

Isle of Wight Healthy Schools Strategy

In October 1999, the government launched the National Healthy School Standard (NHSS). Since then ALL schools on the island have signed up to the local scheme. To date, 55 schools have been successfully validated, 10 have been re-validated and another 11 to be re-validated in 2006/2007.

The three strategic aims of the Healthy Schools Programme:

- To raise educational attainment
- To promote social inclusion
- To encourage healthy behaviours

Raising Educational Attainment:

- Data collation.
This information is available centrally from County Hall. Healthy Schools sits within the school improvement team in Children's Services and therefore is represented by the co-ordinator at regular inspectors/consultants meetings. Each year the inspectors write a supportive report about each school that includes performance and assessment data (PANDA). More detailed information on exam results is available from the statistics department.
- Key Performance Indicators
 - Improved key-stage 2 results
 - Improved key-stage 4 results

Promoting social inclusion:

- Data collation.
This information is available from the Principal Education officer, the Senior Education officer (Access and Inclusion) and healthy school managers.
- National Healthy School Standards have been cross-referenced to the Index for Inclusion.
This document is available to download from the council's web site: www.eduwight.iow.gov.uk >curriculum >healthy schools
It provides schools with a useful checklist in order that they can celebrate existing provision and identify gaps to be addressed.
- Island Behaviour Support Plan.
This document contains a brief description of how the healthy schools programme is contributing to reducing bullying behaviour and promoting inclusion and emotional health and wellbeing within the whole school community. These are examples of projects that have had the most significant impact over the past 6 years:
 - Peer listening programmes
 - Peer mentoring and mediation
 - Playground buddy schemes
 - Circle time
 - Use of puppets with vulnerable pupils
 - Behaviour policies and reward systems
 - Emotional literacy co-ordinator posts
 - Rock Challenge
- Illuminative 'draw and write' research techniques - With staff
 - With pupils
- Key Performance Indicators -Reduced numbers of exclusions
 - Improved attendance of pupils
 - Improved attendance of staff
 - Increased numbers in after school activities
 - Improved quality of behaviour policies
 - Improved practice from policy development
 - Improved communication of that policy and practice to the whole school community

Promoting Healthy Behaviours:

- Demographic background.
The public health report is available from the Lead Officer, with copies distributed to Healthy School Managers. This information is vital to the healthy schools programme. One example is the evidence of

premature death among males born on the island. The reasons for this include smoking, alcohol misuse, obesity, poor diet, a sedentary life style and depression. These risk factors for cancer, CHD and suicide can not be ignored. It makes sense, therefore, to target young men in schools in terms of encouraging them to take responsibility for their health particularly focussing on smoking, alcohol use, healthy eating, physical activity and emotional health and wellbeing.

- Data collation.
Data can be accessed from a number of sources: teenage pregnancy co-ordinator; GU clinic; 'Viewpoint' consultation results; PCT; oral health promotion co-ordinator and healthy school managers.
- Key Performance Indicators
 - Reduced numbers of teenage pregnancies
 - Reduced numbers of Sexually Transmitted Infections
 - Reduced numbers of smokers
 - Increased numbers of smoke-free policies
 - Reduced numbers abusing alcohol
 - Reduced numbers of obese children
 - Less missing, filled or decayed teeth
 - Increased numbers in PE lessons
 - Increased numbers of breakfast clubs

Management of the programme:

- Steering group.
This group consists of the Healthy School Lead Officer, the health promotion manager and head teacher representatives from each of the five geographical clusters. This group is both virtual and real. See Terms of Reference (Appendix 1)
- Monitoring and evaluation.
A key responsibility of the steering group is to monitor and evaluate the programme. To date, the programme has been monitored by the co-ordinator and all training has been evaluated. With the introduction of the Healthy Schools Plan (due March 2006) linking to the developing Children and Young People's Plan, self evaluation is a focus. Collation of measured impact against outcomes is an ongoing area for development.

Working in partnership:

- Strategic forums.
The Healthy Schools Lead Officer represents the programme at 22 different forums. The list of these meetings is attached to this strategy as Appendix 2.
- Outside agencies.
The learning network has provided an ideal opportunity for outside agencies to interface with teachers. The remit of the learning network manager was to develop more useful working relationships with them and this has been really successful. In fact, the model is exemplar. This has now been linked to the Extended Schools Database (Appendix 3)

Working with schools:

- The process for schools achieving the National Healthy School Standards is outlined in Appendix 4.
- Schools adopt a whole school approach to the work and may also currently select one, two or three specific theme(s)/focus area(s). These are listed in Appendix 5. From September 2006 schools will continue to use the whole school approach but will also cover four core themes: Physical Activity, Healthy Eating, Emotional Health and well Being (including bullying) and PSHE (including alcohol, tobacco and volatile substance misuse)
- **Learning network.**
Meetings- there is a regular meeting once a term, providing all the healthy school managers and outside agencies with the opportunity to gather and exchange information.
Newsletters- every term a newsletter is sent to all healthy school managers. Each one has a focus (e.g. emotional health and wellbeing) and is intended to provide examples of good practice, recent resources, useful web sites and contact details of local support relevant to the focus.
- **Service level agreement.**
This clarifies the agreement between the team and schools once they have committed to the programme. The schools agree to attend the first 3 days of training and to support one other school. The team agrees to offer 2 days of initial training, 1 day of focus area training and two more days of support. For schools aiming for re-validation the agreement is 1 day of 'refresher' training plus another 1 day of tailor made support. All healthy school managers receive invitations to ongoing additional training but this is without the benefit of supply cover and travel.

- **Training.**
On average there are two days of training each term offered by the team. In the last six months, for example, this has covered pilot schools 'refresher' training focussing on Every Child Matters outcomes, Social and Emotional Aspects of Learning and basic nutritional training.
- **Self review.**
Each school conducts a self-review to ascertain its current strengths and identify gaps for development over 4-5 terms. This is a pre-test.
- **Validation process.**
Each school decides when the time is ripe to 'tell its story'. They negotiate a date for a validation visit with one of a trained team. The self-review tool is also the validation tool. They complete grids sent to them electronically by the validator. The grids list the healthy school standards that the school is being validated against. This is the post-test. The procedure for validation is described in Appendix 6. The process is monitored by the lead officer. All schools successfully validated are encouraged to celebrate their success and receive a plaque commemorating their achievement. The validation process will be reviewed in light of the enhanced status by end of March 2006
- **Web site.**
This is located at the following address: www.eduwight.iow.gov.uk >Curriculum >Healthy Schools

Key Developments 2004/2005

In the spirit of the Green Paper, Healthy Schools became part of Children's Services.

