



Kent Healthy Schools Programme

Self-Review Audit

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Self Review Audit

School Name & DfES Number	
School Address & Telephone Number	
Headteacher Printed and Signed	
Chair of Governors Printed and Signed	
School Council/Body or equivalent Printed and Signed	
Chair of PTA or equivalent Printed and Signed	
School Co-ordinator Printed and Signed	
Local Healthy School Contact	
Date Audit completed & submitted	

The National Healthy Schools Programme (NHSP): national & local context

The National Healthy Schools Programme (NHSP) is funded by the Department for Education and Skills (DfES) and the Department of Health (DH), and is supported by a network of regional and local programmes, including the Kent programme. By 2009, the Government wants every school to be working towards achieving national healthy school status and this is reflected in Kent's Local Area Agreement with a number of targets dedicated to Healthy Schools work. An important local target will be to work with and ensure all schools with 20%+ Free School Meal Eligibility (FSME) are fully engaged in the local programme.

The overarching aims of the National Healthy Schools Programme are:

- to support children and young people in developing healthy behaviours
- to help to raise pupil achievement
- to help to reduce health inequalities
- to help promote social inclusion

Thousands of schools are already involved in their local healthy schools programme, working with local Co-ordinators and their extended teams including Social Services, the local Advisory Service, Drug Action Teams and School and Community Nurses. The NHSP is building on what many schools have been doing for many years and provides a bridge to other national priorities such as the Food in Schools agenda.

The Public Health White Paper, *Choosing Health*, published in November 2004 outlined the government's intention to introduce more rigorous and nationally consistent NHSP criteria. In September 2005, the **National Healthy School Status – A Guide for Schools** was published which outlines the revised national programme, with specific criteria for four core themes. However, the Guide recognises and stresses the importance and value of schools developing this work within the context of the whole school approach. Schools that already have healthy school status (Level 3) will be able to retain this until summer 2007 whilst working towards the new criteria.

Why work towards National Healthy School Status

From September 2005, Ofsted will expect schools to demonstrate how they are contributing to the five national outcomes for children highlighted in *Every Child Matters* and the Children Act (2004). The outcomes are being healthy; staying safe; enjoying and achieving; making a positive contribution; and economic well-being. Working towards and achieving national Healthy School status enables your school to clearly evidence and demonstrate how it is meeting the five national outcomes. Appendix 1 provides clarification on how a school with national healthy school status is actively contributing to these outcomes.

We also know that pupils who are healthy achieve well at school and there is evidence of a range of tangible benefits of being a 'healthy school' including:

- schools can use the NHSP whole school approach to bring about sustained school improvement
- schools with healthy school status have better results for all Key Stage 1 assessments and Key Stage 2 Science compared with other schools

- pupils in healthy schools report a range of positive behaviours such as diminished fear of bullying and a reduced likelihood of using illegal drugs.

Working towards Healthy School status will also ensure you are addressing key targets within the following national priorities:

- improving behaviour and attendance -the NHSP is working closely with the Secondary Strategy, Social, Emotional and Behavioural Skills (SEBS) and Social and Emotional Aspects of Learning (SEAL)
- improving performance in national Standard Attainment Tests
- reducing and halting the increase in childhood obesity
- promoting positive sexual health and reducing teenage pregnancy
- reducing young people's drug, alcohol and tobacco use.

Gaining healthy school status should not be seen as a tick box exercise or in isolation from other initiatives such as the Extended Schools Programme. The process should be used to complement and strengthen existing and planned work. It will enable you to identify gaps in provision and help you build this work into your overall School Improvement Plan, enabling you to address a range of national and local priorities.

The whole school approach and the four core themes

To achieve Healthy School status you will need to identify evidence of how your school is meeting the national criteria for each of the four core themes. You will need to do this within the context of a whole school approach, involving the whole school community, parents, pupils, governors and external partners.

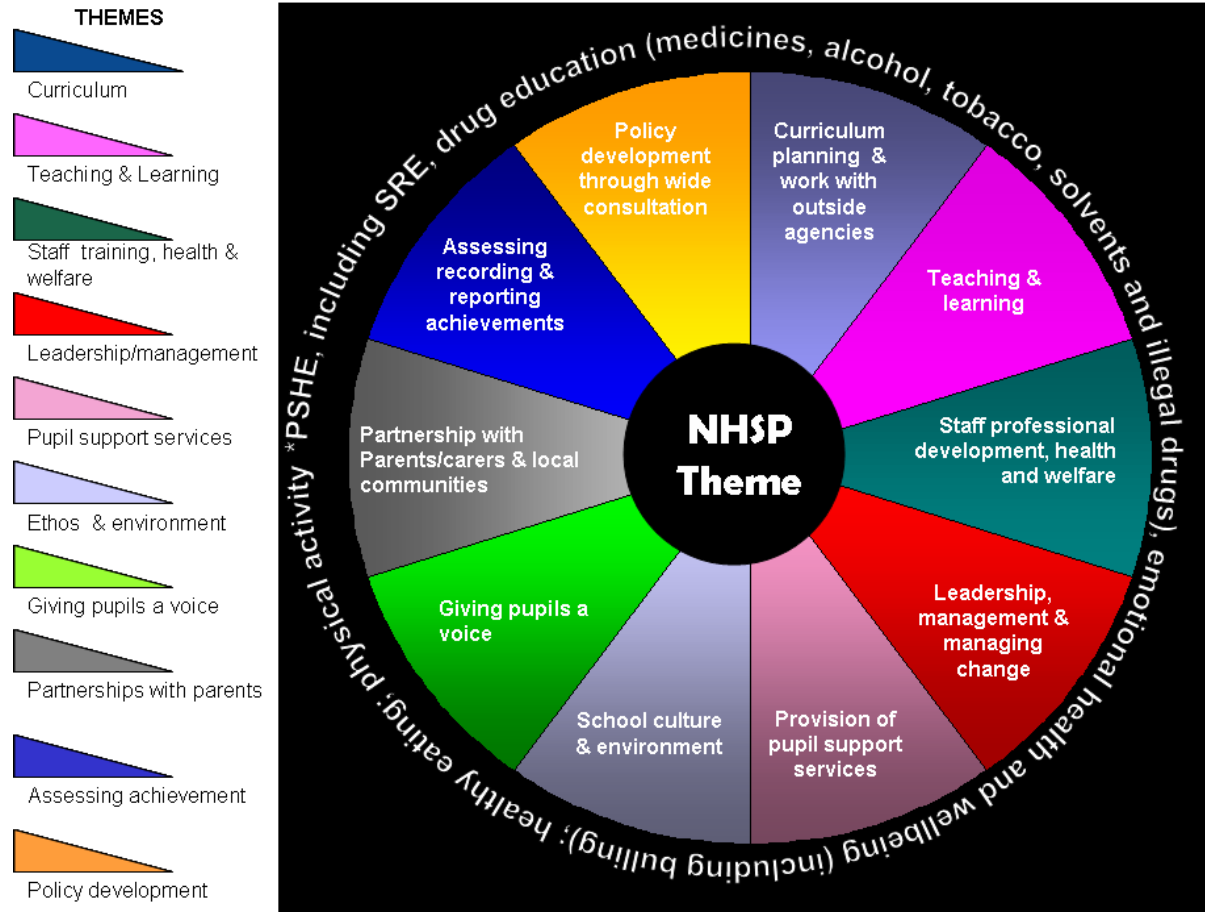
The Four Core Themes:

