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Example 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 and some examples all of which can be edited to suit your own school context. Use the template to record your school's provision and return to the Local Healthy Schools Programme for quality assurance purposes (send to Julia.mitton@nhs.net). All schools will receive feedback on your review and 10% of school reviews will be moderated over an academic year (ie, school visit).

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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?

SEF: 6 – Leadership and Management

Mission statement - how often it is reviewed, is it visible and is it shared and how? What are the aims? Eg 'to provide a safe, caring, happy environment where every child matters principles'. What are the principles? Eg strength / understanding / nurture / stimulation / health / inspiration / new opportunities / enjoyment

Prospectus - how often is it renewed, who is it distributed to, when and how? Specific reference to PSHE (Personal, Social, Health and Economic) education, Healthy Schools Awards, Physical Activity Awards, School Council, Eco Schools etc?

Do you have a Healthy Schools Governor? Is health and wellbeing is a regular item on the agenda for Governor's meetings (include items discussed).

The SEF (Self Evaluation Form) - identifies areas of strength, and evaluates areas for improvement, with regard to creating and managing positive environment which enhances emotional and physical health and wellbeing in school.

The School Development Plan - identifies areas for strategic school improvement with clear targets relating to creating and managing a positive environment which enhances emotional and physical health and wellbeing in school.

Ofsted - achievement in personal development and wellbeing. Insert quotes from the Ofsted report.

Pastoral support - nurture groups, counselling services, support for parents / carers / the local community.

Extra-curricular opportunities - including art, sports and special events to promote excellence and enjoyment / TaMHS / Family SEAL.

Consultation with pupils and staff - e.g. meetings, questionnaires, surveys, school council.

Staff CPD - Staff team building opportunities, training sessions and feedback, school wellbeing policy.

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1.2 - Who are the lead members of staff responsible for aspects of health and wellbeing at school?

SEF: 6 – Leadership and Management

Healthy Schools:	
PSHE:	
Healthy Eating:	
Physical Activity:	
Emotional Health and Well-being:	

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2. Policy development

2.1 - What are the key health and wellbeing policies at your school?

SEF: 6 – Leadership and Management

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

Policy:	Date:	Date of next review:
PSHE education Policy		
RSE Policy		
Drug Education Policy		
Confidentiality Policy / Statement		
Inclusion Policy		
Confidentiality Policy / Statement		
Safeguarding Policy		
Physical Activity (not just PE)		
Anti-bullying Policy		
Behaviour and rewards Policy		
Food Policy		
Travel Plan		

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

SEF: 2 - Views of learners, parents/ carers, community and other stakeholders

Please describe your consultation and review process. E.g:

- Newsletters inform parents where policies can be found and invitation to parents to be part of a parents working group
- All parents review parent policies booklet
- Feedback forms returned / reviewed by Parent Working Group
- Comments fed back to lead teacher in school related to policy
- Questionnaires / surveys
- Policies are reviewed by all staff at meetings on agenda
- Policies are reviewed by Governors
- Policies are available to parents via website, parent policies booklet (and comments sheets collected)
- School council review and share appropriate policies
- Assemblies

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?

SEF: 5 – Quality of provision

Please describe your approach.

- Planning monitored and lesson observations carried out by Headteacher / subject coordinators
- PSHE education staff meetings take place

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- Regular review of schemes / resources including all staff and parents
- End of unit assessments
- SEAL, Healthy Schools or other relevant surveys used to highlight strengths and weaknesses
- End of year report comments on PSHE education
- Pupil interviews/discussion groups on content / enjoyment / outcomes of lessons
- Ofsted inspections and Local Authority monitoring
- Teacher / Pupil evaluation
- Work trawls
- INSET

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?