The programme is now situated within the School Improvement Team alongside link Inspectors, learning support consultants and strategy managers. The Lead Officer attends regular meetings and is part of the school review process.

The development of Junior Rock Challenge for years 4, 5 and 6 in 2005 is a potential vehicle for raising achievement at key stage 2 and providing an effective transitional project. This is a key objective in the Education Development Plan.

The creation of another specific theme/focus area - 'Healthy Workforce' will help schools to channel their energies into one of the key priorities of the local preventative strategy: healthier lifestyles.

Supporting the Anguillan project focussing on managing challenging behaviour within the adoption of a comprehensive Personal, Social and Health Education (PSHE) programme. During July 2004, two healthy school managers travelled to Anguilla with the brief of setting up a working party to develop this vision.

Currently, we offer the PSHE certificate to Middle and High schools. To date 5 teachers have received the qualification. From April 2005 this CPD opportunity was offered to 8 Community nurses in addition to another 8 teachers.

Key Developments 2005/2006 so far...

Healthy Schools is represented on the Implementation Board for the developing Children and Young People's Trust.

In order to reflect a variety of changes at a National Level, the self review tool now maps directly on to the Ofsted Self Evaluation form and includes evidence against **Every Child Matters 5 outcomes**. It challenges schools to measure impact against outcomes and can draw together other national priorities such as Local Area Agreements and the developing Children and Young People's Plan. This had been recognised by the National team as exemplar. (Appendix 7)

The Primary Strategy Team tasked Healthy Schools to deliver the Behaviour and Attendance Strand. A multi-agency team steers the Social and Emotional Aspects of learning programme using core theme of Emotional Health and Well Being as the structure by which it is being delivered.

Healthy Schools manages a steering group to deliver 'Turning the Tables: Transforming School Meals'. The group is in the process of consultation. Over 900 adults and 272 Children and Young People's responses received so far.

Vision

- The future

The Enhanced Healthy Schools Status.

From September 2006 any school wishing to achieve the National Healthy School Standard will be validated on the whole school development as well as the four core themes mentioned earlier.

Children and Young People's Plan (CYPP)

Healthy Schools becomes the mechanism for delivery of aspects of the priorities identified in the CYPP. These would include raising educational achievement, improving mental health and well being (by reducing bullying and substance misuse), increasing support and employability of 14-19 year olds, supporting more CYP to be involved in their things to do in their communities and developing more support for parents, carers and families.

Helen Lewis
Healthy Schools Lead Officer
February 2006

Appendix 1 Terms of Reference for the NHSP Steering Group

Appendix 2 Representation on meetings attended by Lead Officer

Appendix 3 Database of support agencies

Appendix 4 Process of becoming a Healthy School

Appendix 5 Focus Areas and Core Themes

Appendix 6 Validation Process

Appendix 7 Healthy Schools Self Evaluation Form

Appendix 2 Representation on meetings attended by Lead Officer

Healthy Schools Lead Officer

Meetings representation

- Healthy Eating Alliance
- Healthy Weight Action Group
- Physical Activity Alliance
- School Travel Plan
- Safety Education for Children and Young People
- Injury Prevention Forum
- Alcohol Strategy Steering Group
- School Meals Steering Group
- Behaviour and Attendance-Social and Emotional Aspects of Learning
- Primary Strategy
- School Improvement Team
- PSHE Steering Group
- Protective Behaviours Network
- SE Regional Network Meetings
- Implementation Board-Children and Young People's Trust
- Pan Neighbourhood Partnership
- Medina Multi Agency Cluster Meeting
- Consortium meetings with Southampton, Portsmouth and Hampshire
- Network Meetings for local schools and agencies
- National Service Framework-local working party

Helen Lewis

Healthy Schools Lead Officer

3rd February 2006

Appendix 3 Database of support agencies

Healthy and Extended Schools Database of Support

Name	Tel : 01983	Support/Skill/Agency	Age Range
Allen Elizabeth	814280	Smoking Cessation	All schools
Amos Rachel	821388	School Nurse	Sandown Cluster
Aqua Aid	(01489)55988	Water Cooler Systems	All schools
Babington Derek	730766	Spirit Island	Primary schools
Ball Catherine-Ann	730110	Pure Training and Consultancy	All schools
Batchelor Alison	884447	Keep Fit Association	All schools
Batchelor Sally	821999	Family Information Zone (FIZ)	All schools
Beardsall Richard	538656	Drug Intelligence	All schools
Blake Alison	wwycoffice@yahoo.co.uk	West Wight Youth Centre	13+
Botha Alison	853656	Advance Training Consultancy	All schools
Bolton Paula	823777	Cycling Promotion	All schools
Burgess Carol	823401	Allotments	All schools
Cameron-Smith Anita	814285	Health Promotion Manager	All ages
CAMHS	523602	Mental Health Services	All schools
Churches Heather	814288	Mental Health & Well-being Health Promotion	All schools
Citizens Advice Bureau	0845 0505168	Various	All schools
Coleman Linda	825841	Cranstoun Drug Services Adults 1:1	Adults
Connexions	527565	Services for 13+	High Schools
Cooil George	522707	Questra-independent advice/support	All schools
Crabbe Eve	814289	Public Health Resource Centre	All schools
CRUSE	523030	Bereavement Care	All schools
Day Teresa	814287	Sexual Health Promotion Team	Middle/High
Dear Simon	823410	Children's Trust Development Advisor	All schools
Didier-Carter Lisa	07813 339456	Teenage Pregnancy Co-ordinator	All schools
Dutton Daphne	521590	Young Carer's Project	All schools
Eco Schools	01942 612639	Environmental	All schools
Ellis Sara	539378	Healthy Eating Alliance	All schools
Eskdale Ron	740353	Vectis Response/Indicator Blocks	All schools
Family Information Zone	821999	Leaflets, information for families	All schools
Farnsworth Lu	527529	Learning Links- Free courses	Adults
FRANK	0800 776600	Confidential drugs Information	All schools
Garrett Elaine	814282	Public Health-Resources	All ages
Goldspink Frankie	616362	Carnival Arts Development	All schools
Griffin Judi	882239	Milk for Kids	All schools
Griffin Marie	814288	Oral Health Promotion	
Gurney Tim	865540	Branstone Farm/Environment	All schools
Hardy Fiona	533523	Protective Behaviours	All schools
Harrington Dorothy	825548	Parent Partnership	All schools
Harrington-Vail Ray	822282	Footprint Trust	All schools
Harris Jenny	814283	Community Chef	5-13 Year olds
Harrison Kay	07810 004290	Fit 2 Relax	Staff
Hayes Rachel	535442	Senior Joint Commissioning Manager for Health (p.m. only)	N/A
Headway	406731	Head/Brain Injuries	All schools
Hicks Yvonne	550025	School Sports Co-ordinator	All schools
Hiscock Helen	529790	Education Centre Library	All schools
Hitt Pauline	526631	IW College-Courses	Adults
Howick Marguerite	529790	Extended Schools Consultant	All schools
Hurley Caroline	294509	Montrose Health Care	All schools
Inclusion	522799	Youth Inclusion Support Panel	All schools
Island Waste Services	821234	Composters and compost bins	All schools