- **PSHE** - including SRE and drug education (including alcohol, tobacco and volatile substance abuse)
- **Healthy Eating**
- **Physical Activity**
- **Emotional Health and Well-Being** - including bullying

The themes complement existing and increasingly mainstreamed efforts to promote PSHE, Physical Activity, Healthy Eating and Emotional Health and Well-being and schools that are already participating in such work may not need to devote extra resources but consolidate and celebrate existing good practice.

The Whole School Wheel identifies the essential elements for implementing an effective whole school way of working. Each theme, such as *staff training and learning* and *leadership and management* are applicable across the four core themes and should influence the way you work in relation to each. You will evidence a whole school approach through the work you are developing to meet the criteria across the themes. For example, the whole school theme of ***giving pupils a voice*** is applicable across all of the core themes. You may identify this as an area for development and therefore develop specific activities in your Action Plan to address this gap.

A Whole School Approach



Achieving Healthy Schools Status: Steps to Take

A decision to work towards achieving Healthy School status may be driven by the need to address a number of priorities at an individual school, cluster and/or local community level and it is important to secure commitment at a senior level and across the school community to this process. The Healthy School model reinforces a process of continuous review, assessment and improvement, enabling schools to monitor progress and celebrate good practice.

Many schools will already be meeting many of the healthy schools criteria or be developing work in related areas but there may be gaps in provision that need to be addressed. The steps to achieving Healthy School status have been summarised with examples of key actions that need to be taken. These are also illustrated in the Healthy School Planning Cycle in Appendix 2.

When Senior Management Team commitment has been secured and a Working Group established, then a process of self review will need to be undertaken to understand your school's strengths and weaknesses in relation to the Healthy Schools themes and criteria. If you feel your school meets or exceeds particular criteria and can evidence this then it is important that you identify the location and source of that evidence.

The audit addresses each of the four core themes and associated criteria, and sets out the minimum evidence you will need to reference. Where specific criteria link to the Ofsted self-evaluation form, the links have been highlighted. In addition, the audit will also provide useful information if you are considering or in the process of working towards Extended School status. The attached audit is provided as an example and you may choose to use a different self-review tool but you will need to audit practice in relation to the four core themes and criteria.

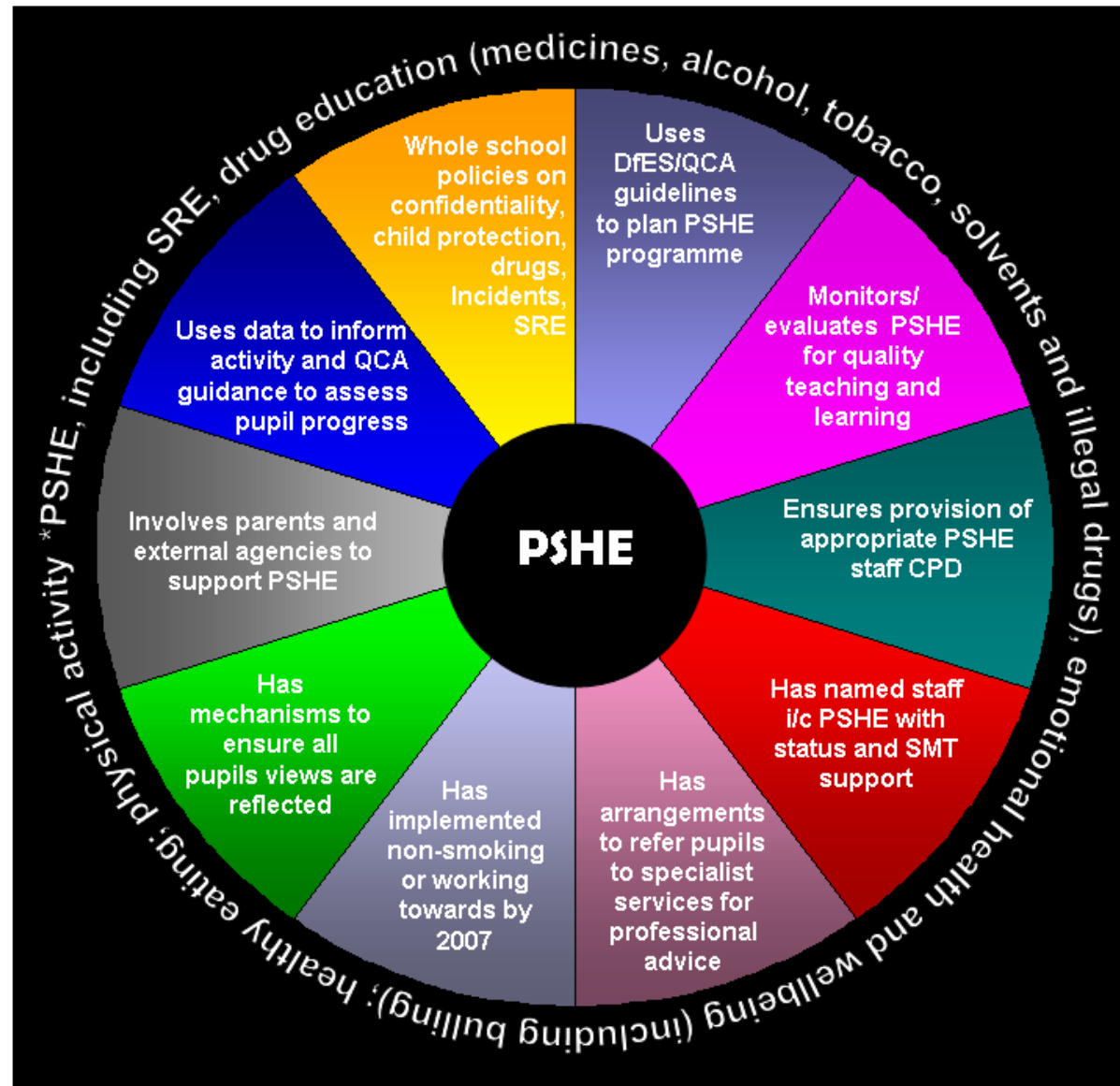
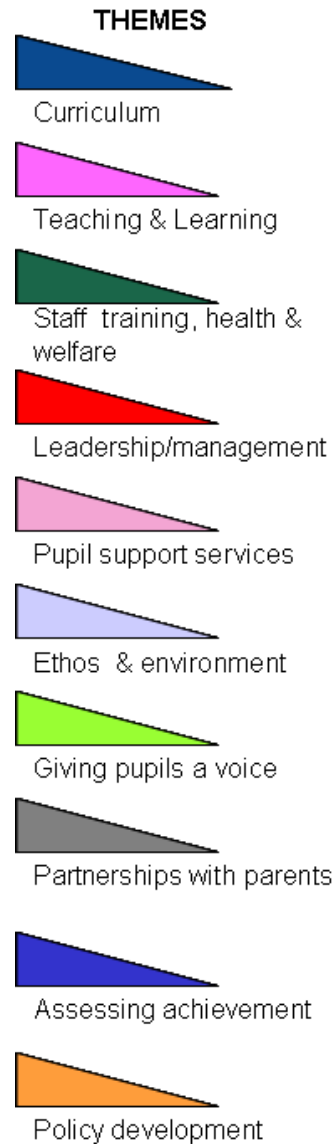
Following the audit, it is important to translate this feedback into an Action Plan that will be implemented as part of your overall School Improvement Plan. A short guide has been developed to help you prepare your plan and is available via your local Healthy Schools contact or from the Kent Healthy Schools Programme website.

