



# **The Healthy Schools London Review Tool**

## **Achieving and Maintaining Healthy Schools London Status Bronze Award**

**School: Berrymede Junior School**

**Borough: Ealing**



## HEALTHY SCHOOLS LONDON (HSL) REVIEW TOOL

This Review Tool is for use by all schools including Academies, Free Schools and Independent Schools. It enables you to record your school's provision for children and young people's health and wellbeing to achieve or maintain HSL Status Bronze Award.

The Review Tool is organised under seven headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School ethos, culture, environment and SMSC development
5. Provision of support services for children and young people
6. Staff continuing professional development (CPD), health and wellbeing
7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing

Against each of the seven headings there is a table with 3 columns:

- Column 1 - criteria
- Column 2 - minimum evidence required and examples
- Column 3 – prompts against which to record your school's evidence

You can use this review tool to record and update your school's progress under the seven headings. As you enter information it will help you develop an action plan. There is space at the end of each table where progress notes and additional evidence can be recorded.

At the end of the Review Tool (before the appendices) there is a Summary Sheet that you can use to summarise your progress against each of the seven headings.

The appendices provide further examples and a series of self-review questions that you can use to stimulate additional evidence. It might be helpful to print off the appendices and refer to them as you complete your review.



1. Leadership, management and managing change				
Criteria	Minimum Evidence			School Evidence
	Yes	Developing	No	
<p><b>The school provides clear leadership to create and manage a positive environment, which enhances emotional and physical health and well-being in school.</b></p>	x			<p><b>Leadership information:</b></p> <p><b>PSHE education</b> Farah Tahirkheli PSHE coordinator SLT Lead: Lubna Khan Head Staff member responsible: Farah Tahirkheli PHSE coordinator</p> <hr/> <p><b>Healthy eating</b> Farah Tahirkheli PSHE coordinator SLT Lead: Lubna Khan Head Staff member responsible: Farah Tahirkheli PSHE coordinator</p> <hr/> <p><b>Physical activity</b> Steve Cotton PE coordinator SLT Lead: Lubna Khan Head Staff member responsible: Steve Cotton PE coordinator</p> <hr/> <p><b>Emotional health and well-being</b> Farah Tahirkheli PSHE coordinator and Geraldine Gowans SENCO SLT Lead: Geraldine Gowans SENCO, Deputy Head Staff member responsible: Farah Tahirkheli PSHE coordinator</p>
	<p>The school has:</p> <ol style="list-style-type: none"> <li>A member of the senior leadership team who has a strategic lead for; and (if different)</li> <li>A member of staff responsible for: <ul style="list-style-type: none"> <li>PSHE education including sex and relationships education (SRE) and drug, alcohol and tobacco education</li> <li>Healthy eating including school nutrient and food-based standards, catering and curriculum</li> <li>Physical activity</li> <li>Emotional health and well-being (EHWB) including anti-bullying</li> </ul> </li> </ol>			
<b>Notes/additional evidence:</b>				



2. Policy development				
Criteria	Minimum Evidence			School Evidence
	Yes	Developing	No	
<p><b>The school has the following policies which are reflected in practice and through ethos, culture and the environment. They are reviewed by consultation every three years.</b></p> <ul style="list-style-type: none"> <li>School Behaviour including Anti-bullying;</li> <li>Sex and Relationships Education (SRE);</li> <li>Drug, Alcohol and Tobacco Education including Smoke Free;</li> <li>Safeguarding/Child Protection;</li> <li>Special Educational Needs including medical needs;</li> <li>Physical Activity;</li> <li>Food policy that meets school nutrient and food-based standards.</li> </ul>	x			<p><b>Policy reviews: Yes</b></p> <p><b>School Behaviour/Anti-bullying</b> (statutory)</p> <p>Last review date: June 13                      Next Review date: June 15</p> <p>Consultation process:</p> <ul style="list-style-type: none"> <li>We have a rolling programme of policy review</li> <li>Whole school policies are reviewed and ratified by the Governing Body on a regular basis</li> <li>PHSE coordinator / SENCO review School Behaviour/Anti-bullying together followed by a whole staff review – including administrative staff</li> <li>Pupil surveys</li> </ul> <p>Consulted groups: SLT, MLT, Governors, Staff working parties, parents, pupil surveys</p> <p>Do staff understand their role?</p> <ul style="list-style-type: none"> <li>Updated policies are put on staff domain of computer network</li> <li>Students, teaching assistants and teaching staff, at regular INSET sessions, both after school and during teacher training sessions kept abreast of policies</li> <li>School website where parents, carers and other Stakeholders have access to key policies</li> </ul> <hr/> <p><b>Sex and Relationships Education</b> (statutory)</p> <p>Last review date: June 13                      Next Review date June 15</p> <p>Consultation process:</p> <ul style="list-style-type: none"> <li>We have a rolling programme of policy review</li> <li>Whole school policies are reviewed and ratified by the Governing Body on a regular basis</li> <li>PHSE coordinator / SENCO / Science coordinator review</li> </ul>
	<p><b>Named policies in place</b></p> <ul style="list-style-type: none"> <li>Date of policy reviews</li> <li>Consultation process</li> <li>Consulted groups</li> </ul> <p><b>Guidance:</b></p> <p><b>Statutory policies</b> may need to be reviewed annually or bi-annually.</p> <p><b>Some policies may be combined or separate</b>, e.g. SRE and Drug, Alcohol and Tobacco Education may be included within a PSHE education policy.</p> <p><b>Examples:</b></p> <p><b>Consultation processes</b></p> <ul style="list-style-type: none"> <li>written/verbal surveys and questionnaires</li> <li>staff and/or governor meetings</li> <li>parents forums/evenings</li> <li>school council</li> <li>lessons</li> <li>website</li> </ul>			



