

## Healthy Schools whole school review



This template encourages you to think through and record your school's provision for children and young people's health and wellbeing. The review is organised under nine headings:

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

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

# 1. Leadership, management and managing change

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



SENCO and PSHCE leader are members of the management team. They feed information regarding children's welfare within school through meetings and training.

All senior leadership are child protection/ safe guarding trained.

Safeguarding training is updated each year and made explicit for new members of staff in school, lead by the SENCO. CPD

E-safety training led by ICT co-ordinator for everybody in school including Governors

PSCHE co-ordinator lead Stonewall training and part of the working group for creation of Anti Bullying Chartermark. Schools council have taken a role in promoting healthy living in school (academic year 2012- 2013) and have presented to the governors to keep them informed of their progress.

CAFF training is given each year to ensure that all staff know what the process entails and their role in it.

Awarded with the Inclusion Chartermark in 2012- 2013. Assessor stated that the school's provision for children across the Key stage was 'outstanding.'

Awarded with the Investors in Pupils Chartermark in 2012- 2013

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



PSHE co-ordinator- Mrs S. Lindley  
PE co-ordinator- Mr. A. Thomas  
SENCO- Mrs J. Machin  
Child Protection Officer- Mrs M. Oxe  
Healthy Schools Leader/ RE co-ordinator- Miss S. Boyd  
Schools Governing Body

## 2. Policy development

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

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

Anti-Bullying- reviewed 2012 (Child friendly version also available)  
Community Cohesion- reviewed 2012 (Child friendly version also available)  
Disability Equality- reviewed 2011  
Drug and Substance Misuse- reviewed 2012  
E-safety- reviewed 2012 (Child friendly version also available)  
Equal Opportunities- reviewed 2011  
Extended Schools- reviewed 2011 (Child friendly version also available)  
Gender Equality- reviewed 2011  
Health and Safety- reviewed 2011  
Liason Policy in school- reviewed 2011  
Liason Policy KS1 to KS2- reviewed 2012

Personal and Social Education- reviewed 2012 (Child friendly version also available)  
Race Equality- reviewed 2011  
Safeguarding/ Child Protection- reviewed 2012  
SEN/LDD inclusion- reviewed 2012 (Child friendly version also available)  
Sex and Relationship Education- reviewed 2011  
Single Equality Scheme- reviewed 2012 (Child friendly version also available)  
Young Carers Policy- reviewed 2012

*All these policies are available to view online on the school website.*



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

Key policies are reviewed either annually or bi-annually by the school governors and senior leadership and shared with the rest of the staff. Any changes are made explicit.

All policies are published on the school website.

Members of staff work in teams to write some policies, if they are linked to multiple subject specialisms.

Some policies are shared with the children and child friendly versions are created with the children and published on the school website, along with the original policy.

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

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

Coverage of PSHCE objectives through the Cornerstones Curriculum is monitored every year to ensure that all of the national curriculum objectives for PSHE are covered across the Key Stage. Any objectives that are not covered are taught as discrete lessons.

RE is taught through a scheme which has a close link with PSHCE, particularly focusing on issues regarding right and wrong and morality.

Annotated planning is collected.

At the moment, PSCHE is assessed against the National Curriculum statements and pupils self assess against these criterion termly.

Teachers monitor and assess pupils against the criterion termly and report annually.



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

We follow the guidelines set in the OFSTED document for Health and Well- Being for best practice.

Seal activities are delivered through school as a whole class and are being delivered particularly effectively within small group interventions. Children are highlighted as having a particular need, (for example social skills, self esteem etc) and then grouped to take part in activities to address this need. Wide ranges of children are catered for in these groups including Pupil Premium, G&T, and SEN.

Science curriculum is delivered through Cornerstones Imaginative Learning Projects and objectives are taught that cover Healthy Eating (Global Gourmet), The Body and Exercise (Sportswear Designers/ Blood, Bones and Gory Bits/ Champions) and Keeping Safe (999 Emergency and Year 6 visit Crucial Crew).