The Kent programme also recognises two important milestones towards achieving Healthy School status and celebrates each of these with the award of a Healthy Schools Certificate. The first to acknowledge a school's commitment to the process and the second when the audit has been completed, the Action Plan is in place and the school is fully engaged and on the way to achieving Healthy School status.

Steps to Take	Examples of Key Actions
Secure commitment from SMT to work towards achieving Healthy School status.	<p>Secure agreement from the Senior Management Team to work towards achieving Healthy School status outlined in the Statement of Commitment and Working Agreement letter.</p> <p>Identify a School Co-ordinator with responsibility for this work and establish a Healthy Schools task/working group or equivalent, which is representative of the school community.</p>
Undertake an audit of current practice and identify areas for development.	<p>Undertake a self-review or baseline audit in partnership with the school community – senior management through to governors, staff, parents/carers and pupils. Recognise where healthy schools activities are contributing to priorities in the School Improvement Plan and identify potential areas for development.</p>
Develop, implement and monitor a Healthy Schools Action Plan.	<p>Based on the self-review audit and in consultation with the school community, develop and agree an Action Plan, embedded within the School Improvement Plan. The plan should include clear targets, baselines and intended outcomes, which can monitor progress. For example, evidence of the impact that activities have made on the inclusion and inequalities priorities within the school and the local communities. Action Plan Guidance is available to support your work.</p> <p>A completed and signed copy of the Self-Review Audit, including a summary of priority development areas covered in your Action Plan should then be sent to your local programme.</p>
<p>Identify evidence and good practice in relation to the core themes.</p> <p>Different types of evidence will be considered. For example, oral, written and/or observed.</p>	<p>Ensure you can identify evidence in relation to each of the four themes, via a whole school approach. It is important that this is not an onerous task and that you draw on existing materials and documentation including your School Improvement Plan, policy documents, staff and parent handbooks, examples of self-evaluation tools, pupils work and assessment records as well as consultation with parents and pupils.</p> <p>In addition, the school environment and culture provides 'living' evidence such as displays of pupil work, the dining room environment, facilities such as the staff room, toilets and changing rooms and outdoor areas.</p>
Validation for Healthy School status.	<p>When your school feels it is ready to apply for validation it will need to contact the local programme who will then support you through the process.</p> <p>This may be via the self- validation route or through a planned visit by a small team from the local programme. A number of schools will also receive 'Quality Assurance' visits from the national Healthy Schools team.</p> <p>Self validation - schools will need to attend a briefing by the local team about the nature of the evidence and how to gather it, supply the completed audit, signed by the Head, Chair of the PTA or equivalent, Chair of Governors and the school council or equivalent body (ies) e.g. representatives from every class or by year councils.</p>

	<p>Visit - the School Co-ordinator will be the key contact for the visit and will need to ensure the team has access to other staff, pupils, parents, governors and non teaching staff. This can be achieved via a formal meeting or informally as the team are shown around the school to see supporting evidence.</p>
<p>Review and identify areas for development.</p>	<p>Following the outcome of the validation process and a positive outcome then your school should identify opportunities to celebrate success and consider how you can develop new areas and build on existing practice to further develop your work. Following validation, Healthy School status is valid for three years.</p>

A Whole School Approach to PSHE



1. PSHE including SRE and Drug Education (alcohol, tobacco and volatile substance abuse)

PSHE provides pupils with the knowledge, understanding, skills and attitudes to make informed decisions about their lives. **A Healthy School:**

Criteria	Evidence to show	Criteria met: Location of evidence	Criteria to be met: Areas for Development
1.1 uses the PSHE framework to deliver a planned programme, in line with relevant DfES/QCA guidance. Ofsted self evaluation 4a, 4b, 4c, 4d, 4e	<ul style="list-style-type: none"> • Programme of Study • Scheme of Work, including opportunities to explore and understand feelings 		
1.2 monitors and evaluates PSHE provision to ensure the quality of teaching and learning. Ofsted self evaluation 2b, 4a,4b,4c, 4d, 4e	<ul style="list-style-type: none"> • Lesson observations by the school • Pupils views • Staff views 		
1.3 assesses pupils' progress and achievement in line with QCA end of key stage statements. Ofsted self evaluation 4a,4b,4c,4d,4e	<ul style="list-style-type: none"> • Discussions with pupils and PSHE Co-ordinator • Examples of assessment using the QCA end of Key Stage statements 		
1.4 has a named member of staff responsible for PSHE provision with sufficient status, training and appropriate senior management support within the school. Ofsted self evaluation	<ul style="list-style-type: none"> • Named SMT support within school • School cpd file referring to PSHE 		
1.5 has up-to-date policies in place – developed through wide consultation, implemented and	<ul style="list-style-type: none"> • SRE policy in place that has been approved by 		