2. Policy development		
Criteria	Minimum Evidence	School Evidence
	<ul style="list-style-type: none"> <li>newsletters</li> </ul> <p><b>Consulted groups</b></p> <ul style="list-style-type: none"> <li>pupils</li> <li>staff (teaching, non-teaching)</li> <li>parents/carers</li> <li>governors</li> </ul>	<p>SRE policy together followed by a whole staff review</p> <ul style="list-style-type: none"> <li>Parents views taken into account via parent meeting dedicated to teaching SRE</li> </ul> <p>Consulted groups: SLT, MLT, Governors, Staff working parties, parent views</p> <p>Do staff understand their role?</p> <ul style="list-style-type: none"> <li>Updated policies are put on staff domain of computer network</li> <li>Students, teaching assistants and teaching staff, at regular INSET sessions, both after school and during teacher training sessions kept abreast of policies</li> <li>School website where parents, carers and other Stakeholders have access to key policies</li> <li>PHSE coordinator / SENCO / Science coordinator training</li> </ul> <hr/> <p><b>Drug, Alcohol and Tobacco Education including Smoke Free</b></p> <p>Last review date: Mar 12                      Next Review date Mar 15</p> <p>Consultation process:</p> <ul style="list-style-type: none"> <li>We have a rolling programme of policy review</li> <li>Whole school policies are reviewed and ratified by the Governing Body on a regular basis</li> <li>PHSE coordinator / SENCO / Science coordinator review policy together followed by a whole staff review</li> <li>Parents views taken into account</li> </ul> <p>Consulted groups: SLT, MLT, Governors, Staff working parties, parents, pupil surveys</p> <p>Do staff understand their role?</p>



2. Policy development		
Criteria	Minimum Evidence	School Evidence
		<ul style="list-style-type: none"> <li>• Updated policies are put on staff domain of computer network</li> <li>• Students, teaching assistants and teaching staff, at regular INSET sessions, both after school and during teacher training sessions kept abreast of policies</li> <li>• School website where parents, carers and other Stakeholders have access to key policies</li> <li>• PHSE coordinator / SENCO / Science coordinator training</li> </ul> <hr/> <p><b>Safeguarding/Child Protection</b> (statutory)</p> <p>Last review date: Sep 14                      Next Review date Sep 15</p> <p>Consultation process:</p> <ul style="list-style-type: none"> <li>• We have a rolling programme of policy review</li> <li>• Whole school policies are reviewed and ratified by the Governing Body on a regular basis</li> <li>• SENCO / Head Teacher review policy together followed by a whole staff review</li> </ul> <p>Consulted groups: SLT</p> <p>Do staff understand their role?</p> <ul style="list-style-type: none"> <li>• Updated policies are put on staff domain of computer network</li> <li>• Students, teaching assistants and teaching staff, at regular INSET sessions, both after school and during teacher training sessions kept abreast of policies</li> <li>• School website where parents, carers and other Stakeholders have access to key policies</li> <li>• Whole staff training regularly</li> </ul> <hr/> <p><b>Special Educational Needs including medical needs</b> (statutory)</p> <p>Last review date: Sep 14                      Next Review date Sep 15</p>



2. Policy development		
Criteria	Minimum Evidence	School Evidence
		<p>Consultation process:</p> <ul style="list-style-type: none"> <li>• We have a rolling programme of policy review</li> <li>• Whole school policies are reviewed and ratified by the Governing Body on a regular basis</li> <li>• SENCO / Head Teacher review policy together followed by a whole staff review</li> </ul> <p>Consulted groups: SLT</p> <p>Do staff understand their role?</p> <ul style="list-style-type: none"> <li>• Updated policies are put on staff domain of computer network</li> <li>• Students, teaching assistants and teaching staff, at regular INSET sessions, both after school and during teacher training sessions kept abreast of policies</li> <li>• School website where parents, carers and other Stakeholders have access to key policies</li> <li>• Whole staff training regularly</li> </ul> <hr/> <p><b>Physical Activity</b></p> <p>Last review date: Dec 12                      Next Review date: Dec 15</p> <p>Consultation process:</p> <ul style="list-style-type: none"> <li>• We have a rolling programme of policy review</li> <li>• Whole school policies are reviewed and ratified by the Governing Body on a regular basis</li> <li>• PE coordinator reviews physical activity policy followed by a whole staff review</li> <li>• Pupil surveys</li> <li>• Parent suggestions</li> </ul> <p>Consulted groups: SLT, MLT, Governors, Staff working parties, parents, pupil surveys</p> <p>Do staff understand their role?</p>



2. Policy development		
Criteria	Minimum Evidence	School Evidence
		<ul style="list-style-type: none"> <li>• Updated policies are put on staff domain of computer network</li> <li>• Students, teaching assistants and teaching staff, at regular INSET sessions, both after school and during teacher training sessions kept abreast of policies</li> <li>• School website where parents, carers and other Stakeholders have access to key policies</li> <li>• Whole staff physical activity training</li> </ul> <hr/> <p><b>Food Policy that meets school nutrient and food-based standards</b> (statutory regulation for local authority maintained schools)</p> <p>Last review date: Dec 14                      Next Review date Dec 17</p> <p>Consultation process:</p> <ul style="list-style-type: none"> <li>• We have a rolling programme of policy review</li> <li>• Whole school policies are reviewed and ratified by the Governing Body on a regular basis</li> <li>• PHSE coordinator reviews Food Policy policy followed by whole staff review and suggestions</li> <li>• Pupil surveys</li> <li>• Parent suggestions</li> </ul> <p>Consulted groups: SLT, MLT, Governors, Staff working parties, parents, pupil surveys</p> <p>Do staff understand their role?</p> <ul style="list-style-type: none"> <li>• Updated policies are put on staff domain of computer network</li> <li>• Students, teaching assistants and teaching staff, at regular INSET sessions, both after school and during teacher training sessions kept abreast of policies</li> <li>• School website where parents, carers and other Stakeholders have access to key policies</li> <li>• Whole staff training regularly including non-teaching staff</li> </ul>
<b>Notes/additional evidence:</b>		