Pupil voice is a high priority within school and this was emphasised recently when the school council lead a Healthy Living Day, in order to educate the rest of the school of the key ingredients for a healthy life. The members of the school council planned and taught the whole day as they felt it was important that the message came from them personally and would be more effective. The rest of the school took part in a carousel of activities including planning a healthy balanced diet for a day, making healthy fruit skewers, writing a healthy eating rap song and taking part in 2 short sports

activities of multi skills/ resistance training and dance. The day was a huge success with the rest of the children commenting on how well the school council had taught and how much they had learnt about living a healthy life.

At the beginning of the academic year 2012- 2013, the school council were given the task of monitoring healthy eating in school. They had observed that many children were bringing unhealthy snacks to school for break times and in their packed lunches. The children decided that they wanted to open a healthy snack bar at break times and sell portions of a variety of fruits and vegetables. This would run alongside the already successful toast bar, that runs in the mornings before school and provides children with breakfast at a small cost should they not have time in the mornings to have breakfast (another school council decision). After the success of the healthy living day and how many children agreed that they would like to buy healthy snacks from school, the healthy snack bar has been created and runs at morning break times. The fruits and vegetables are supplied by a local green grocer in order to make links with local businesses and ensure that the produce sold is as fresh as possible and has a low carbon footprint (as we are an eco-school). This enterprise venture has been a fantastic success with making a substantial amount of money and encouraging children to eat healthily in school at a small cost. There are many different children involved in the preparation of the fruits and vegetables in the morning and for selling at morning break time. The school council are going to hold a whole school vote every week, where the rest of the children choose a special fruit of the week to be served alongside the regular produce. They felt this would get the children even more excited about the healthy snack bar and gives them ownership over the venture. The money raised will go back to benefit the children of the school or to help children and adults less fortunate than themselves. Some of the money will be used to purchase things that will benefit every child in the school and will be decided through a vote. Some of the money will be donated to charities that will be decided by the children of the school, in order for them to appreciate the wider community and people less fortunate than themselves.

When children make the transition to our school from the Infant school, the children, their parents/ carers and their teachers all have to sign the whole school agreement. This is list of statements that everybody in school has to agree to in order to ensure that the school runs smoothly and the well- being needs of the children are met fully.

School dinners are monitored to ensure that they meet the national and local guidelines and to ensure that the children



receive a healthy, balanced diet. There are a variety of foods available and the children have free choice as to what they would like to eat but they are also guided by the lunchtime staff to choose a meal that will provide them with the nutrients they need for the day. Parents/ carers are invited in to school to join their children in having a school dinner at least once a year and particularly when the children first start school with us in year 3. This ensures that parents/ carers can see that their child is being given a balanced and nutritious meal in school.

The school council have recently prepared a set of questions and interviewed the school cook to find out how she ensures that the school dinners are healthy and nutritious for the children.



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

Scheduled indoor and outdoor PE lessons. Every child in school takes part in at 2 hours of physical activity every week that is broken up into 1 hour of outdoor games, 40 minutes of indoor PE and an extra 20 minutes of PE that can be planned and executed at the teacher's discretion.

A variety of after school and lunch time sports clubs are available to all pupils in school including dance, cricket, football, basketball, athletics and rounders. These clubs are led by members of staff, volunteer pupils from the local secondary school and trained coaches.

The recent Healthy Living Day 2013 had a physical activity element where all the children took part in both a dance and multi- skills activity that promoted health and fitness.

PE is taught using the Rawmarsh scheme to ensure that all lessons have a structured warm up, main activity with a specific learning objective and success criteria, and a cool down. Children are aware of why they need to ensure they warm up and cool down properly to ensure they are not harmed from physical activity. Lesson plans are annotated and photographs taken as evidence.

## 4. School culture and environment

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



Year group celebrations of learning for Cornerstones- invites are sent out to a variety of people to come and allow children to share their learning. Visitor feedback has been very positive as to the quality of learning produced, the children's engagement with their learning and the welcoming environment of the school.