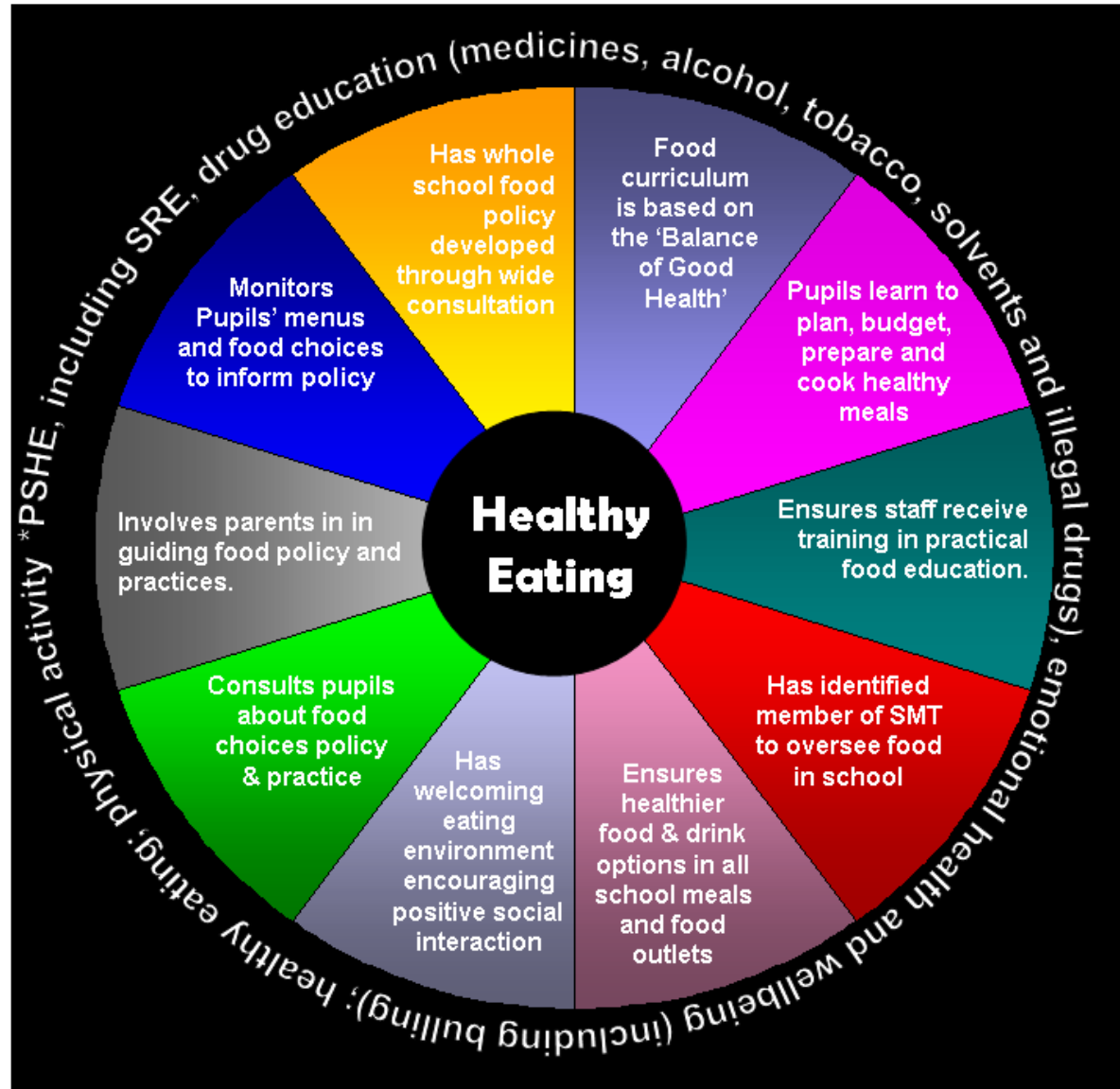
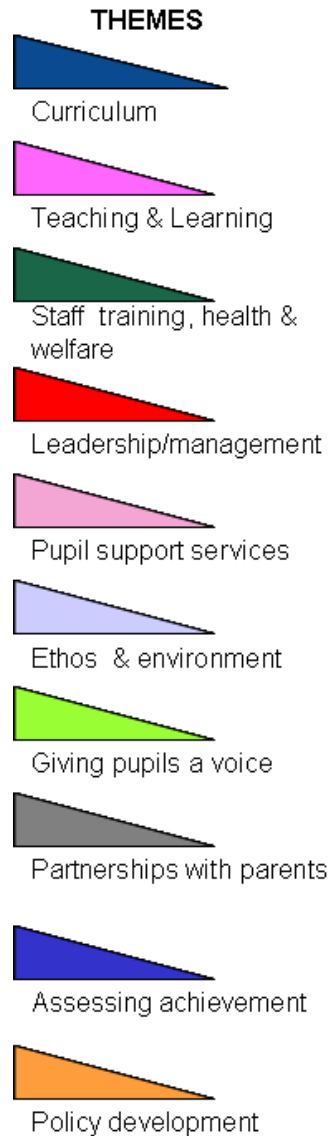
<p>monitored and evaluated for impact – covering Sex and Relationship education, Drug Education and Incidents, Child Protection and Confidentiality.</p> <p>Ofsted self evaluation 2a, 4a, 4b, 4c, 4d, 4e</p>	<p>the governors</p> <ul style="list-style-type: none"> • Drug education policy is in line with DfES guidance that has been approved by the governors • Managing Drugs Related incidents policy in line with DfES guidance that has been approved by the governors • Child protection policy in line with Area Child Protection Committee that has been approved by the governors • Confidentiality policy that has been approved by the governors • Pupils views • staff views 		
<p>1.6 has implemented non-smoking policy or is working towards being smoke free by Sept 2007.</p> <p>Ofsted self evaluation 4a</p>	<ul style="list-style-type: none"> • The school is smoke-free OR • There is an appropriate policy outlining the school's commitment to being smoke-free with timeline included 		

