanctions?
- Not started
  - Working Towards
  - Good
  - Very Good

## Next steps: identify action points to achieve this:

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## Tell us how: give evidence for how this has been achieved:

As stated previously, all classes have their own class rules but also adhere to the whole school rules policy. Children sign a behaviour contract when they start school and parents sign this as well.

Golden time is given on a Friday for consistently good behaviour and children who have lost their Golden Time will spend it in reflections looking at ways they can improve on their behaviour. Children very rarely miss out on their golden time two weeks in a row which proves the reflection time works.

Children also receive positive postcards for improvement in behaviour or for maintaining their excellent conduct around the school. The head teacher will award the headteachers sticker to all children who show excellent behaviour.

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5.16 Are parents and carers aware of the behaviour policy?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Parents sign and agree to implement the behaviour policy and there is a copy of the policy on the website.

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5.17 Are pupils helped to understand what bullying is and how to stop it?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

We have a very clear anti bullying policy at Ruskin and we use the mistakes process and restorative justice to work out any issues. We also have displayed all around school and children are given a copy of the 'Ruskin Rules out the Bully' flow chart which is also displayed on the website.

---

5.18 Is bullying talked about openly and seen to be dealt with in school?

- Not started
- Working Towards
- Good
- Very Good

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

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5.19 Does the anti bullying policy include Cyber Bullying?

5.20 How does the school deal with Cyber Bullying?

**Your answer**

All aspects of bullying are covered. Cyber bullying is covered in many ways e.g. PSHE, SEAL, Assemblies, SWGFL assemblies for parents. We have the PCSO come and deliver POLITE assemblies to all year groups and we have regular circle time activities in class where cyber bullying is given particular attention. We actively encourage children to report cyber bullying to their parents, teachers and to the social media platform it is happening on. We have held meetings with parents to try to resolve some more difficult issues.

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## Training and Support for Staff

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5.21 Do school staff receive training to recognise and support the varying needs of pupils?

- Not started
- Working Towards
- Good
- Very Good

Do school staff and governors attend training around pastoral support, safeguarding and wellbeing?

**Next steps: identify action points to achieve this:**

**Tell us how: give evidence for how this has been achieved:**

Staff have yearly training in the following:

Medical needs - Led by the school nurse, ASD/ADHD awareness - Led by ASD outreach, Attachment Trauma - Led by Educational Psychologist, JIGSAW - Led by the JIGSAW Lead, Mental Health training - Led by Safeguarding Lead and TaMHS, Young Carers - Led by Young Carers Centre, Safeguarding and Child protection training - Led by Safeguarding Lead, Recognising Parental Mental Health - Led by the Safeguarding lead.

All governors are offered to attend the training given and many attend. Governors are also actively encouraged to attend their own governor training.

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## Impact

Once you have completed these questions, please identify the impact of your Healthy Schools work in this area.

### Your impact statement

We have noticed that here is no longer a taboo about feeling unsure about not knowing about mental health and emotional well being for our children, parents and staff. We are very open with ourselves and parents if we are concerned about the emotional well being of their child and we are very clear in what we can do to help.

Bullying is a topic which is openly discussed and we have a very clear vision of how we deal with it and how we empower someone with the tools to be more resilient.

## Section 6 - Policies

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See our note on policies in the [Getting Started](#) section. The list below offers suggestions for policies related to wellbeing in school. Those in **bold** are currently statutory (at time of writing, August 2011. The list is under review by DfE with no timetable as yet for any changes). You do not have to have all of the other policies in place to submit. If a policy is not in place make a note in the comments box.

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### **Relationships and Sex Education (RSE)**

not yet in place

#### Notes / comments

Policy not in place as yet

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### **Safeguarding (including child protection)**

in place 1 September 2016

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Confidentiality (part of safeguarding)

in place 1 September 2016

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### **School discipline and pupil behaviour**

in place 1 January 2016

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**Anti-Bullying** (required as part of the behaviour policy)

in place 1 January 2016

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Inclusion (all children with additional needs e.g. looked in place 1 September 2015 after children, young carers, gifted and talented, **special educational needs**)

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PSHE

not yet in place

**Notes / comments**

JIGSAW is taught in school

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Drugs and alcohol (education and incidents)

not yet in place

**Notes / comments**

This is delivered as part of PSHE

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Sun Safety (education / environment, including shade) not yet in place

**Notes / comments**

JIGSAW is in place

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School Food Policy

not yet in place

**Notes / comments**

To be looked into

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Lunchbox

not yet in place

**Notes / comments**

Being reviewed to see if we can enforce this but constant reminders of what healthy lunch box should contain and ideas shown on the website

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Tuck

not yet in place

**Notes / comments**

Being reviewed to see if we can enforce this but constant reminders of what healthy snacks should be go home

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Physical Activity (not just PE)

not yet in place

**Notes / comments**

being reviewed currently

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School Travel Plan (beyond policy)

not yet in place

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**Notes / comments**

Action plan in place

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Visitors in school

in place 1 September 2016

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**Notes / comments**

Part of the safeguarding policy

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NB we have [guidance about policies and sample policies on our website](#).

## Section 8 - Summary

**As a final step before submitting your audit please summarise why your school is a Healthy School and how the school community might recognise being a Healthy School.**

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Please provide a summary of:

How you think staff, children and parents recognise the school as a Healthy School?

How do you plan to sustain the healthy schools work in the next three years?

Which areas of the programme would you like to develop further?

### Your answer

Our staff would describe this as a healthy school because... they all believe that as a staff we endeavor to do our best to ensure that the children's social, physical and emotional well being is a fundamental part of their education and safeguarding. Our parents would describe this as a healthy school because... they feel we continue to support their child in a completely holistic way to ensure all of their needs are being met. Our children would describe this as a healthy school because... they are able to enjoy, exceed and achieve in all aspects of the curriculum and in their social, emotional and physical development, We will continue to work on ensuring that we monitor and assess impact of interventions regularly and continue to engage parental and pupil voice as much as possible. . . . . We would like to continue to strive to do the best for our children to give them a healthy, happy outlook on life, to show them that they have the resilience to succeed and that they have the resources at hand to do it.

Please sign and return to Swindon Healthy Schools at Public Health, Swindon Borough Council, Swindon, WTW - 3rd Floor, Swindon SN1 2JG

Signed on behalf of Ruskin Junior School

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