Island Women's Refuge	825981	Domestic Violence	All schools
Jennings Mary	756814	Dimbola Lodge	Rural schools
Jones Dave	721217	Hope and Homes for Children	All schools
Jones Rob	203885	Community Libraries	All ages
Karen	825981	Women's Refuge Children's Worker	All schools
Keighley Linda	535442	CAMHS	All ages
Kennett Di	550230	Pabulum/Healthy Eating	All schools
Kurowska Heidi	521590	Young Carer's Project	All schools
Lewis Helen	529790	Healthy Schools Lead Officer	All schools
Lock Bobby	07779999844	Rail Development Officer	All ages
Love Joyce	529533	RNID-Sound Advice	All schools
Makin Dee	dee@myeye.idps.co.uk	Mobile Youth Initiative (MY-I)	13+
Marshall Susan	823777	Cycling Promotion Officer	All schools
Matthews B.	521885	Manager CAB-Drop in Advice	All ages
Matthews Lee	823818	Sports Council	All schools
Meek Gary	Challenge.adventure@tiscali.co.uk	Project Manager- Challenge and Adventure	13+
Meredith Sue	529569	Advocacy	All schools
Miles Kay	814289	Public Health Resource Centre	All schools
Miller Andy	526654	Island Drug & Alcohol Service (IDAS)	All schools
Monks Eileen	529569	Youth Trust Counselling Service	All schools
Munn Stephen	822490	Creative Partnerships, Quay Arts	All ages
Napper Eileen	821388	School Nurse	Ryde schools
Neale Danny	07917163406	Drug and Alcohol Youth Worker	High Schools
Ofori Cheryl	07816464017	Relaxation Therapist	Adults
Phillips Liz	07976 009356	SRE Training Co-ordinator	All schools
Planet Ice	615155	Hockey Players: Fitness/Drug Ed	All schools
Plisnier Maryse	526654	IDAS Family Information and Support	All schools
Poplett Darren	Darre.poplett@iow.gov.uk	Youth Service	13+
Prewer Rachel	559069	School Based Youth Worker	Downside Middle
Priddle Hannah	07855 061824	Street Dance Workshops	All schools
Probert Nigel	533834	Fire & Community Safety/Arson Checks	All schools
Pure	730110	Food Hygiene/ Nutrition Training	All schools
Rae Rosie	Rosie.rae@iow.gov.uk	Early Interventions Manager	All schools
Reid Ian	526523	AST Inclusion	All schools
Robinson Scott	07717531836	Wolfguard Vikings	All ages
Rogers Paul	814283	Community Chef	5-13 year olds
Rolf Cindy	822768	Wight Pregnancy Crisis Centre	All schools
Ross Jo	02380232302	Creative Partnerships-Arts Delivery	All ages
Samaritans	521234	Counselling/advice	All schools
Sayer Jackie	532290	Manager B & Q-Kids DIY Club	5 years up
Shelley Fran	559069	Extended Schools Co-ordinator@ Downside Middle	
Ship Julia	533834	Fire & Rescue Education	All schools
Slann Chris	616362	Carnival Arts-Funded Workshops	Primary Up
Smallwood Kevin	(01304) 226900	Puppets and Games	All schools
Stichbury Helen	823777	School Travel Plan Officer	All schools
Stringer Sarah	814287	Sexual Health Promotion Team	Primary/ Middle
Stubbings Emma	533523	Protective Behaviours	All schools
Teague Sarah	290696	Family Learning	All schools
Treagus Jo	Jo.treagus@iow.gov.uk	Adult and Community Learning Manager	Adults
Victim Support	530530		All schools
Walker Carol	529790	Education Centre	All schools

Wheeler Jane	533776	Hospice-Bereavement and Loss	All schools
White Dave	538646	Police-Getting it Right Officer	Up to Yr 7
White Leah	559069	School based student social worker	Downside Middle
White Jo	823490	Training& Dev Officer-Youth Service	All schools
Wilkins Brenda	864301	Osteoporosis Society	All schools
Wilkinson Maria	823833	Arts Development	All ages
Willis Terry	405788	IW Beekeeper Society-Talks	Primary up
Woodhouse Julie	828383	Trading Standards/Wight Buy Wise	Middle/High
Woods Matt	559069	School based youth worker	Downside Middle
Young Kate	522210	County Press-Press Coverage	N/A
Young Tracey	823777	Child Pedestrian Training Co-ordinator	Primary school
Youth Trust	529569	Counselling/Youth services	Middle/High

Helen Lewis
Healthy Schools Lead Officer

Dr Marguerite Howick
Extended Schools Lead Officer

3rd February 2006

The Healthy Schools' Process can be summed up under the following headings:

- Declare interest and attend training
- Set up a school health team
- Carry out the audit
- Select areas of focus
- Agree targets with healthy schools supporter
- Develop action plan
- Begin to develop school portfolio
- Work over a period of four terms
- Complete portfolio
- Undergo validation
- Take part in celebratory activity

Appendix 5 Focus Areas and Core Themes

Focus Areas for the National Healthy School Standard

There are 10 focus areas for the National Healthy School Standard and schools decide which areas they are going to use as their focus. Schools can choose 1, 2 or 3 focus areas. This is only till July 2006.

