



## Healthy Schools whole school review – July 2014

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

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

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



## 1. Leadership, management and managing change

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

- All members of the SLT support initiatives to promote health and wellbeing
- Positive ethos promoted by all SLT and articulated and supported by staff working in all areas in school
- Health messages given regularly through assemblies
- Health and well being topics covered, as appropriate, at governors meetings (pupil issues and curriculum) For example, a report by the Deputy Head on the feedback from the Health Related Behaviour Survey
- Positive behaviour policy with high expectations of behaviour and clear rewards and sanctions
- Ethos and expectations articulated to parents through the prospectus, at parents information evenings and through the school website
- Ethos and vision clearly articulated to staff and governors
- Deputy Head leading the completion of EHWP for the Enhanced Model

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

- Healthy Schools, PSHCE – Mark Brown
- Physical Activity – PE co-ordinator (Emma Greenwood) Rose Larder – KS2
- Healthy Eating – Head, cook (Jane George, Patsy Hall)
- School Travel/walking bus – School office, Mark Brown
- Extended Schools – Mark Brown
- Behaviour Mentor Team – SENCo (Deborah Taylor)
- Safeguarding - Deputy Head (Mark Brown) Supported by the Head, Jane George
- Anti-Bullying – Deputy head (Mark Brown)
- First Aid – HLTA (Sue Davis)
- Positive Lunchtimes – Senior Lunchtime Organiser (Judy Clegg)
- School council – Mark Brown



## 2. Policy development

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

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

- SRE policy – new scheme of work 'Teaching SRE with Confidence in Primary Schools' purchased in July 2014 for implementation in September 2014
- Drugs Policy
- Behaviour Policy
- Anti-Bullying policy
- Healthy Eating Policy
- Physical Activity Policy
- Positive Break time policy
- Confidentiality – within other policies
- Safeguarding and Child Protection
- LAC Policy

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

- Group of stakeholders meet to make amendments
- Link governors give input
- Policy discussed at staff meeting and INSETs
- Policy discussed at governors meeting (pupil issues and curriculum)



### 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?

- Co-ordinator monitors
- PSHE is monitored mostly through walk throughs/drop ins
- Planning at various levels is scrutinised
- Discussions with children eg pupil voice meetings with the Head/Deputy/Assistant Head
- Updates from LA at PSHE co-ordinators meeting
- Parental questionnaires and feedback
- Appropriate, targeted assemblies
- Health related behaviour survey results shared with staff and actioned eg anti-bullying week focus in school

#### 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?

- Use of draw and write techniques as a formative assessment tool
- Lessons and activities differentiated in line with other subjects
- Active participation and co-operation encouraged
- Updates/feedback from co-ordinators meetings keep us up to date with local and national issues
- Annual analysis of the HRBQ
- EHWB questionnaires with Classes 13 & 14

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

- Planned P.E. lessons at appropriate level for year group
- Out door provision for Early years
- Planned activities at lunchtime aimed to encourage physical activity – more equipment purchased by the school council in 2014
- Sports clubs (e.g. football, netball, rounders) open to all abilities and age ranges



- Sports teams and competitions available for those who excel
- Swimming in Y4
- Walking bus
- Residential outdoor activity trips in Y4 and Y6
- Out of school clubs open to all (e.g. karate, youth club)
- Full involvement in sports partnership and local Rochdale Sports events and competitions

## 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)

- FOSBA provide family events in school and around Hollingworth Lake (e.g. Beatle drive, magic show, Christmas & Summer fairs)
- Fund available to support families, experiencing financial difficulties, to access music lessons and other activities
- Areas of school accessible with hand rails and ramps, accessible toilet with changing facilities
- Behaviour mentors available to support children, particularly with social difficulties, to enable them to participate
- Communication with outside agencies for LAC and SEN children – Mark Brown (Deputy Head) & Deborah Taylor (SENCo)
- Good knowledge within the school of families experiencing difficulties and support offered through CAFs etc
- Local groups use the school - e.g. cubs, brownies, karate
- Very popular Youth Club held at school on Friday nights



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

- Healthy eating policy in place and a healthy choice offered and encouraged at lunchtimes
- Water available for all during the day
- Access to play equipment to promote physical activity
- Posters, information around school which promote healthy lifestyles
- New toilets with hand driers
- First aid room
- Lots of staff trained in first aid (48) with 4 senior first aiders
- Positive ethos
- Well maintained building and grounds
- Relevant assemblies
- Fruit only snack policy for pupils (adults around the school also encouraged to model this)