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

Criteria	Minimum Evidence			School Evidence
<p><b>The school curriculum includes these areas of learning which are monitored and evaluated to ensure the quality of teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• <b>PSHE education</b> including sex and relationships education (SRE) and drug, alcohol and tobacco education</li> <li>• <b>Healthy eating</b> including cooking skills and food education</li> <li>• <b>Physical activity</b> including a minimum of 90 minutes to 2 hours curriculum PE a week and health-related exercise</li> <li>• <b>Emotional health and well-being</b> including anti-bullying, social and emotional learning (SEL) and risk</li> </ul> <p><b>Pupil progress and achievement</b> in these areas of learning are assessed, recorded and reported in line with current guidance and celebrated appropriately.</p>	Yes	Developing	No	<p><b>PSHE education including sex and relationships education (SRE) and drug, alcohol and tobacco education</b></p> <p>Is included in the curriculum: Yes</p> <p>Has a Programme of study/scheme of work: Yes</p> <p>Is monitored and evaluated using the following methods: Teacher monitoring and Subject Leader monitoring</p> <p>Assesses, records and reports pupil progress and achievement using the following methods: Lesson observations, learning walks by PHSE Coordinator, teacher assessment, end of year reports to parents / carers, parents evenings and Pupil Progress meetings.</p> <p>Celebrates pupil progress and achievement using the following methods: Certificates, stickers in whole school assembly, photographs of significant achievements posted on website or incorporated in newsletter.</p> <hr/> <p><b>Healthy eating including cooking skills and food education</b></p> <p>Is included in the curriculum: Yes</p> <p>Has a Programme of study/scheme of work: Included within PSHE / DT/ Healthy Eating Week/ Science</p> <p>Is monitored and evaluated using the following methods: Verbal feedback/ Written feedback from lesson observations/ Learning walks during Healthy Eating Week.</p> <p>Assesses, records and reports pupil progress and achievement using the following methods: Lesson observations, learning walks by PHSE Coordinator, teacher assessment, end of year reports to parents / carers, parents evenings and Pupil Progress meetings.</p> <p>Celebrates pupil progress and achievement using the following methods: Certificates, stickers in whole school assembly, photographs of</p>
	x			
	<p>Each area of learning:</p> <ul style="list-style-type: none"> <li>• is included in the curriculum</li> <li>• has a Programme of Study / scheme of work</li> <li>• is monitored &amp; evaluated</li> <li>• assesses, records, reports and celebrates pupil progress and achievement</li> </ul> <p><b>Examples:</b></p> <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• <i>pupil/lesson observations</i></li> <li>• <i>written or verbal assessment</i></li> <li>• <i>peer and self-evaluation</i></li> <li>• <i>learning walks</i></li> <li>• <i>pupil progress meetings</i></li> </ul> <p><b>Assessment of</b></p> <ul style="list-style-type: none"> <li>• <i>learning- knowledge</i></li> <li>• <i>skills</i></li> <li>• <i>understanding</i></li> <li>• <i>behaviour (e.g. healthy eating, physical activity, social and emotional)</i></li> </ul>			



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

Criteria	Minimum Evidence	School Evidence
	<ul style="list-style-type: none"> <li>• <i>health and wellbeing</i></li> </ul> <p><b>Methods of recording and reporting</b></p> <ul style="list-style-type: none"> <li>• <i>school/end of year reports</i></li> <li>• <i>teacher or end of unit assessments</i></li> <li>• <i>staff meetings</i></li> <li>• <i>parent/carer evenings</i></li> <li>• <i>pupil peer and self-assessment</i></li> </ul> <p><b>Celebration of pupil progress and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>certificates</i></li> <li>• <i>assemblies</i></li> <li>• <i>showcase performances</i></li> <li>• <i>invitations to Head Teacher's office to showcase work</i></li> </ul>	<p>significant achievements posted on website or incorporated in newsletter.</p> <hr/> <p><b>Physical activity including a minimum of 90 minutes to 2 hours curriculum PE a week and health-related exercise</b>            Is included in the curriculum: Yes. Every class has 2 hours of timetabled PE provision a week with two dedicated Sports staff. Sports Clubs- many! Football, (boys and girls) cricket, Tae Kwon-do, cross country, netball, athletics, children participate in inter-school competitions in athletics, football and cricket</p> <p>Has a Programme of study/scheme of work: Yes</p> <p>Is monitored and evaluated using the following methods: Subject leader monitoring, Action plans, Observations of lessons.</p> <p>Assesses, records and reports pupil progress and achievement using the following methods: AFL, end of unit assessments,</p> <p>Celebrates pupil progress and achievement using the following methods: Certificates, inviting pupils to competitions. Handing out certificates in Assemblies.</p> <hr/> <p><b>Emotional health and well-being including anti-bullying, social and emotional learning (SEL) and risk</b></p> <p>Is included in the curriculum: Yes</p> <p>Has a Programme of study/scheme of work: Yes</p> <p>Is monitored and evaluated using the following methods: Subject leader monitoring, Action plans, Observations of lessons, SEAL assessments, Learning walks, Peer observations</p> <p>Assesses, records and reports pupil progress and achievement using the following methods: Planning evaluated, Pupil Progress meetings, Subject</p>



3. Learning and teaching, curriculum planning and resourcing		
Criteria	Minimum Evidence	School Evidence
		leader monitoring Celebrates pupil progress and achievement using the following methods: Certificates, stickers in whole school assembly, photographs of significant achievements posted on website or incorporated in newsletter.
<b>Notes/additional evidence:</b>		



4. School ethos, culture, environment and SMSC development				
Criteria	Minimum Evidence			School Evidence
	Yes	Developing	No	
<p><b>The school ethos, culture and environment promote emotional and physical health and wellbeing. The school involves all children and young people in decision-making.</b></p> <p><b>Indoor and Outdoor Spaces</b></p> <p>Playgrounds are safe, supportive, encourage physical activity and include quiet areas. The dining area is safe, attractive and welcoming.</p>	x			<p><b>Playground provides:</b></p> <p>Energetic activities or sports including: Playground equipment boxes in each playground, rock climbing wall, table tennis tables, basket ball areas.</p> <p>Quiet activities including: Reading spaces, quiet areas, zones in playground- ball free zones, quiet zones, garden, covered area</p> <p>Playground supervision via: SMSAs, SLT</p> <p>Playground support via: SMSAs, Prefects, Playground buddies</p> <hr/> <p><b>Dining area provides:</b></p> <p>Welcoming, social environment by: Positive and friendly staff</p> <p>Attractive eating environment by: Posters promoting healthy eating, MARCH 15: New dining room layout with decoration via pupil collaboration, cutlery, fruit kebabs, soothing music</p> <p>Promotion of healthy eating by: Healthy Eating week, posters around the school, MARCH 15: New dining room layout, cutlery, fruit kebabs, soothing music</p> <p>A clean and hygienic environment by: All staff and cleaners promote a safe and clean environment</p>
	<p><b>Playground</b> provision includes:</p> <ul style="list-style-type: none"> <li>a range of activities</li> <li>active and quiet areas</li> <li>plenty of physical activity</li> <li>supervision and support</li> </ul> <p><b>Dining area</b> provision includes:</p> <ul style="list-style-type: none"> <li>welcoming, sociable and attractive eating environment</li> <li>promotion of healthy eating</li> <li>cleanliness</li> </ul>			
<p><b>Food</b></p> <p>The school provides pupils with food that meets the nutrient-based standards for school lunches and food-based standards for school food other than lunches. The school provides guidance on healthy</p>	<p><b>Guidance:</b></p> <p><b>Food other than lunches</b> includes:</p> <ul style="list-style-type: none"> <li>breakfast /after school clubs</li> <li>tuck shops</li> <li>vending machines</li> </ul>			<p><b>School provides:</b></p> <p>School lunches that meet nutrient-based standards: Yes</p> <p>Food other than lunches meets food-based standards: Yes</p> <p>Healthy packed lunch guidance disseminated via: School packed lunch policy Jan 2015 Head sent a letter to parents, on website, mentioned in newsletter</p>