- ▶ Citizenship
- ▶ Drugs Education
- ▶ Emotional Health and Well Being
- ▶ Environment
- ▶ Healthy Eating
- ▶ Inclusion
- ▶ Personal Social Health Education (PSHE)
- ▶ Physical Activity
- ▶ Safety
- ▶ Sex and Relationship Education

From September 2006, all schools going for the enhanced Healthy Schools Status will develop the whole school process and focus on four core themes

- Physical Activity
- Healthy Eating
- Emotional Health and Well Being (including bullying)
- Personal, Social, Health Education (including alcohol, tobacco and substance misuse)

Appendix 6 Validation Process

Validation procedure on the Isle of Wight

Prior to the validation visit

- Helen provides the validators with the following information:
 - list of their schools
 - contact name for each school
 - contact telephone number
 - chosen focus area(s)

The validators take responsibility for:

- Contacting the school, negotiating a date for the visit and requesting a programme for the day
- Sending a letter of confirmation to the school with a copy to Helen
- Sending the school, in electronic format, the necessary grids to be completed and agreeing a date for their return
- Requesting a copy of the policy and scheme of work for Sex and Relationships Education
- Requesting a copy of the scheme of work for Drugs Education and a copy of the policy for Drugs Education and Managing Drug Related Incidents

After the visit

- The validator informs the school of their decision at the end of the visit
- The validator informs Helen at the end of the visit (mobile: 07976 009194)
- The visit is typed up within three working weeks and sent to Helen for 'moderation' purposes
- The completed grids plus report are sent, in electronic format, by the validator to the school. One copy to the Head teacher and one copy to the Healthy School Manager. Hard copies may also be sent by post should the validator feel that is necessary
- Kevin Apps sends the logo electronically to the school

Helen Lewis
Healthy Schools Lead Officer
21st February 2005

This will be reviewed in March 2006 in light of the new Enhanced Healthy School Status.

HEALTHY SCHOOLS PARTNERSHIP

Education & Health Working Together

SUPPORT FOR SELF REVIEW AND FORMAL VALIDATION



Healthy Schools



Supported by the Education and Health Authorities of Hampshire, Isle of Wight, Portsmouth and Southampton

CONTEXTUAL STATEMENT

The following data are required for national evaluation purposes only (to study the impact of the programme on the four aims of the National Healthy School Programme, NHSP).

A baseline audit should be kept of the following:

Name of School:	
Reference Number:	
Brief description of school to include: <i>(use OFSTED Foreword as guidance)</i>	
• Number of pupils:	
• Catchment area:	
• FSME %:	
• EAL %:	
• SEN %:	
• Attendance %:	
• Mobility Factor %:	

Thank you

HEALTHY SCHOOLS PARTNERSHIP

Education & Health Working Together

School Details	Healthy Schools Team
Name	Pupils
Address	Teacher
Phone number	Support Staff
Fax number	Governors
Email	Parents
Headteacher	External Agencies
Healthy Schools Manager	Validator Name
Date of Training	Address
Date of Validation	Phone Number
	Fax Number
Time Elapsed	Email

Self Evaluation Commentary

Guidance

This document is intended to support schools and/or a group of schools in action planning and evidencing in order to receive Enhanced Healthy Schools Status. It allows the school to develop a coherent and evaluative commentary to support the implementation of the National Healthy Schools Programme.

The document should be an ongoing record of progress against key milestones and success criteria of the action plan. As such it can be updated regularly and forms the reporting mechanism of progress to Governing Bodies, validators and the wider community.

Preparation of this commentary can be closely correlated with the school's new format OFSTED SEF. The format of this document is matched to the new OFSTED SEF to allow for easy transfer and correlation of information and the numbering reflects this. It is not intended to require additional work from schools but to enhance the effectiveness of the schools' ability to demonstrate within its OFSTED inspection, the impact of the whole school approach on the five outcomes for its pupils and school community.

In providing commentary, schools should concentrate on

- why particular actions have been taken and how they meet the needs of the described context for young people
- how you know the actions are having impact for that group and what has changed for them in relation to the five outcomes and measurable success criteria
- what still has to be improved and the actions being taken to ensure improvement occurs
- the remaining barriers to success and/or the breaking of barriers which should be celebrated

By keeping this commentary focused in this manner, we will report outcomes and impact for young people, rather than the process.

The commentary should be brief and refer closely to clear exemplars and measurable evidence, either for the actions taken or the impact of the outcomes. Where appropriate statistical evidence and/or the outcome of its analysis should be used. However, not all action or impact can be demonstrated in this manner and there should be a balance between quantitative and qualitative data. Impact for young people must be demonstrated and evidenced with clear exemplar. In particular, it is important to show how in relation to the five outcomes, the school's Enhanced Healthy Schools Status in raising achievement, reducing health inequalities and promoting inclusion. The commentary can also be cross-referenced to other documentation, monitoring and evaluation by the school and/or other agencies; rather than attempt to report this information in full.

In completing this document, please type within the boxes: they will expand. Be brief, providing exemplars of your work and cross-referenced to your OFSTED SEF and any other documentation and/or monitoring evidence you have.

2. VIEWS OF LEARNERS, PARENTS/CARERS AND OTHER STAKEHOLDERS

2a How do you gather the views of learners, parents/carers and other stakeholders, how often do you do this, and how do you ensure the impartiality of the information?