	<ul style="list-style-type: none"> • Staff, pupils and parents say policy has been implemented 		
<p>1.7. 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.</p> <p>Ofsted self evaluation 4a</p>	<ul style="list-style-type: none"> • Schemes of Work reflect appropriate use of outside agencies • Policy or guidelines about how to use external visitors 		
<p>1.8. has arrangements in place to refer pupils to specialist services who can give professional advice on matters such as contraception, sexual health and drugs.</p> <p>Ofsted self evaluation 4a, 4b</p>	<ul style="list-style-type: none"> • Protocols for referral are in place 		
<p>1.9. uses local data and information to inform activities and support important national priorities such as reducing teenage pregnancies sexually transmitted infections and drug/alcohol misuse.</p>	<ul style="list-style-type: none"> • Staff can discuss how their healthy schools work is – to some extent - data-led, and how it supports national priorities 		
<p>1.10. ensures provision of appropriate PSHE professional development opportunities for staff – such as Certification Programmes for teachers and nurses offered by DH/DfES.</p>	<ul style="list-style-type: none"> • School's cpd file 		
<p>1.11. has mechanisms in place to ensure all pupils' views are reflected in curriculum planning, teaching & learning and the whole school environment, including those with special educational needs and specific health</p>	<ul style="list-style-type: none"> • Teaching and Learning Policy • School Inclusion Policy • Pupils' views 		

conditions, as well as disaffected pupils, young carers and teenage parents.			
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[Ofsted self evaluation 2a,2b](#)

A Whole School approach to Healthy Eating



2. HEALTHY EATING: Pupils have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available across the school day. **A Healthy School:**

Criteria	Evidence to show	Criteria met: Location of evidence	Criteria to be met: Areas for Development
2.1. has identified a member of the SMT to oversee all aspects of food in the school.	<ul style="list-style-type: none"> • There is named member of the SMT and their role re healthy eating is known to staff 		
2.2. ensures provision of training in practical food education for staff, including diet, nutrition, food safety and hygiene.	<ul style="list-style-type: none"> • Cpd file • Staff who teach practical food education can discuss appropriate training 		
2.3. has a whole school food policy - developed through wide consultation, implemented, monitored and evaluated for impact. Ofsted self evaluation 2a, 2b, 4a	<ul style="list-style-type: none"> • Policy • Parents/carers and pupils can describe their involvement 		
2.4. involves pupils and parents in guiding food policy and practice within the school, enables them to contribute to healthy eating and acts on their feedback. Ofsted self evaluation 2a, 4a	<ul style="list-style-type: none"> • Discussion with pupils or returned questionnaire or focus group • Parents/carers views • Pupils views 		
2.5. has a welcoming eating environment that encourages the positive social interaction of pupils (see Food in Schools Guidance).	<ul style="list-style-type: none"> • Observation of the dining area whilst lunch is in progress • Discussion with 		

<p>Ofsted self evaluation 4a, 4c</p>	<p>staff and pupils regarding the dining environment</p> <ul style="list-style-type: none"> • Discussion with catering staff 		
<p>2.6. ensures healthier food and drink options are available and promoted in breakfast clubs, at break (if established or planned), and at lunchtimes - as outlined by Food in Schools Guidance.</p> <p>Ofsted self evaluation 4a</p>	<ul style="list-style-type: none"> • Observation of the range of food and drink available during the school day • Discussion with school task group 		
<p>2.7. has meals, vending machines and tuck shop facilities that are nutritious and healthy (see Food in Schools guidance), and meet or exceed national standards, and is working towards the latest DfES guidance on improving school meals services</p> <p>Ofsted self evaluation 4a</p>	<ul style="list-style-type: none"> • school meal contract that meets or is taking into consideration the latest DfES guidance on improving school meals • menus for the week 		
<p>2.8 monitors pupils' menus and food choices to inform policy development and provision.</p> <p>Ofsted self evaluation 4a</p>	<ul style="list-style-type: none"> • In discussion the school can clearly show how it undertakes this monitoring and how the data is used to inform policy 		
<p>2.9 ensures that pupils have opportunities to learn about different types of food in the context of a balanced diet (using the Balance of Good Health), and how to plan,</p>	<ul style="list-style-type: none"> • Schemes of Work in place 		

<p>budget, prepare and cook meals. understanding the need to avoid consumption of foods high in salt, sugar, and fat and increase the consumption of fruit & vegetables.</p> <p>Ofsted self evaluation 4a</p>			
<p>2.10 has easy access to free, clean and palatable drinking water, using the Food in School Guidance.</p> <p>Ofsted self evaluation 4a</p>	<ul style="list-style-type: none"> • Observation of the water provision • Pupils views • Staff views 		
<p>2.11. consults pupils about food choices throughout the school day using school councils, Healthy School task group or other representative pupil bodies.</p> <p>Ofsted self evaluation 2a, 4d</p>	<ul style="list-style-type: none"> • Pupils views • Minutes of meetings 		

3. PHYSICAL ACTIVITY: Pupils are provided with a range of opportunities to be physically active. They understand how physical activity can help them to be more healthy, and how physical activity can improve and be a part their every day life. **A Healthy School:**