## 5. Giving children and young people a voice

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

- School Council meetings
- Attendance at School Council network meetings with discussions and feedback
- Small groups of children randomly selected to discuss particular issues relating to curriculum and school life
- Eco Council



- Staff meeting held to discuss the type of questions to ask children about their classroom experience
- Participation in HRBQ – 2012, 2013 & 2014
- Surveys and discussions with children about bullying
- E-safety questionnaire – from CEOP website
- E-safety followed up by Deputy Head in 2013-14, with a focus on Y6, to improve knowledge of staying safe online – results on EHWB Enhanced documents

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

- School Council – two representatives from each class. Year 2 representatives to be included from September 2014
- IEP's and Healthcare Plans
- Behaviour Mentors
- Circle times
- Targeted social skills groups
- 'Life Skills' group – children across the school who benefit from extra experiences such as train journeys, buying items from a shop etc

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

- School council
- Playground Pals
- Librarians
- Eco-council



- Bands, choirs, music events and competitions
- Sporting teams
- Special friends – Year 6 & Reception children
- PSHCE lessons and circle times
- Targeted social skills groups
- Individual support from behaviour mentors
- 'Life Skills' activities

## 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?

- Conversations and meetings with parents
- Information from staff – class teachers, TA's, lunchtime staff
- Information from outside agencies
- In school support – behaviour mentors, social skills groups
- Outside agencies – family support and family workers, young carers, health services, other services
- IEPs/CAFs in place as necessary
- All concerns/worries are reported to the Deputy Head

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

- Safe guarding referrals go through Child Protection Officer (Deputy Head) or Head Teacher
- Specialist services include MASS, Early Help, Holding Families and the local CAF team
- SEN referrals through SENCo in consultation with Head Teacher



- Through conversations with parents and parental referral/consent

### 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?

- Confidentiality policy and Social Networking Policy in place
- Staff Induction includes confidentiality
- Follow Rochdale Safe Working Practices Document
- Information given to staff on a need to know basis
- Confidential counselling service available to staff through the LA and school insurance

## 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?

- PSHCE co-ordinators meetings (PSHCE Co-ordinator)
- School Council Events & Network meetings (PSHCE Co-ordinator)
- Foetal Alcohol Spectrum Disorders course (Attended by First Aid Lead)
- Safeguarding all staff received training by Jude Crabtree in September 2013, with a mop-up session in June 2014
- Better Behaviour and Happier Lunchtimes (Senior Lunchtime Organiser)
- Food hygiene (new Lunchtime and kitchen staff)
- First Aid training for 12 more staff in school in May 2014 (another planned for September 2014)
- Multi-Agency Safeguarding training in October 2013 (Deputy)
- Serious Case Reviews conference in October 2013 (Deputy)
- 'Creating an Autism Friendly school' – attended by Head & SENCo in June 2014
- NQT behaviour training courses
- SMSC training (Deputy Head)



- 'Independent Learning & Behaviour' course attended by TA
- Various sports training through sports partnership (TA's)
- All staff given a copy of the new guidance for staff 'Keeping children safe in education' published by DfE in April 2014

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

- Through their role
- School Development plan areas
- Identifying need through observation/walkthrough
- Performance management conversations (appraisal)
- Needs of particular children and families

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

- Work life balance
- Opportunities from LA displayed in the staff room
- New Zumba classes for parents & staff
- Fruit available for staff at break times
- Fresh, cool water available in the staff room

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

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

- Educational psychology service
- RANs



- CAMHS
- Specialist health services – hearing, speech, occupational health, physio etc
- School health
- EWO
- Young carers
- Omega Women’s Centre
- Early Help & Holding Families
- Rochdale MASS & RBSCB
- Littleborough Children’s Centre - parenting courses

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

- Assemblies
- PSHCE lessons
- Posters – child line
- E-safety lessons – report abuse etc

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

- Providing information, phone numbers for parents to refer themselves
- Providing internet access and a phone if necessary
- Leaflets in school foyer
- Regular information on newsletter
- Forwarding information leaflets from agencies
- Advising about particular services to particular parents
- Conversations regarding relevant consent dealing with CAFs



- School has been registered with Rochdale Family Service Directory
- Carers & social workers have regular contact with the Deputy Head who is the also the LAC designated teacher

#### 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

TBA

## 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?

- Parents' Evenings
- Regular contact between parents and class teachers
- Annual report

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

- Assemblies
- Achievement assemblies
- Pictures and information on school website



- Information in newsletters
- Reports in the local paper
- Team points in classes