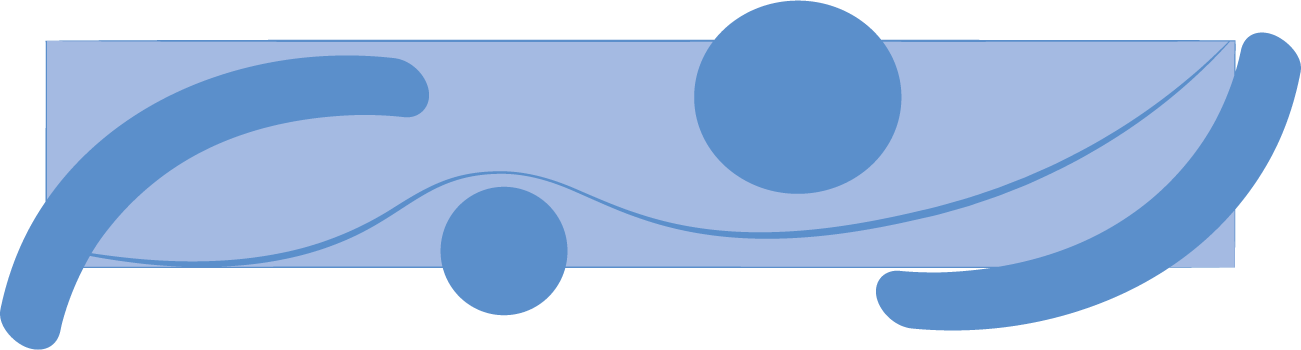
Healthy Schools London Bronze Award logo 


The Mayor of London’s

Award Programme

**Healthy Schools London**

**Bronze Award tool**

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How to complete the Bronze Award tool

This tool is designed to help your school reflect on, celebrate, and strengthen your current approach to health and wellbeing.

**Each section has a series of criteria that you must show your provision meets.**

It supports you to review what’s already working well and how you could change your practice to ensure you meet all the criteria.

**What to include in your responses:**

* **Clear descriptions of your school’s practice** - describe what you do in your school, not just what you aim to do.
* **Real-life, practical examples from your school where relevant** – these should demonstrate your practice in action.
* **Concise and specific language** – use bullet points and follow the suggested word count in your responses.

# When describing how you meet the criteria, you may wish to draw on:

|  |  |
| --- | --- |
| Documentation | |
| Use policies, curriculum overviews, staff training records, and published materials (for example, website content or newsletters) to show how health and wellbeing are embedded across your school. | **Examples:**   * Statutory and wider policies * Training logs or CPD plans * Induction packs for staff or families * Curriculum maps or long-term plans   Meeting minutes or action plans |

|  |  |
| --- | --- |
| Daily routines and learning environments | |
| Reflect on how your school’s physical and social environment promotes health and wellbeing consistently throughout the day, beyond the classroom | **Examples:**   * Healthy eating environments and water access * Supervision and zoning during breaktimes * Physical activity routines (for example, Daily Mile, active travel, lunch clubs)   Staff as role models for wellbeing and healthy habits |

|  |  |
| --- | --- |
| Inclusive practice | |
| Highlight how your school actively includes and supports pupils with a wide range of needs, identities, and lived experiences. This ensures equity in health and wellbeing provision. | **Examples:**   * Adapted routines to support transitions or emotional regulation * Peer mentoring or buddy systems * Inclusive participation in clubs, activities, or roles of responsibility * Translated home-school materials or use of visual supports for communication |

|  |  |
| --- | --- |
| Communication with families | |
| Show how you inform and engage parents/carers on health and wellbeing topics in ways that are accessible, inclusive, and regular. | **Examples:**   * Newsletters, social media updates, or website content * Parent/carer workshops or drop-ins on topics * Translated materials or interpreter support * Parent governors or Parent Teacher Association (PTA) health-related events |

|  |  |
| --- | --- |
| Community and external partnerships | |
| Demonstrate how your school connects with external professionals and local organisations to enhance support for pupils, families, and staff. | **Examples:**   * School nurse, Speech and language therapist (SaLT), Child and adolescent mental health services (CAMHS), local youth services * Local sport/dance clubs, dietitians, oral health teams * Involvement in borough surveys, holiday food programmes, or active travel campaigns * Joint working with charities or local community partners |