- The school has established mechanisms for involving the whole school community in policy development (learners, staff, parents, governors, wider community) e.g. through school councils, healthy schools task groups (B2)
- Mechanisms are established for involving learners in policy development e.g. School Council (F4)
- Parental Involvement is welcomed e.g. through an identified room, notice board for parents and reading partner schemes (I 1)
- Parents and Community Partners are involved in policy development, such as Parent Teacher Association, questionnaires and Parents Evenings (I2)
- Parents and external partners are involved in the task group for developing healthy schools activities (I3)
- Parents and community partners, including local businesses are invited to participate in aspects of school life, for example, as part of the governing body, open days, help in the classroom, sponsored events, school fêtes and work placements (I4)

Evidence	Impact	Standards met

2b What do the views of learners, parents/carers and other stakeholders tell you about the learners' standards, personal development and well-being, and the quality of your provision?

- Learners' needs assessment informs curriculum planning (F1)
- Learners views influence teaching and learning in PHSE and Citizenship (F2)

Evidence	Impact	Standards met

2c How do you share with parents/carers and other stakeholders the collated findings about their views?

- Parental Involvement is welcomed e.g. through an identified room, notice board for parents and reading partner schemes (I1)
- Home-School agreements are developed, in consultation with parents/carers and are implemented (I5)
- Learners involved in setting new targets based on progress made (J3)

Evidence	Impact	Standards met

2d Can you give examples of action you have taken based on the views of learners, parents/carers or other stakeholders, with an evaluation of the effectiveness of what you did?

- the school has established mechanisms for involving the whole school community in policy development (pupils, staff, parents, governors, wider community) (B2)
- The school has a smoke free policy and its grounds are free of litter and graffiti, toilets have locks, hot water and paper towels, as well as the sanitary towel dispensers and disposal facilities and clean drinking water is provided. (E5)
- Learners' views influence teaching and learning in PSHE and Citizenship (F2)
- Staff are consulted on their training needs (H1)
- Schools consider using the Investors in People Framework which enables a focussed approach to training and development for ALL staff. (H6)

Evidence	Impact	Standards met

School Comments:
Validator's Comments:

3. ACHIEVEMENT AND STANDARDS

How well do learners achieve?

In answering the following question, please make clear the main evidence, such as performance data, assessments and records of learners' progress, on which your evaluation is based (but please use data selectively, avoiding the copying out of tables of descriptive information).

3a What are learners' achievement and standards in their work?

Please feel free to comment of any evidence and impact of Healthy Schools Activity and rise in learner's achievements and standards.

Evidence	Impact	Standards met

School Comments:
Validator's Comments:

4. PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?

In answering the following questions, please make clear the main evidence on which your evaluation is based. Please draw out key impact and evidence from the four focus areas.

BE HEALTHY

4a To what extent do learners adopt healthy lifestyles?

-Physically healthy, mental and emotionally healthy, sexually healthy, healthy lifestyles, choose not to take illegal drugs.

Evidence	Impact	Standards met

STAY SAFE

4b To what extent do learners feel safe and adopt safe practices?

- safe from bullying and racist incidents, have confidence to talk to staff and others when they feel at risk, safe from accidental injury or death

Evidence	Impact	Standards met

ENJOY AND ACHIEVE

4c How much do learners enjoy their education?

- take account of learners' attitudes, behaviour and attendance, learners' spiritual, moral, social, emotional and cultural development

Evidence	Impact	Standards met

MAKE A POSITIVE CONTRIBUTION

4d How well do learners make a positive contribution to the community?

- learners' growing understanding of their rights and responsibilities, and of those of others, how well learners express their views and take part in communal activities, develop enterprising behaviour.

Evidence	Impact	Standards met

ACHIEVE ECONOMIC WELL BEING

4e How well do learners prepare for their future economic well-being?

- how well learners develop skills and personal qualities that will enable them to achieve future economic well-being, learners' understanding of career options, and the acquisition of workplace skills

Evidence	Impact	Standards met

School Comments:

Validator's Comments:

5. THE QUALITY OF PROVISION

Your evaluation of the quality of provision should take account of the impact on the standards achieved and the personal development and well being of learners. In answering the following questions, please make clear the main evidence, such as monitoring of teaching, on which your evaluation is based.

5a. How good is the quality of teaching and Learning?

- Schemes of work are developed identifying the learner's outcomes. (C1)
- Recognition is given to a range of teaching styles and is used in PSHE and Citizenship. This is appropriate to learners' age and ability. E.g. circle time. Opportunities are offered to put this into practice e.g. through work in the community/work experience (D1, D2)
- Learners needs assessment informs curriculum planning process and future Teaching (F1, J4)
- Learners progress in PSHE and Citizenship is recorded and assessed. Opportunities for learner self-assessment should be encouraged and are involved in setting new targets based on progress made (J1, J3)
- Learners achievements are celebrated in the school community (J2)

Evidence	Impact	Standards met

5b. How well do the curriculum and other activities meet the range of needs and interests of learners?

- A range of resources are used to inform planning and impacts on practice e.g. NGL sites and school nurses (C2)
- Links are made with other curriculum areas (C4)
- Recognition is given to the importance of a safe and supportive Teaching environment where teachers and learners can work together. E.g. classroom layout (D4)
- Learners take responsibility for aspects of school life e.g. library monitors (F3)

Evidence	Impact	Standards met

5c. How well are learners guided and supported?

- The roles and responsibilities of the whole school community are clearly defined in all policies (B3)
- A code of practice for working with external agencies is developed and its implementation monitored (C3)
- Peer support is encouraged such as older learners working with younger (D3)
- The school's commitment to the NHSP is set out in the school prospectus, parent handbook and staff documentation, including induction and recruitment packs (E1)
- The schools organisation and culture should support learners' spiritual, moral, social and cultural development. (E2)
- All staff and learners play a part in developing and maintaining a positive school culture. (E3)
- There is clear procedure to support learners' health conditions. This also includes the reporting of information to all staff e.g. children with allergies (G1)
- Provision of internal learner support services such as academic mentoring and counselling (G2)
- Information is given on local support services where appropriate e.g. drug agencies. This may include referrals. (G3)

Evidence	Impact	Standards met

School Comments:

Validator's Comments:

6. LEADERSHIP AND MANAGEMENT

Your evaluation of leadership and management should take account of the impact in terms of outcomes for learners and the quality of provision. In answering the following questions, please make clear the main evidence on which your evaluation is based.