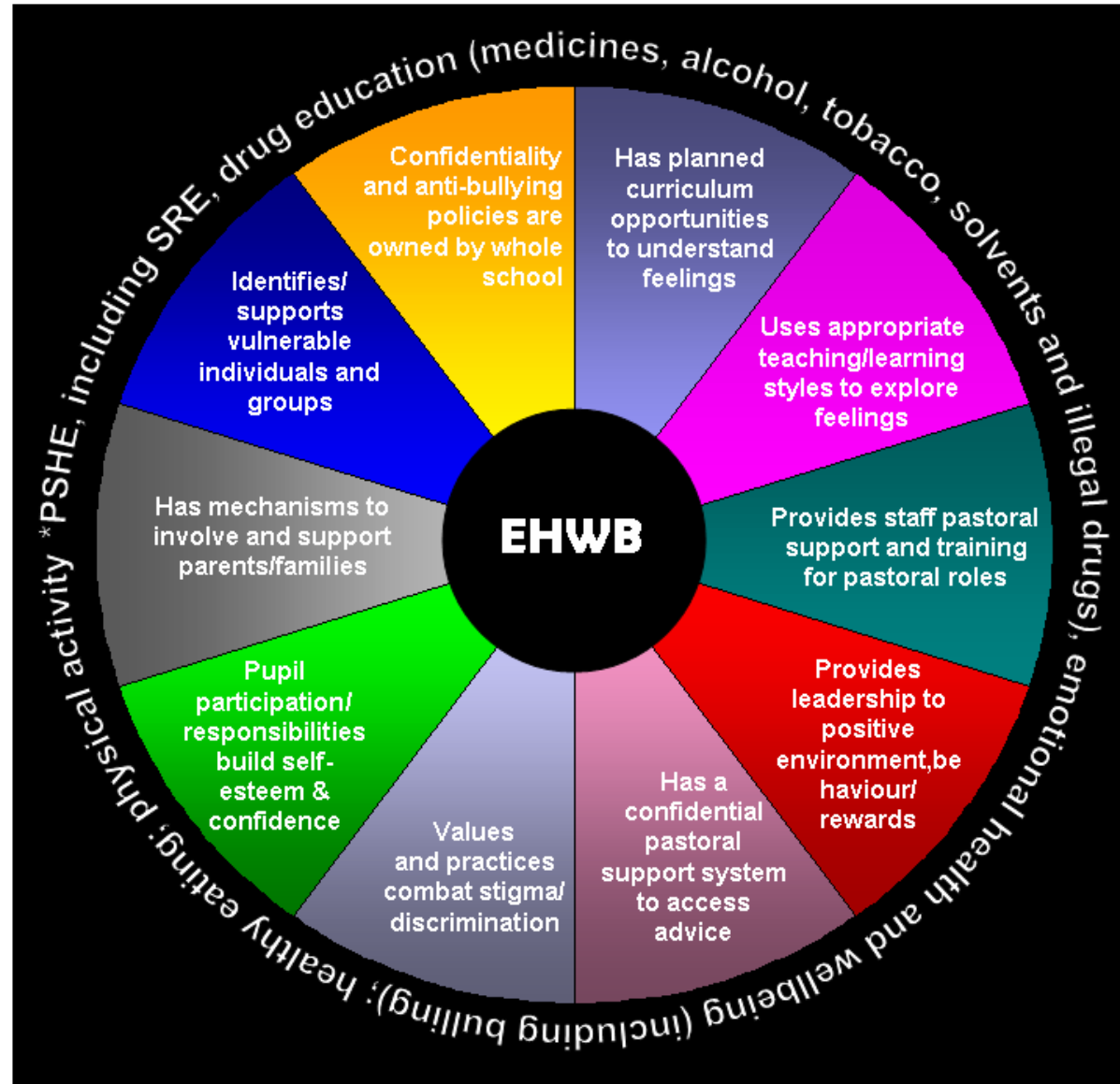
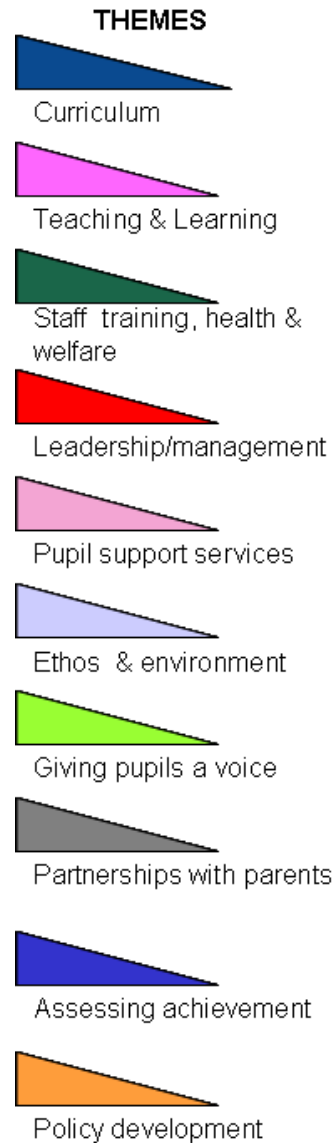
Criteria	Evidence to show	Criteria met: Location of evidence	Criteria to be met: Areas for Development
3.1 provides clear leadership and management to develop and monitor its physical activity policy Ofsted self evaluation	<ul style="list-style-type: none"> • There is a named person and staff in the school know who that person is 		
3.2 has a whole school physical activity policy – developed through wide consultation, implemented, monitored and evaluated for impact. Ofsted self evaluation 2a, 2b, 4a, 4d	<ul style="list-style-type: none"> • A policy that covers the range of physical activity • Clear monitoring procedures are in place and promotion of physical activity reflects the stated policy • Pupils views • Parents/carers views 		
3.3. ensures a minimum of 2 hours of structured physical activity each week to all of its pupils in or outside of the curriculum.	<ul style="list-style-type: none"> • PE Curriculum timetable • The school's description of 		

Ofsted self evaluation 4a	<p>its provision</p> <ul style="list-style-type: none"> • Pupils can describe activities available that add up to a minimum of 2 hours structured activity each week 		
<p>3.4. provides opportunities for all pupils to participate in a broad range of extra curricular activities that promote physical activity. Ofsted self evaluation 4a</p>	<ul style="list-style-type: none"> • Pupils and staff can describe the extra-curricular physical activity opportunities they have • List of activities 		
<p>3.5. consults with pupils about the physical activity opportunities offered by the school, identifies barriers to participation and seeks to remove them. Ofsted self evaluation 2a,4d</p>	<ul style="list-style-type: none"> • Pupils say that they are consulted about the physical activities offered to them. • The school can specify the opportunities that have been introduced, influenced, adapted as a result of consultation 		
<p>3.6 involves School Sport Co-ordinators (where available) and other community resources in the provision of activities.</p>	<ul style="list-style-type: none"> • Reported attendance at SSC network meetings etc 		

	<p>meetings etc</p> <ul style="list-style-type: none"> • Clear use of PESS/CL materials identified through observation and discussion with PA co-ordinator • Pedestrian and cycle skills training available 		
<p>3.7. encourages all pupils, parents/carers and staff to walk or cycle to school under safe conditions, utilising the school travel plan. Ofsted self evaluation 4a, 4b</p>	<ul style="list-style-type: none"> • Use has been made of the SRTS and STP staff • Newsletter articles/letters etc aimed at increasing parental participation • Pupils can describe how they have been encouraged to walk or cycle to school. • The school can show the use it has made of STP surveys 		
<p>3.8. gives parents/carers the opportunity to be involved in the planning and delivery of physical</p>	<ul style="list-style-type: none"> • Parents/carers say that they have been 		

<p>activity opportunities and helps them to understand the benefits of physical activity for themselves and their children. Ofsted self evaluation 2a</p>	<p>involved in discussing aspects of physical activity with the school</p> <ul style="list-style-type: none"> • The school can describe the work they have undertaken to encourage the involvement of parents/carers 		
<p>3.9. ensures that there is appropriate training provided for those involved in providing physical activities.</p>	<ul style="list-style-type: none"> • Cpd file • Staff discussion 		
<p>3.10. encourages all staff to undertake physical activity.</p>	<ul style="list-style-type: none"> • Staff discussion 		

A Whole School Approach to Emotional Health and Well-Being



4. EMOTIONAL HEALTH & WELL-BEING: Promoting positive emotional health and well-being to help pupils to understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn. **A Healthy School:**