**Further information and guidance to support you**

This tool includes information throughout to help you complete each section. More detailed examples and resources are available in the guidance pack. You should also refer to the guidance pack alongside the tool throughout your journey.

If you're unsure how to evidence a particular criterion, or would like support in reviewing your provision, please contact your Borough Lead or email us: [HSL@ncb.org.uk](mailto:HSL@ncb.org.uk)

You can also find more information, support and guidance on the [**HSL website**](http://www.london.gov.uk/healthy-schools-london)**.**

Key information

|  |  |
| --- | --- |
| **School name** |  |
| **Headteacher** |  |
| **HSL lead/person completing the Bronze Award tool** |  |
| **Borough** |  |



**Information**

**SLT lead** refers to a member of the Senior Leadership Team who holds strategic responsibility for the area.

**Any staff member/s responsible** refers to the variety of other members of staff that are responsible across the school.

*Examples:*

Subject leader, Class teachers, Form tutors, Designated Safeguarding Lead, Wellbeing officer, Pastoral team, SENDCo, Designated Safeguarding Lead, Teaching assistants, Learning mentor, school counsellor, CAMHS representative, occupational therapist, speech and language therapist, music/dance/drama/art therapists/teachers, mental health/wellbeing lead, youth workers, School Business Manager, premises manager, caterers/providers, lunchtime supervisors, after-school club team

**You can find more detail, practical examples, and links to resources in the Healthy Schools London guidance pack.**

Section 1.

Leadership and management

The school provides clear leadership to create and manage a positive environment, which enhances emotional and physical health and wellbeing in school.

|  |  |  |
| --- | --- | --- |
| 1.1 PSHE education | Name | Main job title |
| SLT lead |  |  |
| List any staff member/s responsible |  |  |
| **1.2 Emotional wellbeing and mental health** | **Name** | **Main job title** |
| SLT lead |  |  |
| List any staff member/s responsible |  |  |

|  |  |  |
| --- | --- | --- |
| **1.3 Food education, nutrition and healthy eating** | **Name** | **Main job title** |
| SLT lead |  |  |
| List any staff member/s responsible |  |  |
| **1.4 PE, sport and physical activity** | **Name** | **Main job title** |
| SLT lead |  |  |
| List any staff member/s responsible |  |  |



**Information**

The required policies, documents, or procedures may exist as standalone policies or be part of broader school documentation. So, for example, elements of your food education provision might be included within your PSHE or Design & Technology policy.

* Tick to indicate the polices are in place
* Where requested, add the date the policy was last reviewed

Schools are not expected to use all methods to meet criterion 2.3. Tick all those that are relevant to your school.

**You can find more details, practical examples, and links to resources in the Healthy Schools London guidance pack.**

Section 2.