4. School ethos, culture, environment and SMSC development		
Criteria	Minimum Evidence	School Evidence
packed lunches and pupils should have easy access to free, clean and palatable drinking water at all times.	<ul style="list-style-type: none"> <li>during school events (e.g. school trips, parents' evenings, sports days)</li> </ul>	Free, clean palatable drinking water at all times via: Drinking fountains and classroom areas, children bring in water bottles, which can be filled throughout the day. Teachers encourage children to drink water throughout the day. Jugs of water available at lunchtime.
<p><b>Physical Activity</b> The school provides opportunities for pupils to be physically active in and out of the curriculum throughout the school day. There is a mechanism for monitoring participation. The school encourages pupils to stay active outside school hours.</p>	<p><b>Guidance:</b></p> <p><b>Physical activity</b> opportunities includes:</p> <ul style="list-style-type: none"> <li>before, during and after school clubs</li> <li>breaks and lunch times</li> <li>on school trips</li> <li>at sports day</li> </ul>	<p><b>School provides:</b></p> <p>Opportunities for physical activity including: PE lessons, playground equipment, before school / after school clubs, take 10 movement breaks, table tennis tables, basket ball facilities, rock wall climbing frame, sports day, storage area for bikes</p> <p>Participation is monitored using the following methods: Teacher observations, Subject leader monitoring, LSAs</p> <p>Pupils are signposted to local clubs and activities by: PE coordinator liaises with outside agencies and passes information onto children, After school club promoted using outside sports agencies</p>
<p><b>Active Travel</b> The school promotes active travel to and from school.</p>	<p><b>Examples:</b></p> <p><i>By implementing a school travel plan and running active travel initiatives such as:</i></p> <ul style="list-style-type: none"> <li><i>walk/cycle to school days</i></li> <li><i>walkers/cyclers breakfast clubs</i></li> <li><i>cycling at break times</i></li> <li><i>pedestrian skills and cycle training</i></li> <li><i>active travel competitions</i></li> <li><i>accreditation programmes</i></li> </ul>	<p><b>Active Travel is promoted by:</b></p> <p>School travel plan: Yes</p> <p>Active travel initiatives including: Walk to school week / competitions / Are we on time? / Punctuality cup</p>



4. School ethos, culture, environment and SMSC development		
Criteria	Minimum Evidence	School Evidence
<p><b>Pupil Voice</b> The school has mechanisms in place to ensure the views of all children and young people (including those hard to reach, with Special Educational Needs and/or disability) are reflected in school decision making.</p>	<p><b>Examples:</b></p> <p><b>Pupil Voice mechanisms</b></p> <ul style="list-style-type: none"> <li>• <i>school/year or class councils</i></li> <li>• <i>pupil surveys/questionnaires</i></li> <li>• <i>interviews</i></li> <li>• <i>suggestion boxes</i></li> <li>• <i>circle time</i></li> </ul> <p><b>Pupil views reflected in:</b></p> <ul style="list-style-type: none"> <li>• <i>policies</i></li> <li>• <i>teaching and learning</i></li> <li>• <i>curriculum</i></li> <li>• <i>resources</i></li> <li>• <i>school ethos</i></li> </ul>	<p><b>Pupil voice mechanisms</b> include: School Council, Eco-warriors, Restorative Prefects, Prefects, Head boy &amp; Head girl</p> <hr/> <ul style="list-style-type: none"> <li>• <b>Pupil views</b> are reflected in: School Council. Circle time, Restorative Prefects, Head boy and Head girl. Liaise with parents/carers and families of children who are less vocal/visible by offering free play scheme places to vulnerable groups; SENCO holds fortnightly surgery in school for parents to come and discuss problems</li> <li>• Use of external agencies/specialist professionals: close liaison with SAFE to support vulnerable families</li> <li>• Pupils voice interviews- children consulted on curriculum preferences and preferred teaching styles- data collated by school councillors</li> <li>• 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). Class teachers use 'check-in' approach at registrations to gauge children's emotional wellbeing. Questionnaires / surveys to children are anonymous</li> <li>• Extremely inclusive school- Inclusion quality mark re-awarded in 2013</li> <li>• Emotional wellbeing a high priority, vulnerable pupils identified very quickly- self-esteem and social skills groups operate in all year groups, vulnerable pupils mentored by designated teacher on a weekly basis</li> </ul>
<p><b>Personal development and wellbeing</b></p>	<p><b>Examples:</b></p>	<p><b>SMSC</b> is promoted via:</p>



#### 4. School ethos, culture, environment and SMSC development

Criteria	Minimum Evidence	School Evidence
<p>The school promotes spiritual, moral, social and cultural development (SMSC) and provides opportunities for children and young people to build confidence and self-esteem; develop responsibility, independence and resilience and learn how to assess risk and stay safe</p>	<p><b>SMSC promoted via:</b></p> <ul style="list-style-type: none"> <li>• <i>policies</i></li> <li>• <i>teaching and learning</i></li> <li>• <i>curriculum and resources</i></li> <li>• <i>school environment</i></li> <li>• <i>personal development and wellbeing</i></li> </ul> <p><b>Build confidence and self-esteem via:</b></p> <ul style="list-style-type: none"> <li>• <i>celebrating achievement - displays</i></li> <li>• <i>celebratory activities - assemblies, school performances</i></li> <li>• <i>reward systems</i></li> </ul> <p><b>Develop responsibility, independence and resilience via:</b></p> <ul style="list-style-type: none"> <li>• <i>peer mentoring</i></li> <li>• <i>playground friends</i></li> <li>• <i>prefects</i></li> <li>• <i>pupil council</i></li> <li>• <i>charity work</i></li> </ul> <p><b>Learn how to assess risk and stay safe via:</b></p>	<ul style="list-style-type: none"> <li>• We are a Rights Respecting School (Level 1 achieved 2014), and these principles tie in heavily with SMSC development</li> <li>• Embedded in different policies</li> <li>• Through daily teaching and learning across the curriculum</li> <li>• Within the school environment</li> <li>• Class assemblies</li> </ul> <hr/> <p><b>School provides</b></p> <p>Opportunities for children and young people to:</p> <p>Build confidence and self-esteem by:</p> <ul style="list-style-type: none"> <li>• Celebrating achievements in assemblies</li> <li>• Displaying children’s work around the school</li> </ul> <p>Develop responsibility, independence and resilience by:</p> <ul style="list-style-type: none"> <li>• Children have jobs within the classrooms (monitors)</li> <li>• Reward systems</li> <li>• Playground buddies</li> <li>• Prefects</li> <li>• School Council</li> <li>• Eco-Warriors</li> <li>• Restorative Prefects</li> <li>• WE Day preparations in Year 6 – Children support a local charity</li> </ul> <p>Learn how to assess risk and stay safe by:</p>