6a. What is the overall effectiveness and efficiency of leadership and management?

- Health Issues are seen as contributing to school improvement, therefore informing discussion and practice at staff/governor meetings. (A1)
- Healthy School Activities are identified in the School Improvement Plan (A2)
- Headteacher and Governors support task group in agreeing non-contact time (including planning, delivery and evaluation of HS Activities) and inclusion in the decision making process. (A3, H3)
- Professional development plans include training in PSHE and Citizenship for all staff (A4)
- The school develops policies in line with legal requirements and non-statutory guidance (B1)
- Attention is paid to creating and maintaining a welcoming environment, which is secure and well lit (E4)
- A range of relevant opportunities is offered, developing subject knowledge, teaching skills, information sharing, learning and experience within own and other schools . E.g. team teaching/peer coaching (H2, H4)
- The staffroom and working areas provide a positive environment for staff (H5)
- Arrangements are in place for appropriate occupational health advice and support. (H7)

Evidence	Impact	Standards met

<p>School Comments:</p>
<p>Validator's Comments:</p>

The Four Core Themes

Meeting the Standard for National Healthy School Status

To become a healthy school you need to evidence how you have met standards in the following **four core themes** that make up national healthy school status.

These themes are

- Personal, Social and Health Education including Sex and Relationships Education(SRE) and Drug Education (including Alcohol, tobacco and volatile substance misuse)
- Physical Activity
- Healthy Eating
- Emotional Health and Well Being (including Bullying)

Across the four core themes there will need to be evidence of how the whole school approach has been used in the process.

Evidence collected for the four core themes will also provide evidence for the whole school approach.

Physical Activity

Policy

The School

- provides clear leadership and management to develop and monitor its PA Policy
- consults widely and uses local data to inform Policy Development.
- has whole school policy developed through wide consultation, monitored and evaluated for impact and code of practice for physical activity which includes contact with external agencies.
- has other policies linked to physical activity. E.g. PSHE, Food Policy.

Evidence	Impact	Standards met

Planning, Practice and Projects

The School

- offers pupils, whatever their age or ability, a minimum of two hours structured physical activity a week in or outside the curriculum.
- provides opportunities for all learners to participate in a broad range of extra curricular activities that promote PA
- involves school sports co-ordinators and other community resources in the provision of activities.
- encourages learners, parents/carers and staff to walk or cycle to school under safe conditions, utilising the school travel plan.
- gives Parents/ Carers the opportunity to be involved in the planning and delivery of PA and helps them understand the benefits of PA for themselves and children.
- ensures appropriate training for all involved in providing physical activities.
- encourages all staff to undertake PA.

Evidence	Impact	Standards met

Personal Challenge

The School

- Consults with pupils' to inform policy and practice, including identification of barriers to participation and seeks to remove them.
- encourages learners to recognise their achievements.

Evidence	Impact	Standards met

School Comments:
Validator's Comments:

Questions for Learners <ul style="list-style-type: none"> • How do you contribute to the school's PA Policy? • What makes you feel good/not so good about PA? • How much PA activity do you do a week? • What other PA opportunities do you have? • How do you share your ideas to make PA the best it can be? • What cycle training do you have? • How have you been encouraged to travel to school? • How do you celebrate success? 	Questions for Staff <ul style="list-style-type: none"> • (PA Co-ordinator)What is your role and what does it cover? How do you monitor the school's PA Policy? How do you ensure the 2 hours PA a week? What other PA opportunities are there? How do you target specific groups for PA? How do you consult with learners about PA and how have their views influenced the policy? How do you support learners who do not participate or need extra support? How do you make use of the SSC/PESS/CL network and materials? What cycle training is offered? • How is the School Travel plan implemented and monitored? • How are parents encouraged to be involved in PA? • How are all staff encouraged/supported in participating in PA? e.g. walking/cycling to school • What CPD opportunities are there to ensure that staff can do their job effectively? • How do you celebrate success? 	
Questions for Parents <ul style="list-style-type: none"> • How do you contribute to the school's PA Policy? • How do you share your ideas to make PA the best it can be? 	Documentation required <ul style="list-style-type: none"> • Schemes of work including the integrated use of external agencies • School Inclusion policy • School Visitors Policy • School CPD File • List of lunchtime/afterschool clubs • PE timetable • Newsletters or letters • School travel Plan 	Observations may include <ul style="list-style-type: none"> • Promotion of PA • Lunchtime activities • PESS/CL Materials in use • Play and Lunchtimes

Policy Guidance High Quality PE in Schools http://www.teachernet.gov.uk/teachingandlearning/subjects/pe/nationalstrategy/nshighqualitype/ Safe Practice in PE http://www.teachernet.gov.uk/wholeschool/healthandsafety/pesafety/	Planning, Practice and Projects Playground Development http://www.teachernet.gov.uk/doc/9046/Spording%20Playgrounds%20Booklet.pdf	Contacts Alison Batchelor, Keep fit Association, 884447 Paula Bolton, Cycle Training, 823777 Carol Burgess, Allotments, 823401 Frankie Goldspink, Carnival, 616362 Yvonne Hicks, School Sports Co-ordinator, 550025 Susan Marshall, Cycling Promotion, 823777 Lee Matthews, Sports Council, 823818 Hannah Priddle, Street Dance, 07855 061824 Helen Stichbury, School Travel Plan Adviser, 823777 Tracey Young, Child Pedestrian Training, 823777
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Healthy Eating

Policy

The school

- has an identified member of the SMT to oversee all aspects of Food in Schools
- involves pupils and parents in guiding food policy and practice within the school and enables them to contribute to healthy eating and acts on their feedback.
- monitors pupils' menu and food choices to inform policy development and provision
- ensures provision of training for staff in practical food education, including diet, nutrition, food safety and hygiene for staff
- has a whole school food policy, developed through wide consultation, implemented, monitored and evaluated for impact

Evidence	Impact	Standards met

Planning, practice and projects

The School

- has a welcoming eating environment that encourages the positive social interaction
- ensures healthier food and drink options are available and promoted at break, lunchtimes and in breakfast clubs as outlined in the Food in Schools Toolkit
- Monitors pupils' menu and food choices to inform policy development and provision
- Has easy access to free, clean and palatable drinking water, using FiS Guidance
- Has meals, vending and tuck shop facilities that are nutritious and healthy, that meet or exceed national standards. These are also 'tooth friendly'.
- Is working towards the latest DfES guidance on improving School Meals Service

Evidence	Impact	Standards met

Personal Challenge and Skills

The School

- Consults with pupils about food choices throughout the school day using school councils, healthy schools task group or other representative bodies
- Ensures that learners have opportunities to learn about different types of food in the context of a balanced diet and how to plan, budget, prepare and cook meals
- Ensures learners understand the need to avoid the consumption of foods high in fat, salt, sugar and increase consumption of fruit and veg.