Policies and documentation

The school has the policies, documents or procedures listed below, which are reflected in practice and through ethos, culture and the environment. They are communicated effectively to all members of the school community and are reviewed through consultation every one to three years.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | | All listed statutory policies/documents are in place, up to date and reviewed within required time frames | | | |
| 2.1 The school has all statutory policies/documents in place and up to date, including:   * School behaviour / Anti-bullying * Relationships and Sex Education (RSE) policy (This could form part of your PSHE policy) * SEN information report * Safeguarding / Child protection * Equality statement * PE and sports premium impact report * Pupil premium strategy statement | |  | | | |
| 2.2 The school has in place wider policies, documents or procedures that focus on: | | **Policy or documentation in place** | **Last review date** | | **Add links here or send copies to your Borough Lead** |
| PSHE, RSE/RSHE and drug, alcohol, tobacco and vaping education including how incidents are dealt with | |  |  | |  |
| Emotional wellbeing and mental health | |  |  | |  |
| Food education, nutrition and healthy eating including statutory school nutrient and food-based standards, catering and curriculum | |  |  | |  |
| PE, sports and physical activity | |  |  | |  |
| **Criteria** | | | | | |
| 2.3 The school employs a range of consultation methods to engage staff, parents/carers, governors, and pupils in the development and review of policies. The school also ensures that all stakeholders are appropriately informed about new policies or policy changes. |  | | | *Tick all methods that the school uses:* | |
| Staff and/or governor meetings | | |  | |
| Parents’ forums/evenings | | |  | |
| Stakeholder working groups | | |  | |
| Staff induction process | | |  | |
| Policy booklets | | |  | |
| Home-school agreement | | |  | |
| Policy booklets | | |  | |
| School brochure | | |  | |
| Website | | |  | |
| Newsletters | | |  | |
| Written and verbal surveys/questionnaires | | |  | |
| School council | | |  | |
| Assemblies | | |  | |
| Lessons | | |  | |
| Other (give details): | | | | |
| Describe one example in detail of how you have consulted with relevant stakeholders to develop and inform a policy.  *Word count: 100 – 250 words* |  | | | | |

Section 3.

**Information**

When describing how you meet each criterion, your response should:

* explain how you meet it by describing your school’s practice
* where relevant, include specific practical, real-life examples that show what this looks like in action
* tick boxes where required to indicate the practice you have in place

**Word count for each criterion in this section: 250-400 words.**

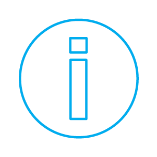
**You can find more details, practical examples, and links to resources in the Healthy Schools London guidance pack.**

Learning and teaching, curriculum planning and resourcing

The school curriculum has areas of learning which are monitored and evaluated to ensure the quality of teaching and learning.

Pupil progress and achievement in these areas are assessed, recorded, and reported in line with current guidance and celebrated appropriately.

|  |  |
| --- | --- |
| You could draw on the following evidence when describing how you meet the criteria: | |
| Planned programmes of education | Whole school progression maps, curriculum overviews, long-term plans for each year group, resources/schemes/programmes used, cross-curricular activities |
| Monitoring and evaluating quality of teaching and learning | Progression maps, planned learning outcomes, learning walks, lesson observations, pupil voice and feedback, pupil progress meetings, curriculum reviews, staff feedback |
| Assessing, recording and reporting pupils’ progress and achievement | Baseline and end-of-unit assessments, self-assessment, teacher assessments, peer assessments, progress trackers, digital learning portfolios, end of year reports, parent/carer evenings, statutory assessments |



## PSHE education including statutory RSE/RSHE education and emotional wellbeing and mental health

**PSHE gives children and young people the knowledge, skills, and values needed to lead healthy, safe, and fulfilling lives. At the same time, it fosters their personal, social, and emotional development. It is vital for children to understand and have strategies to manage their own emotional wellbeing and mental health. This empowers them to navigate challenges, build resilience, and maintain healthy relationships throughout their lives.**

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 3.1 There is a planned programme of PSHE education taught across all year groups, which includes statutory requirements in line with [national guidance](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education).  This includes coverage of:   * Statutory Relationships, Health education (KS1-2) and Relationships, Health and Sex Education (K3-4) * Emotional wellbeing and mental health * Drug, alcohol, tobacco and vaping * Oral health |  |
| 3.2 The school monitors and evaluates PSHE education provision to ensure the quality of teaching and learning. |  |
| 3.3 The school assesses, records and reports pupils’ progress and achievement in PSHE education. |  |

# Food education, nutrition and healthy eating

**Food education, nutrition, and healthy eating in schools empower children with the knowledge, skills, and habits to make healthy food choices, supporting their wellbeing, development, and lifelong health.**