SEF: 5 – Quality of provision

PSHE

If PSHE education is via drop down days then be aware that this does not meet Healthy Schools Status criteria

- Indicate curriculum time allocation
- SEAL and Derby City RSE and Drug Education schemes used
- Additional / support materials suggested by PSHE education coordinator
- Circle time
- R Time
- Anti bullying week materials

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- Emergency Service talks
- School Nurse
- Surveys and questionnaires of pupils – ensuring PSHE education is meeting the needs of pupils

Healthy Eating - *describe how your curriculum in this area meets the needs of C&YP. Learning about Healthy Eating and planning healthy meals should include understanding the different types of food in the context of a balanced diet (using the Balance of Good Health), and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables.*

- Food education (QCA D&T food related units) and or extra-curricular cooking clubs – development of basic cooking skills.
- Developing children's understanding of food safety, diet and health, cooking, and consumer awareness through use of 'Food Route' resources across the school and the 'Food Passport' for transition from Y6 – Y7.
- Breakfast club – raising concentration and attainment.
- Topics covered in Foundation Stage curriculum (growing)
- Cookery area used by whole school / cookery club
- Only fresh fruit is allowed at break time – and the children understand the reason for this as part of a healthy diet
- Free fruit scheme
- Fruit available at lunchtimes
- School allotment encourages children's understanding of growing own fruit / vegetables and children learn to prepare and enjoy tasting produce
- School Cook / Chef invited into school to run sessions with classes

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- Healthy week / healthy days held

Physical Activity

- At least two hours timetabled physical activity
- Importance taught through PSHE education and Science Curriculum
- Structured play opportunities
- Close partnership working with School Sports coordinator
- Gardening
- Swimming lessons
- Wake n Shake / Activate to concentrate/ DPA
- Mini Leaders
- Physical literacy

Emotional Health & Well-being

- Anti-bullying week
- Friends against Bullying
- Worry boxes
- RSE and Drug Education Schemes
- Mentoring
- Peer Mediation
- SEAL Healthy Schools or other perception surveys
- Leading the Way
- Circle Time
- SEAL and Derby City schemes of work used

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- Circle Time
- R Time
- Friendship Stops
- Brain Gym

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

SEF: 5 – Quality of provision

Please describe your approach. The structured physical activity may take place within or outside of the curriculum.

- At least two hours curriculum time for physical activity
- Daily Physical Activity (DPA)
- Brain gym / Take 10 / brain breaks
- Reception/Infant classes each have their own outside play area
- Infants afternoon playtime
- After school clubs supported by staff and outside coaches
- Swimming lessons
- School Sports Partnership
- Area competitions/ team-inter school matches/ cluster events
- Structured activities at playtime – play leaders employed, lunchtime supervisors trained, Huff and Puff equipment
- Walk / cycle to school weeks promoted, cycle rack provided

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- Cycle proficiency
- Fit To Think
- Eco Schools
- Gardening and school allotment
- Sports day
- Sponsored events
- Residential visits promoting physical activity
- School has been awarded the DCSF (Department for Children, Schools & Families) Active Mark
- Physical Activity Policy
- School Travel Plan
- B-active projects
- B-active Enhancement
- Healthy schools enhancement for childhood obesity
- Physical literacy

4. School culture and environment

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

SEF: 1 – Characteristics of the school

- Communicating and signposting e.g. newsletters, extended schools provision
- Through aims and appointment of staff
- SEF shows how school supports EHWP (Emotional Health and Well-Being)

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- Behaviour policy
- Inclusion policy – inclusion of SEN pupils and beyond
- Links to community (e.g. local centres, church etc)
- Social events
- Open door policy
- Compliance with 'Implementing the disability discrimination act in schools and early years settings'
- Language workshops / lessons offered and / or signposted to
- School buildings – e.g. use of hall / premises for activities after school for community and lettings of the school building / site
- Pupil tracking
- Regular sharing information meetings among staff
- Lunch clubs offered for children who cannot attend after school clubs due to transport issues
- Parents and carers evenings
- Email and texting services for parents
- Open door policy
- Behaviour policy
- Translation of letters / parent / carer evenings etc.
- Key workers
- Access for disabilities and facilities

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4.2 - How does your school environment promote health and wellbeing?