Criteria	Evidence to show	Criteria met: Location of evidence	Criteria to be met: Areas for Development
4.1 Identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families.	<ul style="list-style-type: none"> • SEN Policy • Inclusion policy • Routes of Referral • System for identification • Pupil Tracking 		
4.2 Provides clear leadership to create and manage a positive environment, which enhances emotional health and well-being in school – including the management of behaviour and rewards policies. Ofsted self evaluation 4a, 4b, 4c	<ul style="list-style-type: none"> • School Self Evaluation Form • School Development Plan • Discussion with Head teacher and PSHE co-ordinator • Behaviour and Rewards Policy 		
4.3 Has clear, planned curriculum opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles. Ofsted self evaluation 4a	<ul style="list-style-type: none"> • PSHE coordinator's views • Pupils describe how they learn to explore feelings • Learning and teaching policy • Schemes of work/Program 		

	mes of Study		
4.4 Has clear confidential pastoral support system in place for pupils and staff to access advice, especially at times of bereavement and other major life changes, and that this system actively works to combat stigma and discrimination. Ofsted self evaluation 4b	<ul style="list-style-type: none"> • Pupils understand the pastoral system • Identified route for referral for staff and pupils • Child Protection Policy (ref 1.5) • Inclusion Policy • Examples of good practice in combating stigma and discrimination 		
4.5 Has explicit values underpinning positive emotional health, which are reflected in practice and work to combat stigma and discrimination. Ofsted self evaluation 4b	<ul style="list-style-type: none"> • Prospectus or similar document • Observation 		
4.6 Has a clear policy on bullying, which is owned, understood and implemented by the whole school community. Ofsted self evaluation 2a	<ul style="list-style-type: none"> • Policy • Pupils, parents/carers and staff know and understand the bullying policy 		
4.7 Provides appropriate professional training for those in a pastoral role.	<ul style="list-style-type: none"> • Cpd file • Discussions with staff 		
4.8 Provides opportunities for pupils to participate in school activities and responsibilities to build their confidence and self-esteem. Ofsted self evaluation 4b	<ul style="list-style-type: none"> • Programmes of study/schemes of work • Celebrations • Behaviour and Rewards Policy 		

	<ul style="list-style-type: none"> • Learning and teaching policy • Pupils' views • 		
4.9 Has a clear confidentiality policy. Ofsted self evaluation 4b	<ul style="list-style-type: none"> • Policy OR separate sections in appropriate policies (ref 1.5) • Discussion with staff 		

Summary Sheet – Targets/Development Areas

Theme/ Criteria	Targets/Development Areas

**HEALTHY SCHOOLS CONTRIBUTING SIGNIFICANTLY TO EVERY CHILD MATTERS
FIVE NATIONAL OUTCOMES FOR CHILDREN**

Be Healthy			
Aims	Supported by Healthy School Status? S = strongly W = well P = partially	How schools with national healthy school status can be viewed as contributing significantly to the outcomes	Further comments and explanation
Physically healthy	S	Healthy school status means that the school has achieved national standards in healthy eating and physical activity. Outcome: all pupils can access at least 2 hours/week of organised physical activity and can take advantage of links to external or community physical activity provision. Pupils in healthy secondary schools are more likely to take part in regular sporting activities	See www.wiredforhealth.gov.uk/evidenceofimpact for the national evaluation
Mentally and emotionally healthy	S	Healthy school status means that the school has achieved national standards in Emotional Health and Well-being (including bullying). Outcome: all pupils and staff know how to seek appropriate peer and adult help for their emotional health needs and have been helped to understand themselves and their feelings. The pupils also understand and have the skills and awareness to deal with bullying. Pupils in healthy schools are more likely to have high self-esteem and less likely to be afraid of bullying	See NHSP's ' <i>Promoting emotional health and well-being through the National Healthy School Standard</i> '. See www.wiredforhealth.gov.uk/evidenceofimpact for the national evaluation
Sexually healthy	S	Healthy school status means that the school has achieved national standards in sex and relationships education. Outcome: pupils have received a sex and relationship education that is appropriate to their age, ability and level of maturity	The NHSP manages two large PSHE cpd programmes, for school nurses and teachers which focus on the teaching and learning of sex and relationships education
Choose not to take illegal drugs	S	Healthy school status means that the school has achieved national standards in drugs education (including alcohol and tobacco) and has a school smoking policy. Outcome: pupils have received a drugs education – including skills development - which is appropriate to their age, ability and level of maturity. Pupils in healthy secondary schools are less likely to be offered illegal drugs	See The NHSP's guidance on good practice in drugs education See www.wiredforhealth.gov.uk/evidenceofimpact for the summary of the national evaluation
Parents, carers and families promote	S	Healthy school status means that the school has involved parents/carers and the wider community in drawing up its policies and programmes. Outcome: parents/carers have been involved in policy development and have been invited to participate in aspects of school	

healthy choices		life	
Stay safe			
Aims	Supported by Healthy School Status? S = strongly W = well P = partially	How schools with national healthy school status can be viewed as contributing significantly to the outcomes	Further comments and explanation All publications can be found on www.wiredforhealth.gov.uk Case studies on all of the aspects mentioned can be found on the same site at www.wiredforhealth.gov.uk/casestudies
Safe from maltreatment, neglect, violence and sexual exploitation	S	Healthy school status means that the school has achieved national standards in PSHE – including the teaching and learning of personal and social skills, awareness and assertiveness. Outcome: pupils are aware of situations of potential danger in the home and community and have the knowledge and skills to avoid it, and seek help when necessary. Healthy schools are more likely to have PSHE provision than others	See www.wiredforhealth.gov.uk/evidenceofimpact for the analysis of Ofsted school inspection reports 2001-2003
Safe from accidental injury and death	W	Healthy school status means that the school has achieved national standards in PSHE – including road, fire, electrical, firework safety and drugs education. Outcome: pupils are aware of situations of potential danger in the home and community and have the knowledge and skills to avoid it, and seek help when necessary	
Safe from bullying and discrimination	S	Healthy school status means that the school has achieved national standards in PSHE – including the teaching of fairness and equity – and also has a bullying policy. Outcome: pupils learn and play in a school where there is a clearly understood policy and practice about bullying and discrimination, and have the skills and awareness to challenge bullying should it arise	See the NHSP's 'Promoting emotional health and well-being through the National Healthy School Standard' and also 'Stand Up For Us' that shows how schools can tackle homophobia and homophobic bullying. See www.wiredforhealth.gov.uk/standupforus
Safe from crime and anti-social behaviour in and out of school	P	Healthy school status means that the school has an ethos and a culture that is supportive of personal and social development. This does not guarantee safety from crime and anti-social behaviour, but it makes it less likely. Outcome: pupils learn in a school where the ethos promotes positive participation, challenges anti-social behaviour and where pupils recognise their responsibilities to themselves and others. Healthy schools are likely to be more inclusive, enjoy better relationships and have better behaviour. See also the section earlier on being mentally and emotionally healthy	See www.wiredforhealth.gov.uk/evidenceofimpact for the national evaluation
Parents, carers and families provide safe homes and	W	Healthy school status means that the school has involved parents/carers and the wider community in drawing up its policies and programmes. Outcome: pupils are aware of their parents/carers' positive involvement with schools, and the parents/carers know where	