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 3.4 There is a planned programme of food education, nutrition and healthy eating taught across all year groups. It also [meets national curriculum guidance](https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study) and UK government recommendations for [primary](https://assets.publishing.service.gov.uk/media/5a806ebc40f0b623026937a2/Foodteaching_Primaryguidelines_FINAL_.pdf) or [secondary](https://assets.publishing.service.gov.uk/media/5a80d9c440f0b62305b8d7ff/Foodteaching_Secondaryguidelines_FINAL.pdf). |  |
| 3.5 The school monitors and evaluates food education, nutrition and healthy eating provision to ensure the quality of teaching and learning. |  |
| 3.6 The school assesses, records and reports pupils’ progress and achievement in food education, nutrition and healthy eating. |  |

# PE

**Physical education promotes children’s physical health, supports their mental wellbeing, fosters teamwork and social skills. It helps them develop lifelong habits for an active and healthy lifestyle.**

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 3.7 There is a planned programme of a minimum of 90 minutes of high-quality PE per week taught across all year groups (aiming for two hours). It also meets national curriculum guidance the [UK government school sport and activity action plan](https://www.gov.uk/government/publications/school-sport-and-activity-action-plan).  This includes:   * The recommended 120-180 minutes of physical activity for children with disabilities across the week * [Aiming to meeting the Chief Medical Officers’ activity guidelines](https://assets.publishing.service.gov.uk/media/5d839543ed915d52428dc134/uk-chief-medical-officers-physical-activity-guidelines.pdf) |  |
| 3.8 The school monitors and evaluates PE provision to ensure the quality of teaching and learning. |  |
| 3.9 The school assesses, records and reports pupils’ progress and achievement in PE. |  |
| 3.10 The content of the school curriculum in each academic year has been published on the school website. | *Add link here:* |



**Information**

When describing how you meet each criterion, your response should:

* explain how you meet it by describing your school’s practice
* where relevant, include specific practical, real-life examples that show what this looks like in action
* tick boxes where required to indicate the practice you have in place

Word count for each criterion in this section: 50-200 words.

**You can find more details, practical examples, and links to resources in the Healthy Schools London guidance pack.**

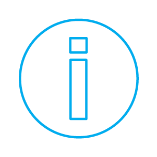
Section 4.

School ethos, culture, environment, personal development & wellbeing

The school fosters an ethos, culture, and environment that prioritises personal development and wellbeing, creating the conditions for pupils and staff to feel safe, valued, and supported. This whole-school approach is central to promoting positive health and wellbeing outcomes and sustaining a healthy, thriving school community.

# Outdoor areas and playground provision

**The school’s outdoor areas and playgrounds are safe, supportive, encourage physical activity and include quiet areas.**

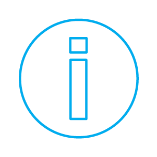


|  |  |
| --- | --- |
| You could draw on the following evidence: | |
| Outdoor areas and playground provision | Playground zoning plans or rotas, play/lunch activity schedules, training provided for play leaders or midday supervisors, pupil voice on play provision (for example, surveys, school council minutes), behaviour records at unstructured times, activity logs. |

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 4.1 In the playground pupils participate in and enjoy a range of activities in outdoor areas or playground including:   * a variety of energetic activities and sport * quiet activities * effective supervision and support * pupil-based support | *Tick those that are in place:*        *Briefly describe two examples explaining the impact they have had on pupils:* |

# Food provision

**The school meets statutory DfE Standards for school food (2015) for school lunches and any other food provided for example breakfast clubs and after school clubs. It also provides guidance on healthy packed lunches, and pupils always have easy access to free, clean, and palatable drinking water.**