SEF: 4 – Personal Development and Well-being

Whole school environment:	Emotional Environment:	Physical Activity Spaces:	Playgrounds:	Eating environment:
<ul style="list-style-type: none"> • Safe learning environment • Colourful, interactive displays • Photographs • Welcoming office • Lock pads / fences for security • Garden and courtyard quiet areas • Reception class outside area • Open door policy • Rules / rewards – developed with pupils • Behaviour policy • Pride over the school's 	<ul style="list-style-type: none"> • Open door policy • Approachable staff • Quiet areas • Worry boxes • Security • Nurture group • Counselling • PSHE education • Circle time 	<ul style="list-style-type: none"> • Equipment stored safely • PE coordinator monitors equipment and in charge of ordering new equipment • School Council consulted on new equipment • Adequate changing areas • Health and Safety Conditions met • Sports Clubs • Religious needs catered for 	<ul style="list-style-type: none"> • Supervision • Play pals / peer mediators / play buddies • Friendship benches • Structured play / equipment • A range of spaces/ areas used • Field available • Infant / Junior playgrounds • Trim Trails • Dance equipped areas • Playground markings 	<ul style="list-style-type: none"> • Art work inspired by food • Photographs • Weekly menu displayed • Water provided • Good manners stickers / praise / awards • Access to healthy food and drink in line with best practice, including lunchtime catering, tuck-shop, vending, breakfast club, after-school clubs etc • Kitchen uses grown produce from

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environment • Responsibilities – jobs & monitors				schools allotment
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5. Giving children and young people a voice

5.1 - What systems and processes are in place to ensure the views of all children and young people are reflected across all areas of school life?

SEF: 2 – View of learners, parents/carers, community and other stakeholders

Greater input to the Curriculum	<ul style="list-style-type: none">• Evaluations of lessons / activities by children / educational visits / initiatives• Topics / lesson coverage sent home to parents• Circle time / SEAL• Pupil interviews / work trawls• Foundation Key Stage – children choose activities• Assessment for learning• Educational visits – choice of activities• Post topic evaluation by pupils
Learning and teaching	<ul style="list-style-type: none">• Anonymous question boxes in classroom giving all children chance to ask questions• Feedback from children• Assessment for Learning strategies used – traffic lights, thumbs up / down• School Council/• Questionnaires• Circle Time

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	<ul style="list-style-type: none">• What have you learnt at end of topics?• Annotation on lesson plans
The whole school environment	<ul style="list-style-type: none">• Children have worked with artists to produce artwork displays around school (including food art in the dining hall)• School council have been involved in choosing equipment / layout of whole school environment including outside areas• Assemblies• Circle time• Suggestion boxes• School council involved in interviewing applicant teachers for new posts• Perception surveys• Share work / information on learning platform
Personal development and well-being	<ul style="list-style-type: none">• Children given opportunities to attend nurture group• Family SEAL• Evaluations of parent workshops• Counselling offered to identified pupils / families• LM box / Worry box / Pupil suggestion box• Class council agenda• Evaluation or intervention provided by specialist services and how this has helped• SEAL

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

SEF: 2 – View of learners, parents/carers, community and other stakeholders

Please describe your approach.

- School adopts 'Assessment for Learning' principles and uses systems in class PSHE education lessons to include views of all pupils, including those less vocal and visible (e.g. 'No hands up' approach)
- School has developed an ethos where children have been taught to value and respect the views and opinions of all others so that everyone feels included
- Class teachers gauge children's emotional wellbeing by asking them to 'show thumbs' at regular intervals throughout the day to develop relationships so that all children feel able to talk to staff
- Less vocal and less visible children targeted for small group support (e.g. Nurture group) so that they are given a voice
- School has a very inclusive ethos (above average numbers of pupils eligible for free school meals / on SEN register / EAL)
- School council class representatives bring views of class to meetings with the head teacher
- Anonymous question / suggestion boxes in classes which are shared by the school council
- Questionnaires / surveys – anonymous
- Staff take time to build and foster positive relationships between themselves and pupils by getting to them in different contexts (e.g. eating school lunch with them; taking them on residential visits; voluntarily running out-of-hours clubs for pupils across key stages and the whole school)
- TA & LM support
- Peer support /peer mentoring
- Cooking - an activity for all abilities and can develop social interaction skills.