On the recent Healthy Living Day, a company called B-FIT was employed for the day to lead the physical activity sessions. These are a group of highly qualified instructors who engaged the children with the activities they planned and allowed the children to experience sports resources they do not get access to in school.

Cornerstones Imaginative Learning Projects are consolidated with visits from members of the wider community (including charity groups) such as:

- Guide dogs for the Blind (Sensoria)
- Hearing Impaired Team from DMBC (Sensoria)
- Police Officers (Emergency 999)
- Nurses/ Paramedics (Emergency 999)
- Head chef of a Restaurant (Global Gourmet)
- Local gardener (Allotment)
- DIAL (year 6 awareness)

Alternatively, children partake in visits into the local community to engage with their learning including the local museum (Gods and Gladiators), local allotments (Allotment) and the local church (Y5 visit for RE).

The school host multi-agency meetings and professionals use our school as venue for meetings and the participants of the meetings are shown around school by members of the school council. In the academic year 2012/ 2013, the our Deputy Head teacher held a national conference concerning the use of Raise- Online as an assessment tool. Members

of the local authority, OFSTED and the DFE were all present for the conference.

Parents/ carers are invited in to school to join their children in having a school dinner at least once a year and particularly when the children first start school with us in year 3.

The choir were recently asked to perform at a variety of functions for the local authority at the request of the Director of Education. We were the first choir to be chosen to sing in the Atrium of the new Civic Building and then at the retirement event of the Director of Children's Services. We received fantastic feedback from a variety of professionals in reflection of the performances.

We have a very active PTA within school who come from a variety of backgrounds, across the local community. They organise numerous events including the Christmas Coffee morning, Summer Fayre and a half termly disco for the children. The money raised from these events all goes back into the school fund and is used in various projects to benefit the children in the school.

Our school sports hall is used as a venue to host meetings within the community including Slimming World and Taekwondo.

Our schools facilities are used to benefit other local schools including the Cusworth Centre coming to use our Sensory Room and the Infants School using our sports hall and field for PE and sports day.

*All these links with the local community contributed to us achieving the Inclusion Charter Mark, with the assessor stating how open and welcoming our school was to all.*



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



The toast bar and healthy snack bar are available and advertised around school to ensure that children understand where they can buy something healthy to eat at a small cost.

Clean drinking water is available in all classrooms and from water coolers situated around school.

All children are issued with a water bottle at the beginning of year 3 or are encouraged to bring their own into schools so that they can have plenty of water throughout the day.

Posters advertising various clubs and venues to partake in exercise to promote healthy living.

The healthy warrior display around school to remind children to eat healthy snacks at break time and in their packed lunches.

Availability of school milk at break times- Pupil premium children are offered this free of charge and each teacher checks that the children in their class are having the milk every week.

School dinners are monitored to ensure that they meet the national and local guidelines and to ensure that the children receive a healthy, balanced diet. There are a variety of foods available and the children have free choice as to what they would like to eat but they are also guided by the lunchtime staff to choose a meal that will provide them with the nutrients they need for the day. Parents/ carers are invited in to school to join their children in having a school dinner at least once a year and particularly when the children first start school with us in year 3. This ensures that parents/ carers can see that their child is being given a balanced and nutritious meal in school.



## 5. Giving children and young people a voice

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

Active school council. There are 2 representatives from each class that are voted in by their class. If the children wish to be part of the school council, they have to prepare a speech about why they would be a good candidate. This is reviewed every year when the children move to their new classes so that there are a variety of children having the chance to be part of the school council.

At the beginning of every school council meeting, the first item on the agenda is any business within school. The school council members are given the chance to raise any issues that their class has brought to their attention and this is discussed in order to find ways to address this issue. The minutes of this is logged by the secretary or the teacher. The school council then feed back to their class the outcome of the discussion.