#### 4. School ethos, culture, environment and SMSC development

Criteria	Minimum Evidence	School Evidence
	<ul style="list-style-type: none"> <li>• <i>circle time</i></li> <li>• <i>peer mentors/mediators</i></li> <li>• <i>playground zones</i></li> <li>• <i>counselling</i></li> <li>• <i>PSHE education</i></li> <li>• <i>residential trips/visits</i></li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lessons</li> <li>• Circle times across the school on Friday mornings</li> <li>• Quiet zones in playgrounds</li> <li>• Restorative prefects</li> <li>• Residential trip in Year 6</li> <li>• Various trips – teachers hold discussions with pupils beforehand in regards to risks etc.</li> <li>• Counselling groups such as: -</li> </ul> <p>Clinical Psychologist</p> <p>Educational Psychologist</p> <p>Counsellor, Jane Challenor, one day a week who works with individual [vulnerable] children</p> <p>Counsellor, Javier Orti, one day a week who works with small groups and who specialises in working with boys who have Domestic Violence backgrounds</p> <p>Several pastoral staff that offer Solution Focus Anger Management training to children e.g. emotional literacy skills and self-esteem building groups</p> <p>Partnership with school nursing and children attend MEND for health and fitness</p> <p>Children attend CAMHS counselling through the broader Child in Need and Child Protection teams we work with</p>



#### 4. School ethos, culture, environment and SMSC development

Criteria	Minimum Evidence	School Evidence
<b>Notes/additional evidence:</b>		



5. Provision of support services for children and young people				
Criteria	Minimum Evidence			School Evidence
	Yes	Developing	No	
<p>The school has systems to identify and meet the needs of vulnerable children and young people and has arrangements to provide appropriate and relevant support. All children and young people and parents/carers can, confidentially, access advice, support and services (within and beyond school).</p>	x			<p><b>School has:</b></p> <p><b>Systems</b> to identify and meet the needs including:</p> <p>Pupil progress review meetings</p> <p>Whole staff meetings 1x a week</p> <p>Departmental meetings 1x a week</p> <p>SLT</p> <p>All policies up to date and accessible</p> <p>Restorative Justice training given to all staff</p> <p>IEPs (Individual Educational Plans), PEPs (Personal Educational Plans) and individual targets shared with class teachers, parents / carers and LSAs</p> <p><b>Arrangements</b> to provide support including:</p> <p>Interventions</p> <p>Homework club</p> <p>Buddy systems for new children in the school</p> <p>Self esteem and social skills groups for targeted children</p> <p>Friends for Life delivered to vulnerable pupils</p> <p>Assemblies</p> <p>Speech &amp; Language therapist</p> <p>Educational Psychologist</p> <p><b>Access</b> to advice, support and services including:</p>
	<ul style="list-style-type: none"> <li>Systems to identify and meet the needs of vulnerable children and young people</li> <li>Arrangements to provide appropriate and relevant support.</li> <li>All children and young people and parents/carers can, confidentially, access advice, support and services (within and beyond school).</li> </ul>			



5. Provision of support services for children and young people		
Criteria	Minimum Evidence	School Evidence
		<p>Parent governors</p> <p>Notice boards for parents</p> <p>Parent evenings</p> <p>Assemblies</p> <p>Parent workshops e.g. Healthy lunchbox workshops</p> <p>Parents welcome to speak to external agencies if they have concerns</p> <p>Clinical Psychologist, Dr Rosie Davies, one day a week who counsels children and parents and who offers professional supervision to our staff</p> <p>Educational Psychologist who offers SEN support for families</p> <p>Counsellor, Jane Challenor, one day a week who works with individual [vulnerable] children</p> <p>Counsellor, Javier Orti, one day a week who works with small groups and family groups and who specialises in working with boys who have Domestic Violence backgrounds</p> <p>Several pastoral staff that offer Solution Focus Anger Management training to children e.g. emotional literacy skills and self-esteem building groups</p> <p>Partnership with school nursing and children attend MEND for health and fitness</p> <p>Children attend CAMHS counselling through the broader Child in Need and Child Protection teams we work with</p>
<b>Notes/additional evidence:</b>		





6. Staff continuing professional development (CPD), health and well-being				
Criteria	Minimum Evidence			School Evidence
	Yes	Developing	No	
<p><b>Staff CPD</b> The school identifies staff CPD needs for health and wellbeing and provides appropriate training and development opportunities.</p> <p><b>Staff health and well-being</b> The school supports staff in maintaining their health and wellbeing and a healthy lifestyle and encourages them to be positive role models. All staff can, confidentially, access advice, support and services (within and beyond school).</p>	x			<p><b>School identifies:</b></p> <p>Staff CPD needs for health and wellbeing by:</p> <p>CPD courses by Ealing LA</p> <p>Staff meetings</p> <p>Staff training</p> <p>Performance Management reviews</p> <p>Induction programmes for all new staff</p> <p>Health and wellbeing training and development opportunities including:</p> <p>CPD courses</p> <p>Staff training</p> <hr/> <p><b>Staff health and well-being:</b></p> <p>School staff are supported in maintaining their health and wellbeing by:</p> <p>CPD courses</p> <p>Clinical Psychologist, Dr Rosie Davies</p> <p>Counsellor, Javier Orti</p> <p>Staff have been encouraged to be positive role models including:</p> <p>Staff run training sessions in cricket, cross country, football, netball and rock climbing</p> <p>Participation in charity fundraising: comic relief, Alzheimer’s charity, Harvest collection for Salvation Army</p> <p>Some staff cycle to school</p>
	<p><b>Examples:</b></p> <p><b>Identify training needs by:</b></p> <ul style="list-style-type: none"> <li>• Performance Management meetings</li> <li>• CPD evaluations</li> </ul> <p><b>Staff CPD including:</b></p> <ul style="list-style-type: none"> <li>• PSHE education and SEAL twilights attended</li> <li>• Food hygiene training</li> <li>• Sports coaching training</li> </ul> <p><b>Staff as role models including:</b></p> <ul style="list-style-type: none"> <li>• Members of staff run and take part in after school clubs</li> <li>• Bike racks for staff that cycle</li> <li>• Staff eat lunch with children</li> <li>• Staff participate in charity events</li> </ul> <p><b>Staff access support from:</b></p> <ul style="list-style-type: none"> <li>• Teachers Support Network</li> <li>• School counsellor</li> </ul>			