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

SEF: 2 – View of learners, parents/carers, community and other stakeholders

- Nurture group
- Counselling sessions (1:1 or group)
- Parent workshops
- After school clubs
- Celebration assemblies – for behaviour, work and out of school achievements
- Activities within school to engage and work with less able/vulnerable pupils in small groups e.g. gardening
- Peer mediation, school council and Eco-schools representative roles/responsibilities
- PSHE education / circle time activities – e.g. SEAL unit 'Good to be me'
- Class jobs, responsibilities
- Residential trips and visits
- Roles of responsibility (e.g. Working in school office; taking registers; fruit monitors; lunch time food servers / table layers)
- Assemblies, performances, productions – invite parents / carers to watch their children
- Peer mentoring
- LM support
- Mini leaders
- Enterprise schemes
- Ethos of school
- Targeted work, for example with boys

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- Cooking club
- Cooking in curriculum
- Gardening club
- Outdoor learning activities
- Nurture group - food work
- Breakfast club

6. Provision of support services for children and young people

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

Please describe how groups are identified and what support provided is:

- Teacher Assessments
- Pupil tracking
- Discussions with parents /carers
- Close partnerships with children's services, health professionals etc.
- Pre-CAF Assessment
- Common Assessment Framework (CAF) – tool to identify vulnerable pupils
- School level data - raise online (reporting and analysis for improvement through School Self-Evaluation), Fischer Family Trust (FFT), school partner
- Self referral (Secondary Schools)
- Pastoral leads (Secondary Schools)

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- Links with feeder schools (Secondary Schools)
- Healthy Schools Online Survey – perception data

SEN (learning / physical / social / emotional / behaviour / speech and language difficulties)

- IEP (Individual Educational Plans), PEP's (Personal Educational Plans) and Individual targets shared with Class Teachers, parents / carers etc
- BST (Behaviour Support Team)
- Nurture group, therapeutic story writing
- Gardening
- 1:1 mentoring (for social skills)
- TA's (Teaching Assistants) / differentiation / resources

EAL (English as an Additional Language)

- Inclusion team
- Translation services
- Language clubs after school for developing pupils home language skills

Pupils at Risk (Child Protection, Looked after Children, young carers etc.)

- Open door policy
- Child Protection training for staff and there is a designated member of staff for Child Protection issues
- Circle time
- SEAL (Social Emotional Aspects of Learning)
- Attendance at Child in Need, Core Group Meetings and Case Conferences
- PEP (Personal Educational Plans)
- School Nurse

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- Peer Mentoring
- Pastoral leads in school
- Runaways
- Safe and Sound Project

Pupils with repeated absence / attendance issues

- Home visits / communication with parents
- Late book
- Free breakfast club offered
- Educational Welfare Officer
- Police Community Support Officer
- Learning Mentor – involvement / contact

Pupils with special circumstances (bereavement, divorce, separation, poverty)

- Counselling offered and referrals made to pupils and parents / carers
- Nurture group
- Parent Workshops
- Signposting to Cruse Bereavement Care
- Pastoral heads
- Safe Speak
- The Space
- Learning Mentor
- Bereavement guidance and resources
- School Nurse drop ins / appointments

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- Young peoples substance misuse service

Gifted and Talented

- Children recorded on register
- Wide range of challenging and motivating activities
- NACE Challenge Award (National Association for Able Children in Education)
- Workshops – differentiated work
- School Sports Partnership
- Philosophy for Children - P4C

Traveller children

- Inclusion team – host traveller team

Children who have been bullied / are bullying others

- Bullying data
- Parents / carers meetings
- Surveys
- SEAL / circle time
- Positive relationships with staff
- Nurture group, therapeutic story writing
- Questionnaires
- FAB group
- Circle of Friends
- Peer be-friending

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

SEF: 4 – Personal Development and Well-being, & 5 – Quality of provision

Contraception	<p><i>Please describe the arrangements in place.</i></p> <ul style="list-style-type: none">• School nurse and class teacher in providing RSE – information given to pupils regarding use of contraception to avoid pregnancy where relevant• Connexions• Local voluntary organisations• Signposting to local family planning services
Sexual health	<p><i>Please describe the arrangements in place.</i></p> <ul style="list-style-type: none">• School nurse and class teacher in providing RSE• Signposting to The Space• Chlamydia screening on site• Drop in sessions provided by Boys and Young Men Sexual Health Teams• School providing level 1,2,3 or 4 levels of extended sexual health services
Loss and bereavement	<p><i>Please describe the arrangements in place.</i></p> <ul style="list-style-type: none">• Topic covered within PSHE education and RE (Religious Education) curriculum that highlights routes of referral• Local vicar works with junior class through RE topic on bereavement• Advice/guidance/counselling for parents and children given in individual circumstances