Evidence	Impact	Standards met

School Comments:
Validator's Comments:

Questions for Learners <ul style="list-style-type: none"> • What makes you feel good/feel not so good about lunchtimes? • Where do you get access to water? • How do you share your ideas about how to improve food choices at school? • How do you celebrate success? 	Questions for Staff <ul style="list-style-type: none"> • (SMT responsible for all aspects of food in school) Describe your role and the whole school responsibilities. • How are learners food choices monitored and how does this data inform the policy? • How do learners contribute to the food policy? • How is the policy implemented and monitored? • What CPD opportunities have you had? • How has the Food in Schools Guidance been used? • How do you make food and eating a positive experience for all? • How do staff and learners access fresh, palatable water? • How do you celebrate success?
Questions for Parents <ul style="list-style-type: none"> • How have you been involved with the development of the whole school food policy? 	Documentation required <ul style="list-style-type: none"> • Whole school food Policy • Schemes of work including the integrated use of external agencies • School meals contract that meets the DfES standards/plans that will meet • Menus for the week • School CPD File Observations may include <ul style="list-style-type: none"> • Breakfast club, vending, tuck shops, dining room • Water provision

Policy Guidance Food in Schools www.foodinschools.org British Nutrition Foundation www.nutrition.org.uk	Planning, Practice and Projects Health for Life-Noreen Wetton QCA Framework www.qca.org.uk Grab 5! Sustain www.sustainweb.org	Contacts Catherine-Ann Ball, Pure Nutrition Training, 730110 Sara Ellis, Healthy Eating Alliance, 539378 Judi Griffin, Milk for Kids, 882239 Marie Griffin, Oral Health Promotor, 814283 Jenny Harris, Community Chef, 814283 Di Kennett, Pabulum, 550230 Kate Pilgrim Morris, Regional School Fruit and Vegetable Scheme Co-ordinator, 01794 527926 Paul Rogers, Community Chef, 814283
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Personal, Social and Health Education

including Sex and Relationships (SRE) and Drug Education (including Alcohol, tobacco and volatile substance misuse)

Policy

The School

- has a named member of staff responsible for PSHE provision with sufficient status, training and appropriate senior management support within the school
- has an implemented non-smoking policy or is working towards being smoke free by September 2007
- ensures provision of appropriate PSHE professional development opportunities such as the Certification Programmes for teachers and nurses offered by Department of Health (DH)
- has up-to-date policies in place-developed through wide consultation of whole school community, implemented, monitored and evaluated for impact, covering SRE, Drug Education and Incidents, Child Protection and Confidentiality.

Evidence	Impact	Standards met

Planning, Practice and Projects

The School

- uses local data and information to inform activities and support national priorities such as reducing teenage pregnancy, sexually transmitted infections and drug and alcohol misuse
- has mechanisms in place to ensure all learner's views are reflected in curriculum planning, teaching and learning and the whole school environment. This includes children with special educational needs and specific health conditions, as well as disaffected learners, young carers and teenage parents.
- involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge, such as school nurse, sexual health outreach workers and drug education advisers
- has arrangements in place to refer pupils to specialist services who can give professional advice on matters such as contraception, sexual health and drugs
- uses the PSHE framework to deliver a planned programme in line with relevant DfES/QCA guidance
- monitors and evaluates the outcomes for PSHE provision to ensure the quality of teaching and learning
- assesses learners progress and achievement in line with QCA guidance

Evidence	Impact	Standards met

Personal Challenge and Skills

The school

- uses schemes of work to allow learners to explore and understand feelings using appropriate teaching and learning
- explicitly has methods of involving pupils in monitoring within schemes of work
- allows learners to celebrate success

Evidence	Impact	Standards met

School Comments:
Validator's Comments:

<p>Questions for Learners</p> <ul style="list-style-type: none"> • How are you involved with planning/monitoring of PSHE? • How do you know how well you are doing in PSHE? • How do you share your ideas to help the school form its policies? • What does the school say about smoking? • (For Secondary) Where would you go to get help for issues to do with smoking, drugs or SRE? • What other ways do you contribute to school life? • How do you celebrate success? 	<p>Questions for Staff</p> <ul style="list-style-type: none"> • How do you monitor PSHE? • How do you assess/report PSHE? How does this link to the assessment policy? • How does assessment inform future planning? • (to PSHE co-ordinator) How do you feel you are supported in your role? • (to PSHE co-ordinator) what CPD opportunities have you had and how have you benefited? • (to Headteacher) What is your perception of PSHE? How does it contribute to school development? What support has been offered in the performance management of the PSHE co-ordinator? • How is the implementation of the smoking policy monitored? • What specialist services can be accessed from this school? • (PSHE co-ordinator/Head) How is Healthy Schools work aligned with national priorities and informed by local data? E.g. Director of Public Health's Annual Report • How does the school gather views from its learners about the curriculum and the school in general? • How do you celebrate success?
<p>Questions for Parents</p> <ul style="list-style-type: none"> • How have you been involved in the development of the SRE and Drugs Policies? • How is the school's no smoking policy implemented? 	<p>Documentation required</p> <ul style="list-style-type: none"> • PSHE programme of Study and Schemes of work including the integrated use of external agencies • Drug Ed Policy, including drug incidents • SRE Policy • PSHE Policy • Child Protection Policy <ul style="list-style-type: none"> • No Smoking Policy • School Inclusion Policy • School CPD Policy • School Visitors Policy • Teaching and Learning Policy