We aim to fulfil the needs and wishes of the school council and the children of the school. As a result of observations by the school council about the amount of children coming to school without having breakfast or eating unhealthy snacks at break time, we have established a toast bar that serves toast every Wednesday, Thursday and Friday morning before school and a healthy snack bar, that serves healthy fruits and vegetables at break times, both at a small cost. These have been a huge success and have raised considerable amounts of money that is used to benefit the children in the school. £25 of the money raised is raffled off to individual classes so that they can decide as a whole class what they would like to spend the money on to benefit the whole class.

End of term assessments are undertaken in every year group that takes into account the opinions of the children of what they have learnt over the term, areas they have enjoyed in particular and a star and wish of what they have done well/ what they could have improved upon next time.

Feedback forms from key events in school including Cornerstones celebrations, sports day, choir concert and healthy

living day. These were used to ascertain what children enjoyed about the events and what they felt could be improved if the events were to be repeated. The data is collated and the relevant changes are made. Child friendly policies created by the children and placed alongside the original policies for reference on the school website. This allowed the children to see what systems are put in place to manage our school but put it into their own words to help other children understand them better.

Class charter in each classroom has been created. The rules of the charter are discussed and agreed and signed at the beginning of the year between the children and the adults in the class and form a visual display as a reminder of what they have agreed are rules for positive behaviour and a welcoming and happy class environment.

Posters created around school by children as visual reminders of rules for good behaviour and about key events in school.

As part of the Inclusion Charter mark application, all children in school took part in a pupil voice questionnaire about how included and valued they feel within school by both adults and their peers. This was made child friendly and administered through the Virtual Learning Environment and the results analysed by the SENCO. The results showed very positively that all children feel they are valued and that their opinion matters within school.

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

Open door policy for parents and children for access to the head teacher to discuss any particular needs they may have.

Rainbows counselling in school- child and teacher identified for support that is needed.

Care slots in staff meetings to discuss any issues that may be occurring with individual or groups of children that all staff need to be aware. This information is shared on a need to know basis only and confidential matters are only shared with key individuals.





IIP boxes where pupils can voice concerns confidentially in writing.

Circle time and PSHCE lessons within the curriculum- children create a set of rules of how to behave in circle time, ensuring that all children get the chance to speak, children do not speak over the person who is speaking and children demonstrate excellent listening skills to make eye contact at all times with the person who is speaking to make them feel valued and heard.

Child line posters/ UNICEF children's rights posters visible in school. Children know who they can turn to if they are ever having problems.

Safeguarding and CAF training to make staff aware of indicators of vulnerable children and the procedures used to record and deal with incidents, in particular key members of staff to report to.

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

Social groups- children are assessed by their teacher and placed in a group to promote their self-esteem and confidence.

Role of the school council- in particular given the opportunity to teach for the day at Healthy Living Day.

Class jobs- as part of IIP, each child in class has a role within the class that they are responsible for. The children understand that this is necessary so that everybody has some responsibility and everybody matters to work together to make each classroom and welcoming, inclusive and happy environment.

Reward systems in place- children take pride in achieving house points and IIP pencils for achieving their 3 targets.

Policy of every child has at least one piece of work displayed during the year.

Writer of the month- children are presented with a certificate in assembly and wear a rosette around school. Children are chosen based on effort, going the extra mile in their writing, sustained high achievement and improvement.

Reading raffles- if children consistently read more than 4 times a week at home, their name is entered into a reading draw and they get the chance for a special prize.

House point draws half termly- each year group puts their house points for the half term into a year box and one house point is drawn out and the child wins a £5 gift voucher.

House teams within school headed by house captains- inter house events and celebrations, sports day has a house competition element where points are awarded to the houses as well as each class. The house cup is awarded to the winning house captains and is draped in the house colours.

Every child has to take part in at least one race on sports day.

PSHCE feelings and emotions work within the curriculum, either as part of the Cornerstones topics or as discrete PSHCE lessons.



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

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

Rainbows counselling for children who have suffered a loss or bereavement or who face challenging circumstances at home or school.