6. Staff continuing professional development (CPD), health and well-being		
Criteria	Minimum Evidence	School Evidence
		Staff have completed charity sports events All staff model healthy behaviour All staff take part in sports day  Staff can, confidentially, access advice, support and services from: SLT School counsellor Clinical Psychologist
<b>Notes/additional evidence:</b>		



## 7. Partnerships with parents and carers, the local community, external agencies and volunteers

Criteria	Minimum Evidence			School Evidence
	Yes	Developing	No	
<p><b>Engaging with parents/carers</b> The school provides opportunities for parents/carers to access information, support and advice on health and wellbeing.</p> <p><b>Engaging with the local community and external agencies.</b> The school engages with the local community and a range of external agencies and encourages volunteering by children and young people and the wider community to support pupils, parents/carers and staff on:</p> <ul style="list-style-type: none"> <li>• PSHE education including sex and relationships education (SRE) and drug, alcohol and tobacco education</li> <li>• Healthy eating including school nutrient and food-based standards, catering and curriculum</li> <li>• Physical activity</li> <li>• Emotional health and well-being (EHWB) including anti-bullying</li> <li>• Other school health priorities</li> </ul>	x			<p><b>Engaging with parents/carers:</b></p> <p>School provides opportunities for parents/carers to access information, support and advice on health and wellbeing by:</p> <p>Inclusion policy</p> <p>Parent workshops</p> <p>Notice boards</p> <p>Parent evenings</p> <p>Parents can schedule meetings with teachers to discuss any concerns or issues</p> <p>Parent workshops</p> <p>Facilitate meetings with outside agencies</p> <p>Head teacher has an open door policy for all parents</p> <hr/> <p><b>Engaging with the local community and external agencies:</b></p> <p>School engages with the local community and a range of external agencies and encourages volunteering by children and young people and the wider community to support pupils, parents/carers and staff including:</p> <p>Links to charities</p> <p>Ealing Local Authority Health Improvement Team</p> <p>Police Community</p> <p>Local support officers</p> <p>Local sports clubs</p> <p>Local schools – Primary &amp; Secondary</p> <p>Trees 4 Cities</p>
	<b>Examples:</b>			
	<b>Engaging with parents via:</b>			
	<ul style="list-style-type: none"> <li>• <i>Inclusion policy</i></li> <li>• <i>Open door policy</i></li> <li>• <i>Language workshops</i></li> <li>• <i>Translation of letters</i></li> </ul>			
	<b>Swift and easy referral to:</b>			
	<ul style="list-style-type: none"> <li>• <i>CAMHS</i></li> <li>• <i>Education Social Workers</i></li> <li>• <i>Parent Support Advisors</i></li> <li>• <i>Local child minders</i></li> </ul>			
	<b>External agencies include:</b>			
	<ul style="list-style-type: none"> <li>• <i>School nurses</i></li> <li>• <i>Coaches</i></li> <li>• <i>Metropolitan Police</i></li> <li>• <i>St Johns Ambulance Service</i></li> </ul>			
	<b>Volunteering:</b>			
	<ul style="list-style-type: none"> <li>• <i>Team London</i></li> </ul>			





		Danone Gregg's Bakery Magic Breakfast
<b>Notes/additional evidence:</b>		



Summary Sheet (checklist)	Minimum Evidence		
	Criteria Heading	Yes	Dev
1. Leadership, management and managing change	Y		
2. Policy development	Y		
3. Learning and teaching, curriculum planning and resourcing	Y		
4. School ethos, culture, environment and SMSC development	Y		
5. Provision of support services for children and young people	Y		
6. Staff continuing professional development (CPD), health and wellbeing	Y		
7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing	Y		

# **The Healthy Schools London Review Tool**

## **APPENDICES**

### **Achieving and Maintaining Healthy Schools London Status Bronze Award**



## APPENDICES

The appendices provide further examples and a series of self-review questions that you can use to stimulate additional evidence. It might be helpful to print off the appendices and refer to them as you complete your review.

The appendices are organised under the seven headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School ethos, culture, environment and SMSC development
5. Provision of support services for children and young people
6. Staff continuing professional development (CPD), health and wellbeing
7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing



Appendix 1: Leadership, management and managing change		
Example Evidence		Prompt Self Review Questions
<p><b>School leads</b></p> <ul style="list-style-type: none"> <li>• PSHE education Coordinator</li> <li>• Physical Activity Coordinator</li> <li>• Learning Mentor</li> </ul>	<p><b>Managing a positive environment</b></p> <ul style="list-style-type: none"> <li>• School mission statement</li> <li>• Statement in parent handbook</li> <li>• Governor who leads on PSHE education</li> <li>• Governors meeting</li> <li>• Leadership &amp; LM structures of the school</li> <li>• SEF Partnerships</li> </ul>	<p>Could you provide some examples of the strategic steps your school takes to create a positive environment that promotes health and wellbeing?</p> <p>How does your school promote health and wellbeing in its mission statement?</p>



Appendix 2: Policy development		
Example Evidence		Prompt Self Review Questions
<p><b>Consultation process</b></p> <ul style="list-style-type: none"> <li>• Newsletters inform parents where policies can be found</li> <li>• Invitations are sent to parents to be part of a parents working group.</li> <li>• All parents review parent policies booklet</li> <li>• Feedback forms returned / reviewed by Parent Working Group</li> <li>• Comments fed back to lead teacher in school related to policy</li> <li>• Policies are reviewed by all staff at meetings</li> <li>• Policies are reviewed by Governors</li> </ul>	<p><b>Consultation process</b></p> <ul style="list-style-type: none"> <li>• Policies are available to parents via website, parent policies booklet (and comments sheets collected)</li> <li>• School council review and share appropriate policies</li> <li>• Policies shared at assemblies, parents evenings and induction meetings</li> <li>• Via SNAG (School Nutrition Action Group)</li> </ul>	<p>Could you provide some examples of the strategic steps your school takes to create a positive environment that promotes health and wellbeing?</p> <p>How are staff encouraged to prepare for, and with, an external agency who will be working with their class?</p> <p>How does the school induction process ensure new staff understand their role in relationship to policies?</p>