<p>Policy Guidance Sex and Relationships Education www.dfes.gov.uk/sreguidance/sexeducation.pdf Drug and Managing Drug Incidents www.teachernet.gov.uk/wholeschool/behaviour/drugs Child Protection www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/schools</p>	<p>Planning, Practice and Projects Health for Life-Noreen Wetton QCA Framework www.qca.org.uk</p>	<p>Contacts Elizabeth Allen, Smoke Free Sites, 814280 Teresa Day, Sexual Health, 814287 Lisa Didier Carter, Teenage Pregnancy Co-ordinator, 07813 339456 FRANK, Confidential Drug helpline, 0800 776600 Island Drug and Alcohol Service, 526654 Danny Neale, Drug Education 07917 163406 Liz Phillips, PSHE Training Co-ordinator, 07976 009356 Sarah Stringer, Sexual Health, 814287 Wight Pregnancy Crisis Care, 822768</p>
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Emotional Health and Well Being

Policy

The School

- provides clear leadership to create and manage a positive environment which enhances EHWB in school, including the management of behaviour and reward policies
- has a clear policy on bullying, which is owned understood and implemented by the whole school community
- has a clear confidentiality policy

Evidence	Impact	Standards met

Planning, Practice and Projects

The School

- has clear planned curriculum opportunities for pupils to understand and explore feelings, using appropriate learning and teaching styles
- has a confidential pastoral support system in place for learners and staff to access advice, especially in times of bereavement and other major life changes and this system actively works to combat stigma and discrimination
- identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families
- has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination
- provides appropriate training for those in a pastoral role

Evidence	Impact	Standards met

Personal Challenge and Skills

The School

- provides opportunities for pupils to participate to build their confidence and self esteem
- allows learners to celebrate success

Evidence	Impact	Standards met

School Comments:
Validator's Comments:

Questions for Learners <ul style="list-style-type: none"> • How is behaviour rewarded in school? • What opportunities do you have to explore feelings? • Who can you ask for help? Is it confidential? • What can you do if you want to talk about bullying? • What opportunities do you have to take responsibility in everyday school life? • How do you celebrate success? 	Questions for Staff <ul style="list-style-type: none"> • (Behaviour/Rewards Co-ordinator) How does the school's policy encourage positive behaviour? • How can staff seek confidential help and/or support through school? • How does the school combat stigma and discrimination? • How is the anti-bullying policy developed, implemented and monitored? • What methods of consultation are involved? • What professional training has been offered to staff with a pastoral role? • How does the school identify and support vulnerable groups/individuals? • How do you celebrate success? 	
Questions for Parents <ul style="list-style-type: none"> • How have you been involved in the development of the anti-bullying policy? 	Documentation required <ul style="list-style-type: none"> • Schemes of work including the integrated use of external agencies • School Inclusion Policy • School Visitors Policy • Self Evaluation Form • School Development Plan • Newsletters/letters 	<ul style="list-style-type: none"> • Behaviour and Rewards Policy • School Prospectus Outlining values and ethos • Confidentiality Policy • SEN Policy • Referral Procedures Observations may include <ul style="list-style-type: none"> • Examples of where the school is promoting its values

Policy Guidance Bullying Policy www.anti-bullying.co.uk www.teachernet.gov.uk	Planning, Practice and Projects Social and Emotional Aspects of Learning www.bandapilot.org.uk Health for Life-Noreen Wetton Various Emotional Literacy resources @ Thompson House	Contacts Your Educational Psychologist Derek Babington, Spirit Island, 730766 Heather Churches, Health Promotion, 814288 Connexions, 527565 CRUSE, Bereavement, 523030 Your Learning Support Consultant Behaviour Support Team @ Thompson House Refuge, Domestic Violence, 825981 Samaritans, 521234 Youth Trust, 529569
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VISIT PROTOCOL

It is the schools' responsibility to demonstrate to the validator how it meets the required standard in relation to whole school criteria and to the specifics of the chosen focus areas. Please refer to 'Preparation for the Validation Visit' for further guidance.

Copies of the completed record sheets should be made available to the validator. Please complete these as fully as possible as this is extremely helpful to the validator.

The programme devised for the visit, should be designed so as to allow some uninterrupted time for the validator to examine the evidence file and a further opportunity towards the end of the visit to reflect on the evidence presented and identify any outstanding issues.

The school will be informed of the validator's decision no later than the day following the visit. Written confirmation of the decision and a written summary of the validator's observations will be made available within 3 working weeks of the visit.

PREPARATION FOR THE VALIDATION VISIT

Please remember that this is your day so you can choose how to celebrate your work and your achievement. You need to tell your story in a way that best suits you but set out below are a few suggestions to get you started.

POSSIBLE SOURCES OF EVIDENCE for whole school approach:

<p>Documentation:</p> <ul style="list-style-type: none"> ■ School Development Plan ■ letters and replies – home, school, personnel and other organisations ■ minutes/meeting notes ■ action plan ■ tabulation/collation audit results ■ relevant newsletters ■ media coverage ■ photographs – labelled and annotated in an album/scrapbook or as a display ■ school website ■ children's work ■ launch, updates and celebration ■ inspectors records or notes of visit and/or OFSTED report ■ relevant planning relevant policies 	<p>Record/Evidence of other relevant activities:</p> <ul style="list-style-type: none"> ■ links with other healthy schools ■ contribution to/from learning network meetings ■ training events – when, what topic?/who for? ■ work with other agencies – eg. nursing, police, health promotion ■ website visits ■ appropriate signage, noticeboards etc. ■ other resources
<p>During the visit:(NB. Such activities will need to be brief and show which of the required standards it is evidencing)</p> <ul style="list-style-type: none"> ■ classroom visits ■ attendance at relevant meeting ■ School Council ■ observations of break time, lunchtime or after school club, breakfast club ■ school trip ■ visit to whole school event, e.g. assembly, school fête ■ presentation from relevant groups such as young people sharing work or outcomes, parent groups, health team etc. 	<p>Discussion with/access to:</p> <ul style="list-style-type: none"> ■ SMT ■ healthy schools manager or PSHE co-ordinator (if different) ■ other school staff (both teaching and non-teaching – some classroom based) ■ governors ■ parents ■ pupils ■ other agencies