Pupil premium- children identified who are on free school meals and their progress tracked and monitored every year. Guided support and intervention for these children in order to close the possible gaps in their achievement.

Inclusion Charter Mark- detailed provision map created to show the support and interventions available in school, the TA's assigned to this support, the amount of children taking part in each provision and how cost effective it is.

Anti-bullying Charter Mark application- our school was one of the schools who took part in the creation process of the new award. We will be starting to apply for this award in the academic year 2013/2014. In initial discussion with the school council about prospective plans for applying for the award, the children decided they would like to run a Peer drop in session, where once a week any children who are having problems with bullying incidents in school can come and speak confidentially to members of the school council and a trained adult. The school council take part in mentoring training to ensure they are ready for the task. As part of these sessions, children will be invited who may have been witness to bullying incidents to take part in a 'no-blame meeting' to discuss the issues of a particular child or group of children.

Social groups (teacher identified)-children are assessed by their teacher and placed in a group to promote their self-esteem and confidence.



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

Educational Psychologists

Pink forms

CAF forms

TAC meetings

School Nurse

Local GP referrals

Links to outreach from specialist schools- Margaret Liddle from Outwood for Downs Syndrome for example.



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

CAF forms- any incidents regarding children are recorded straight away on a pink form and then given to the designated person to view, the relevant agencies are contacted and then the form is filed away confidentially. The contents of the form are only shared with the relevant persons to ensure confidentiality.

Designated adults for safeguarding purposes. All staff aware of the key person to report incidents to.

Data handling policy- all children's data and results is confidential and should not be shared out of school unless they are reporting to a relevant outside agency.

CRB checks- all staff and any visitors in school who may be left alone with a group child at any point are CRB checked.

Volunteer's policy- volunteers are given a designated space to spend their breaks as an alternative to the staff room so that they do not over hear confidential information being discussed.

Different colour forms to report different incidents.

Open door policy for frequent communication with children, parents and staff.

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



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

Anti-bullying Charter Mark.  
Stonewall training.  
Network for PSHCE.  
Access to all courses and CPD that is run by the Doncaster LA.

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

In line with current legislation  
Self evaluation for areas of need

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

Staff air quality  
Staff code of conduct  
Staff policies regarding drugs etc

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

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

School Nurse- single point of contact  
  
Outreach workers from Stonehill, North Ridge, Pennine View, SPED/ASD team  
Children's centres/ Integrated Family Support Service

NHS departments- Therapy in schools team including; Occupation Therapy, Physiotherapy and Speech & Language Therapy.

-CAMHS

-Hearing Impairment

DIAL (Disability Awareness)

Open Minds Counselling

Relate (Charity)



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

School nurse- assessment based in observations from school staff and parents.

Educational psychologist- assessment based on observations from school staff and parents. The assessment will be conducted in school so the child is in their natural environment.

Margaret Liddle- support for children with Downs Syndrome and other behavioural needs. Support for teachers and TA's with planning and guidance about support within the classroom.

Rainbows- links with Infants school for children with emotional needs that are part of their Rainbows group and then the provision is carried on for them when they come to Junior School. Any other children who require this provision are assessed by the teacher and staff at school

TA support

SEAL support groups

Anti-bullying drop in to be planned



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

New to year 3 SEN parents evening  
Family learning  
School nurse  
Ed Psych

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

Y6 parents invited to see the Puberty video before it is shown to the pupils on 12/7/13

SEN new parents awareness meeting for Y2 parents

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

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

PSHCE, RE, science teacher comment and head teacher comment on the children's annual report.  
Parent's evenings.  
Pupil questionnaires  
Parent/ carer questionnaires.  
In class Q&A sessions.

Investors in Pupils.  
Achievement assemblies.  
Head teacher report to governors.



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

House points  
House cup  
Achievement assemblies  
Investors in Pupils  
Good news book  
Attendance awards  
Cornerstones Celebration days  
Sports day  
Opening evenings  
Parent assemblies