Appendix 3: Learning and teaching, curriculum planning and resourcing			
Example Evidence		Prompt Self Review Questions	
<p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• PSHE education staff meetings</li> <li>• Regular review of schemes and resources with all staff and parents</li> <li>• Book scrutiny</li> <li>• Performance management</li> <li>• Peer observations and coaching</li> <li>• Multi-disciplinary meetings</li> <li>• Scheme of work scrutiny</li> <li>• PSHE education curriculum map</li> <li>• PE and sport registers and reports</li> <li>• Surveys and questionnaires of pupils – ensuring PSHE education is meeting the needs of pupils</li> <li>• Playground incident book</li> </ul> <p><b>Methods of recording and reporting</b></p> <ul style="list-style-type: none"> <li>• School meal uptake</li> <li>• School meal consumption</li> <li>• FSM data</li> <li>• Incidents of bullying</li> <li>• Parent consultation group</li> <li>• Annual reports to parents</li> </ul>	<p><b>Assessment opportunities</b></p> <ul style="list-style-type: none"> <li>• Surveys and questionnaires of pupils – ensuring PSHE education is meeting the needs of pupils</li> <li>• Only fresh fruit is allowed at break time – and the children understand the reason for this as part of a healthy diet</li> <li>• School allotment encourages children’s understanding of growing own fruit / vegetables and children learn to prepare and enjoy tasting produce</li> <li>• Anti-bullying week</li> <li>• Circle Time</li> <li>• Worry boxes</li> <li>• SRE and Drug Education</li> <li>• Mentoring</li> </ul>	<p><b>Celebrate achievements</b></p> <ul style="list-style-type: none"> <li>• Weekly celebration assemblies where children receive praise and certificates for positive behaviour as well as attainment</li> <li>• Children also get to take a note home to parents / carers letting them know of specific positive behaviour and/or achievement in school</li> <li>• Children are also rewarded with extended playtimes and golden time</li> <li>• Whole school trips and visits regularly</li> <li>• Event evenings held to celebrate the school gaining the awards</li> <li>• Weekly newsletters and Displays around school, including certificates and awards</li> <li>• Staff lunches</li> <li>• Website</li> </ul>	<p>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?</p> <p>How does your school ensure structured physical activity is available for all of your children and young people?</p> <p>How does your school celebrate the achievements of children and young people across all areas of school life?</p> <p>Which scheme of work do you use?</p> <p>Which resources do you use for SRE and drugs?</p> <p>Is there an overall plan of what each year group is covering in each half term?</p> <p>How is PSHE education timetabled and who teaches it?</p> <p>How do you check teachers are teaching and that it is good quality?</p> <p>What do staff and pupils or parents say about the programme?</p>



## Appendix 4: School ethos, culture, environment and SMSC development

Example Evidence			Prompt Self Review Questions
<p><b>Indoor and outdoor spaces</b></p> <ul style="list-style-type: none"> <li>• Changing rooms are safe and pupil- friendly.</li> <li>• The school grounds provide opportunities for growing food, storing bikes and physical activity equipment.</li> <li>• The school has shower facilities for staff actively travelling to school</li> <li>• The school has cooking facilities for pupils</li> <li>• Playground buddies</li> <li>• Friendship stops</li> <li>• Pupil chosen decoration in dining room</li> </ul> <p><b>Drinking water</b></p> <ul style="list-style-type: none"> <li>• Water bottles</li> <li>• Filtered tap / coolers available for all pupils and staff</li> <li>• Cups available in classroom</li> <li>• Encouraged by teachers; accessible in all lessons</li> <li>• Jugs of water available at lunchtimes</li> <li>• Importance of drinking adequate water promoted in school.</li> </ul>	<p><b>Involving less vocal students</b></p> <ul style="list-style-type: none"> <li>• School adopts 'Assessment for Learning' principles to include views of all pupils,</li> <li>• Class teachers gauge children's emotional wellbeing by asking them to 'show thumbs' at regular intervals throughout the day</li> <li>• Less vocal and less visible children targeted for small group support</li> <li>• Questionnaires / surveys – anonymous</li> <li>• Students' views are taken in the form of written and confidential evaluations</li> <li>• Needs assessments</li> <li>• School council is representative of different groups</li> <li>• Confidential counselling service</li> <li>• Learning mentor</li> <li>• Small group and one-to-one support</li> <li>• Opportunities for SEN pupils to provide feedback</li> </ul>	<p><b>Develop responsibility, build confidence via</b></p> <ul style="list-style-type: none"> <li>• Nurture group /Counselling sessions (1:1 or group)</li> <li>• Peer mediation, school council and Eco-schools representative roles</li> <li>• Working in school office; taking registers; fruit monitors; lunch time food servers / table layers)</li> <li>• prefects</li> <li>• student councils</li> <li>• Students celebrate their music, drama and dance talents each term in a school "show"</li> <li>• Charity work</li> <li>• classroom "managers" / monitors</li> <li>• "duties" at break and lunchtime, like regular school staff</li> <li>• Pupils develop confidence and self esteem through circle time sessions</li> <li>• circle of friends</li> </ul>	<p>How does your school ensure structured physical activity is available for all of your children and young people?</p> <p>How does the school ensure easy access to free, clean and palatable drinking water?</p> <p>Do you encourage water on desks, throughout the school?</p> <p>Do teachers encourage children to drink?</p> <p>Do teachers model drinking water in class?</p> <p>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?</p> <p>How does your school respond to the needs of all children and young people, including those who are less vocal and visible?</p> <p>What opportunities are there for children and young people to develop responsibility, build confidence and self-esteem?</p> <p>How do you monitor packed lunches in primary school?</p> <p>Who has a current Level 2 Food safety hygiene certificate?</p>