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Mental Health	<p><i>Please describe the arrangements in place.</i></p> <ul style="list-style-type: none">• School has links with CAMHS (Child & Adolescent Mental Health services) and TAMHS (Targeted Mental Health in Schools) through SEN coordinator• Social services• Educational Psychologist• Families with mental health problems identified and targeted for a variety of specific intervention sessions run by counsellor
Drugs	<p><i>Please describe the arrangements in place.</i></p> <ul style="list-style-type: none">• Drug Education provided through PSHE education teaching• Young Addaction Substance misuse workers• Multi agency drug awareness training• Connexions• Targeted Youth Support Workers
Educational / Academic support	<p>Please describe the arrangements in place</p> <p>Signpost to extra tuition tutors</p> <p>Extra lessons provided for targeted pupils</p>

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?

SEF: 4 – Personal Development and Well-being, & 5 – Quality of provision

Children & Young People:

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- Confidentiality policy
- Counselling
- Nurture group
- Anonymous question boxes
- Headteacher, SENCO and teachers
- Posters for Childline and NSPCC (National Society for the Prevention of Cruelty to Children)
- Full Stop Campaign displayed around the school
- School Nurse
- Signposting to local services in PSHE education curriculum
- Transition arrangements in place to ensure that advice can be assessed where necessary
- Play therapy

Staff:

- Named member of staff
- Posters advertised in staff room and leaflets distributed in individual pigeon holes
- Teachers support network (formal and informal)
- Unions
- Termly SEAL meetings
- TaMHS
- SN

Parents / Carers:

- Advice leaflets and support signposted in newsletters and on parents' notice board
- Confidentiality policy

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- Headteacher
- School Nurse
- Children’s Centre
- Enhanced Support Network and related services e.g. Parent Partnership
- Agencies – drop in sessions

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? Please list the CPD opportunities.

SEF: 6 - Leadership and Management

<p>PSHE education including SRE, financial capability and Drug Education</p>	<ul style="list-style-type: none"> • At least one staff member qualified through the National PSHE CPD programme • Training courses offered by Healthy Schools / PSHE team attended by members of staff (PSHE education coordinator, RSE, Drug Education, Active Learning in PSHE education, Assessment and Evaluation in PSHE education, SRE in Church School, Economic wellbeing and financial capability) • PSHE education and SEAL twilights and network meetings regularly attended • Assessment for Learning
<p>Healthy Eating</p>	<ul style="list-style-type: none"> • Food safety, preparation and storage training attended • Healthy Eating in Schools Primary Training – TA’s, teachers, Learning Mentors (though Healthy Schools) • Let’s Get Cooking training

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Physical Activity	<ul style="list-style-type: none">• School Sports Partnership PLT (Primary Link Tutor) conferences attended regularly by PE coordinator• Sports coaching training• Daily physical activity training• Physical Literacy• Any training relevant to PA should be listed here
Emotional Health and Well-being	<ul style="list-style-type: none">• Nurture group training• Anti-bullying training• Training courses offered by First Steps in Derby (Working with young people who self-harm, Identifying & understanding eating disorders, Successful strategies for working with bereaved young people and their families)• Child protection training (CAF)• CAMHS Training• Bereavement and Loss Training• Emotional Literacy Training• Staff Wellbeing
Safeguarding (child protection and Anti-Bullying)	<ul style="list-style-type: none">• Child protection; Confidentiality training• Taking care / Protective behaviour• Child Exploitation and Online Protection (CEOP)
Pastoral care	<ul style="list-style-type: none">• Epi-pen training for all school staff• safeguarding training• Supporting vulnerable individuals

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	<ul style="list-style-type: none">• Behaviour Management• CAF – Common assessment framework training
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7.2 - How does your school identify staff CPD needs of relevance to health and wellbeing?