stability		and how to seek help	
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Enjoy and Achieve			
Aims	Supported by Healthy School Status? S = strongly W = well P = partially	How schools with national healthy school status can be viewed as contributing significantly to the outcomes	Further comments and explanation All publications can be found on www.wiredforhealth.gov.uk Case studies on all of the aspects mentioned can be found on the same site at www.wiredforhealth.gov.uk/casestudies
Ready for school	S	All maintained nurseries are targeted to become Healthy Schools. All primary schools, including those with nursery provision, are due to be working towards or achieved healthy school status by March 2009. Outcome: pupils in healthy schools experience a welcoming and positive environment where the school recognises the need to provide both a physical and social environment that is conducive to learning, and where parents/carers are welcomed in to school.	
Attend and enjoy school	S	Outcome: Research shows that pupils attending healthy schools are less likely to fear being bullied. Also, pupils in healthy schools are more likely to show enthusiasm for school according to Ofsted	See www.wiredforhealth.gov.uk/evidenceofimpact For the summary of the national evaluation
Achieve stretching national educational standards at primary school	W	Outcome: Research in 2005 using 2004 data from DfES and the national schools database shows that primary schools holding healthy school status and schools working towards healthy school status are improving faster than schools that have yet to join their local programmes. See www.wiredforhealth.gov.uk/evidenceofimpact Also see www.wiredforhealth.gov.uk/evidenceofimpact for an outline of the impact of healthy schools on Key Stage results in Sandwell	See as above, including an analysis of the 2004 primary school SATs referenced against schools that have achieved national healthy school status. <i>Also see 'Using the National Healthy School Standard to raise boys' achievement'</i> <i>Also see 'How the National Healthy School Standard Contributes to School Improvement' at www.wiredforhealth.gov.uk/publications</i>
Achieve personal and social development and enjoy recreation	S	Healthy school status means that the school has achieved national standards in PSHE. Additionally, healthy school status means that the school has achieved national standards in physical activity. Outcome: Pupils in healthy schools are more likely to show enthusiasm for school according to Ofsted.	See www.wiredforhealth.gov.uk/evidenceofimpact for the summary of the national evaluation

Achieve stretching national targets at secondary school	P	Awaiting new research using 2004 data	See 'Using the National Healthy School Standard to raise boys' achievement' Also see 'How the National Healthy School Standard Contributes to School Improvement' at www.wiredforhealth.gov.uk/publications
Parents, carers and families support learning	S	Healthy school status means that the school has involved parents and carers and the wider school community in the educational, social and cultural activities of the school. Outcome: pupils in healthy schools will find that there is more connection between their parents/carers and school, and that messages about learning and health are often shared	See the NHSP's 'Learning and Teaching: background notes for colleagues visiting and working in schools to support learning' at www.wiredforhealth.gov.uk/publications
Making a positive contribution			
Aims	Supported by Healthy School Status? S = strongly W = well P = partially	How schools with national healthy school status can be viewed as contributing significantly to the outcomes	Further comments and explanation All publications can be found on www.wiredforhealth.gov.uk Case studies on all of the aspects mentioned can be found on the same site at www.wiredforhealth.gov.uk/casestudies
Engage in decision-making and support the community and environment	S	Healthy school status means that the school involves pupils in decision-making, and promotes participation. Pupils will also play a part in developing and maintaining a positive school culture and a welcoming environment. Outcome: pupils in healthy schools find that their views and opinion are sought and considered on a range of matters	See NHSP's 'Promoting Children's and Young People's Participation'. See www.wiredforhealth.gov.uk/evidenceofimpact for the NCB research on this matter
Engage in law-abiding and positive behaviour in and out of school	P		See the NHSP's 'Managing and Teaching Citizenship through the National Healthy School Standard' at www.wiredforhealth.gov.uk/publications
Develop positive relationships and choose not to bully and discriminate	S	Healthy school status means that a school has achieved national standards in emotional health and well-being including measures to prevent and deal with bullying. Outcome: pupils in healthy schools are less likely to fear being bullied. Healthy schools enjoy better relationships, are more inclusive and suffer less oppressive behaviour than others. Healthy secondary schools are significantly more inclusive	Also see the NHSP's 'Addressing the education and health needs of Black and Minority Ethnic Pupils' and 'Stand Up For Us' See www.wiredforhealth.gov.uk/evidenceofimpact for the national evaluation
Develop self-confidence and successfully deal with significant life changes and	S	Healthy school status means that a school has a comprehensive PSHE programme, including appropriate sex and relationships education and bereavement education. Outcome: pupils in healthy schools are more likely to be prepared for significant changes in life. Secondary pupils are more likely to know how to get free condoms	See NHSP's 'Promoting emotional health and well-being through the National Healthy School Standard'. See www.wiredforhealth.gov.uk/evidenceofimpact

challenges			for the national evaluation
Parents, carers and families promote positive behaviour	S	Healthy school status means that family involvement is welcomed, that they are invited to serve on working parties and task groups and to participate in the social and cultural life of the school	
Achieve Economic Well-being			
Aims	Supported by Healthy School Status? S = strongly W = well P = partially	How schools with national healthy school status can be viewed as contributing significantly to the outcomes	Further comments and explanation All publications can be found on www.wiredforhealth.gov.uk Case studies on all of the aspects mentioned can be found on the same site at www.wiredforhealth.gov.uk/casestudies
Engage in further education, employment or training on leaving school		No evidence for or against the impact of national healthy school status	
Ready for employment	W	Healthy school status means that the school has a comprehensive PSHE programme, including the teaching and learning of personal and social skills and, in secondary schools, the provision of careers education. Outcome: pupils in healthy schools develop skills and are aware of attitudes that are likely to help them in the work situation	See NHSP's ' <i>Forming Links with Careers Education</i> ' and ' <i>Managing Links with Careers Education</i> ' at www.wiredforhealth.gov.uk/publications
Live in decent homes and sustainable communities			
Access to transport and material goods			
Live in households free from low income			
Parents, carers and families are supported to be economically active			