## Appendix 5: Provision of support services for children and young people

Example Evidence			Prompt Self Review Questions
<p><b>Systems</b></p> <ul style="list-style-type: none"> <li>• Policy relating to homophobia and sexual bullying</li> <li>• Sensitivity to the needs of LGBT students parents and staff in school</li> <li>• Drug Education provided through PSHE education teaching</li> <li>• School nurse and class teacher in providing SRE – information given to pupils regarding use of contraception to avoid pregnancy</li> <li>• Topic covered within PSHE education and RE (Religious Education) curriculum</li> <li>• Resources available in school to help teachers teach topic sensitively</li> <li>• All staff made aware of any children / staff / families affected by bereavement issues and so are sensitive</li> <li>• Participation in NCMP</li> </ul>	<p><b>Arrangements</b></p> <ul style="list-style-type: none"> <li>• Chlamydia screening on site/ Signposting to local service</li> <li>• Families with mental health problems identified and targeted for a variety of specific intervention sessions run by counsellor</li> <li>• Personal adviser (1:1 sessions)</li> <li>• Signposting to local family planning services, Respect Yourself Campaign, Brook etc</li> <li>• Advice, guidance and/or counselling for parents and children given in individual circumstances</li> <li>• Healthy weight management programme</li> <li>• Dyslexia support centre on site</li> <li>• Parent Support Advisers</li> </ul>	<p><b>Access</b></p> <ul style="list-style-type: none"> <li>• School has links with CAMHS (Child &amp; Adolescent Mental Health services) and TAMHS (Targeted Adolescent Mental Health services) through SENCO</li> <li>• Social services/ Educational Psychologist</li> <li>• Substance misuse workers</li> <li>• Youth Connexions/ Local Voluntary organisations</li> <li>• Bereavement councillor available via cluster</li> <li>• Education Social workers</li> <li>• Referrals to local child minders</li> </ul>	<p>How does your school identify children and young people facing challenging circumstances? What support is provided for these identified groups?</p> <p>What arrangements are in place to refer children and young people to specialist services that can give professional advice?</p> <p>How does your school respect the confidentiality of children and young people, parents/carers and staff who access advice and support via the school?</p>



## Appendix 6: Staff continuing professional development (CPD), health and well-being

Example Evidence			Prompt Self Review Questions
<p><b>Identify training needs</b></p> <ul style="list-style-type: none"> <li>• Performance Management meetings take place regularly where targets and opportunities are identified for all staff</li> <li>• Headteacher runs and attends regular Teaching Assistant meetings</li> <li>• Induction Programmes for all new members of staff, teaching and non-teaching posts</li> </ul>	<p><b>Staff CPD</b></p> <ul style="list-style-type: none"> <li>• PSHE education and SEAL twilights and network meetings regularly attended</li> <li>• Food hygiene, preparation and storage training</li> <li>• Basic understanding in Healthy Eating</li> <li>• Sports coaching training</li> <li>• Nurture group training/ SEL training for all staff</li> <li>• Anti-bullying training</li> <li>• Reducing stress working with young people who self-harm</li> <li>• Identifying &amp; understanding eating disorders</li> <li>• Strategies for working with bereaved young people and their families</li> <li>• Child protection</li> <li>• Confidentiality training</li> <li>• Risk and safety</li> <li>• Pastoral care</li> </ul>	<p><b>Staff as role models</b></p> <ul style="list-style-type: none"> <li>• Members of staff run and take part in after school / lunchtime clubs</li> <li>• Staff participate in charity events</li> <li>• Staff eat lunch with children – providing a positive role model for children at lunchtime</li> <li>• Staff eat healthy packed lunches on school trips</li> </ul> <p><b>Staff access</b></p> <ul style="list-style-type: none"> <li>• Bike racks for staff that cycle to work and Council cycle scheme offered to staff</li> <li>• Wellbeing policy that includes staff</li> <li>• Yoga classes</li> <li>• Relaxation sessions</li> <li>• Team bonding activities</li> </ul>	<p>What continuing professional development (CPD) opportunities, relevant to health and wellbeing, do your staff have access to this year?</p> <p>How does your school identify staff CPD needs of relevance to health and wellbeing?</p> <p>How does your school encourage staff to develop and maintain a healthy lifestyle to enable them to be positive role models?</p>



## Appendix 7: Partnerships with parents and carers, the local community, external agencies and volunteers

Example Evidence			Prompt Self Review Questions
<p><b>Engaging with parents</b></p> <ul style="list-style-type: none"> <li>• Through aims and appointment of staff</li> <li>• Inclusion policy</li> <li>• Links to community (e.g. local centres, churches etc)</li> <li>• Social events</li> <li>• Lettings of the school building / site</li> <li>• Open door policy</li> <li>• Compliance with 'Implementing the disability discrimination act in schools and early years settings'</li> <li>• Language workshops / lessons offered and / or signposted to</li> <li>• Lunch clubs offered for children who cannot attend after school clubs due to transport issues</li> <li>• Translation of letters / parent / carer evenings etc.</li> <li>• Parent governor</li> <li>• Parent Teacher Association</li> <li>• Engaging parent volunteers in tuck shops, growing clubs, sports days, reading, mentoring</li> </ul>	<p><b>Signpost varied menu of activities and study support</b></p> <ul style="list-style-type: none"> <li>• Out of hours clubs</li> <li>• 1:1 tuition for identified pupils</li> <li>• Gifted and talented workshops</li> <li>• Homework club</li> <li>• Breakfast club</li> <li>• Gardening and school allotment</li> <li>• Parent workshops</li> <li>• Language classes</li> <li>• School games coordinators</li> </ul>	<p><b>Engagement with external agencies</b></p> <ul style="list-style-type: none"> <li>• Police communities and support officers</li> <li>• SRE providers</li> <li>• Drug education service</li> <li>• Sport and Leisure services</li> <li>• Local sports clubs</li> <li>• Dieticians</li> <li>• Scouts and guides</li> <li>• Team London</li> <li>• Kitemark e.g.               <ul style="list-style-type: none"> <li>○ TfL Active Travel</li> <li>○ Food for Life Partnership</li> <li>○ School Games</li> <li>○ Investors in People</li> </ul> </li> </ul>	<p>How do you let parents know what their child is learning in PSHE, cooking skills / food technology and PE?</p> <p>How do you help parents to be healthy with their child / help their child's health and wellbeing?</p> <p>Have you done any promotion of immunisations with parents?</p> <p>Who are the external agencies that support your school or parents, carers and families?</p> <p>How does your school signpost children and young people to local clubs and activities?</p> <p>How does your school signpost parents/carers to appropriate services?</p> <p>Are your staff aware that they should be picking up on issues of concern (e.g. child's weight, parental alcohol misuse)?</p> <p>How do you engage pupils, parents and carers in volunteering to support pupil health and wellbeing?</p>