SEF: 6 - Leadership and Management

Please describe your approach.

- Performance Management meetings take place regularly where targets and opportunities are identified for all staff
- Courses and training identified for personal development opportunities and distributed for staff
- Close links with schools SIP
- Headteacher runs and attends regular Teaching Assistant meetings
- Induction Programmes for all new members of staff, teaching and non-teaching posts
- Statutory requirements e.g. curriculum development

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

SEF: 6 - Leadership and Management

Please describe your approach.

- Members of staff run and take part in after school / lunchtime clubs
- Bike racks for staff that cycle to work

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- Staff eat lunch with children – providing a positive role model for children at lunchtime
- All staff model healthy behaviours
- No smoking on school’s site
- Food in school policy – reviewed by all staff
- Physical Activity policy
- Staff participate in charity events
- Staff Wellbeing week
- Access to school counsellor – bringing in new activities and skills, catering for all interests
- Staff Wellbeing days
- Celebrating achievements outside of school
- Healthy Living policy
- Healthy Schools Roadshows
- Publicising of Care First Helpline

8. Partnerships with parents/carers and local communities

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

SEF: 7 – Overall Effectiveness

PSHE including SRE and Drug Education	Healthy Eating	Physical Education	Emotional Health and Well-being	Other
School nurse (Supporting RSE and drug education)	Catering or external catering provider (provide school meals to nutritional	School sports partnership (Improved provision of PA on offer, support to	Counselling (1:1 or group offered); Health Visitor (under	Cycle proficiency (offered to year 4/5 pupils);

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<p>Counsellors (running Workshops for parents);</p> <p>Behaviour Support Services (observation and support);</p> <p>School Counsellor (observation and support);</p> <p>Educational Psychologist (observations and support/advice);</p> <p>Family Justice Centre support and referrals);</p> <p>Global Education Derby (support for Global Citizenship and International Schools Award)</p> <p>Youth service</p>	<p>guidelines);</p> <p>Fruit & vegetable scheme (provide free fruit for KS1, bought in for KS2);</p> <p>Milk provided (free for under 5s available for all children to buy);</p> <p>School Cook / Chef sessions with pupils (delivered as part of DT);</p> <p>School nurse (support work in Science/PSHE education on healthy eating);</p> <p>School Food Trust (provides resources);</p> <p>Heath promotions (e.g. change4life, roadshows);</p> <p>Packed lunches</p>	<p>improve subject knowledge);</p> <p>Coaches (run clubs/sessions for pupils);</p> <p>School Nurse (supports work in science/PSHE education);</p> <p>Local Football clubs (run sessions for pupils);</p>	<p>5s);</p> <p>Behaviour Support Service (support pupils in school);</p> <p>School nurse;</p> <p>Educational Psychologist;</p> <p>Children’s services;</p> <p>Children’s centre (offers sessions to parents and families);</p> <p>GP’s (referrals for learning and medical assessments);</p> <p>CAMHS;</p> <p>Nurture group staff (support identified pupils);</p> <p>TaMHS;</p> <p>Family Justice Centre (Domestic Abuse Team support for families).</p>	<p>Kerbsafe (for Y1);</p> <p>Road Safety (throughout school – assemblies);</p> <p>Fire Service (talks for specific year groups to fit curriculum);</p>
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8.2 - How does your school signpost children and young people to appropriate services, within and beyond your school?

SEF: 7 – Overall Effectiveness

- Out of hours clubs
- 1:1 tuition for identified pupils
- Gifted and talented workshops
- Homework club
- Breakfast club
- Gardening and school allotment
- Parent workshops
- Language classes
- Children's Centre
- Community education projects / classes
- Family SEAL
- Nursery
- Referrals to local child minders
- Lettings of school building / site
- Dyslexia support centre on site
- Educational Psychologists
- Education Social workers
- Addaction

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- The Space
- Police communities and support officers
- School Nurse
- CAMHS
- TaMHS
- The Runaways
- Safe and Sound Project
- Boys and Young Men's Team

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

SEF: 7 – Overall Effectiveness

- Language course leaflets sent home for parents / carers
- Translation of letters and end of year reports at request of parents/carers
- Parents evening meeting – staff available to translate
- Lessons / sessions in school, led by different agencies
- Posters / leaflets / stickers on toilet doors – widely displayed and available
- Well-being notice board for staff
- Online through schools learning portal
- Newsletters

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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

SEF: 7 – Overall Effectiveness

Loss and Bereavement	<ul style="list-style-type: none">• LA Bereavement and Loss Guidance• Workshops run for parents and pupils – targeted children• Referrals to counselling support through the Children’s Centre / The Space
RSE	<ul style="list-style-type: none">• School information letters/evenings to parents re: delivery / content of RSE sessions• Parents invited to be part of PSHE education / RSE / Drug Education working group and review policy, content and resources of curriculum in school
Physical Activity	<ul style="list-style-type: none">• School hosts an annual event, where pupils, staff, parents / carers are all invited to a fun and interactive day / evening. This encourages Emotional Health and Wellbeing, promotes physical activity and encourages a cohesive community• Family Cycle rides• As part of promotion for Fit 4 Life Government Campaign the Children’s Centre host and encourage parents to take part in Physical Activity workshops
Drug Education	<ul style="list-style-type: none">• School information letters / evenings to parents re delivers / content of Drug Education sessions• Smoking Cessation workshops and 1:1 support available through Children’s Centre is advertised via school newsletters (Ongoing)
Healthy Eating	<ul style="list-style-type: none">• Healthy Eating for babies (including breastfeeding) advice and weekly drop in sessions available at Children’s Centre (ongoing advertisement through schools newsletter)• Packed lunch guidance at parents evening• Food tasting at the summer fayre

School name:

DfE number:

Last updated:



	<ul style="list-style-type: none">• Let's Get Cooking community events• Reception Induction evening held annually where Reception class teacher and Headteacher speak to parents about new pupils starting school and how their Emotional Health and Wellbeing is promoted. Parents are also informed and encouraged to think about healthy eating, including the availability and nutritional standards of school lunches and expectations in terms of packed lunches
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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? *Please describe your approach.*

SEF: 3 – Achievement and Standards

PSHE

- Assessment for learning techniques are an integral part of PSHE and SEAL lessons
- Teachers report to parents/carers through end of year reports comments on the work and topics covered throughout the year
- End of Key Stage statements assessments used by teachers to assess attainment at the end of each unit and passed to the next teacher to inform planning / support provided
- Parents / carers evening used to discuss progress in PSHE education
- IEP review meetings review personal targets with pupils and parents / carers and set new targets, often relating to PSHE education
- Pupil peer and self assessment through PSHE education/ SEAL lessons takes place
- Monitoring of the number of racial / sexual abuse / bullying / drug related incidents kept
- Reports to governors termly by Headteacher

School name:

DfE number:

Last updated:



Healthy Eating

- Food Route resources are used to monitor children's progression of food skills and understanding of healthy eating. The resources highlight the core competences in relation to diet & health, consumer awareness (shopping), food safety and cooking.

Physical Activity

- End of year reports include section on PE, PA, Physical development
- Use of end of key stage assessments

Emotional Health & Well-being

- Perception surveys
- Self esteem surveys

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

SEF: 3 – Achievement and Standards

School incorporates a number of positive initiatives to celebrate achievements of pupils, These include:

- Weekly celebration assemblies where children receive praise and certificates for positive behaviour as well as attainment and effort in lessons
- Children collect stickers daily that are received in class to fill sticker books and receive awards in assemblies
- Children also get to take a note home to parents / carers letting them know the positive behaviour and/or achievement in school
- Children are also rewarded with extended playtimes and golden time

School name:

DfE number:

Last updated:



- As a celebration for all achievements in school pupils enjoy whole school trips and visits regularly
- Event evenings held to celebrate the school gaining the awards
- Weekly newsletters
- As a staff – staff lunches
- Displays around school, including certificates and awards
- Children receiving musical tuition will play in assembly each term and at the Open Morning Celebration Assembly in the Spring Term
- Food Route certificates are given to children who are achieving food competences.