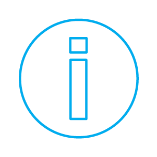


|  |  |
| --- | --- |
| You could draw on the following evidence: | |
| A welcoming, clean and hygienic eating environment | Layout of the dining space, pupil voice and surveys about mealtime experience, promotional displays, lunch club attendance records, themed events. |
| Water Only School | This means that water and plain reduced fat milk (this includes skimmed or semi skimmed, lactose free and soya milk) are the only drinks permitted at school - unless for medical or welfare reasons, or if children are under five. This includes all times of day, not just lunchtime. Being a Water Only School is self-certified. There is a range of resources available to help schools become water only, including helpful toolkits for both primary and secondary schools, certificates and posters. |

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 4.2 The school has a welcoming, clean and hygienic eating environment that encourages positive social interaction. |  |
| *Briefly describe one aspect of the eating environment that is working well and the impact that it has on pupils:* |
| 4.3 The school encourages families to register for benefits-related free school meals. |  |
| 4.4 School lunches meet [DfE Standards for school food (2015)](https://www.gov.uk/government/publications/standards-for-school-food-in-england/school-food-in-england) | *Tick one:*  Assured by borough approved caterer or external provider  Name of caterer/provider:  *Or*  [**Checklist**](https://www.foodafactoflife.org.uk/media/4237/checklist-for-school-lunches.docx) completed by in-house catering provision and sent to your Borough Lead. |
| 4.5 Any food provided by the school across the school day meet [DfE Standards for school food (2015)](https://www.gov.uk/government/publications/standards-for-school-food-in-england/school-food-in-england).  **This includes:**   * free fruit as snacks * breakfast club provision * linking rewards to healthy food choices * school events and trips | [**Checklist**](https://www.foodafactoflife.org.uk/media/4255/checklist-for-school-food-other-than-lunch.docx) for food other than lunch completed and sent to your Borough Lead. |
| 4.6 Add link to your current menu/s here or send to your Borough Lead: | |
| 4.7 The schools has packed lunch guidance (including for school trips) promoting healthy eating and oral health that is consistent with [DfE school food standards](https://www.gov.uk/government/publications/standards-for-school-food-in-england/school-food-in-england) for school meals. This is shared with pupils and parents/carers. | *Add link to your guidance here or send to your Borough Lead* |
| 4.8 The school encourages pupils to drink water throughout the day. It ensures that free, clean palatable drinking water is always available including at break, lunch times, in the classroom and in the playground. |  |
| 4.9 If you are a Water Only School and have a formal/written water only policy, add a link here or send it your Borough Lead.  *Please note: you don’t need to be a Water Only School for the Bronze Award, but we do ask that you’re open to more information and support, including via our* [*Water Only Schools Toolkits*](http://www.london.gov.uk/water-only-schools)*.* | *Add link to your policy here or send to your Borough Lead* |

# Physical activity

**The school provides opportunities for pupils to be physically active throughout the school day. There is a mechanism for monitoring participation. It also encourages pupils to stay active outside school hours.**

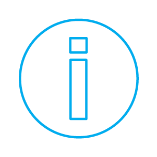


|  |
| --- |
| You could draw on the following evidence: |
| Club registers, extracurricular provision plans, staff training records, participation tracking (including for less active pupils and targeted groups), pupil feedback, examples of adapted or inclusive activities, signposting flyers to local clubs or activities, Sports Premium impact reports. |

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 4.10 The school provides 30 minutes of extra-curricular physical activity opportunities each day in line with the [Chief Medical Officers’ Physical Activity Guidelines](https://assets.publishing.service.gov.uk/media/5d839543ed915d52428dc134/uk-chief-medical-officers-physical-activity-guidelines.pdf). |  |
| 4.11 The school has systems in place to track pupils’ participation in extra-curricular active opportunities. |  |
| 4.12 The school actively encourages pupils who are less engaged in physical activity to participate more. |  |
| 4.13 The school signposts pupils to local clubs and activities. |  |

# Active travel

**The school promotes active travel (walking, wheeling and cycling) to and from school.**

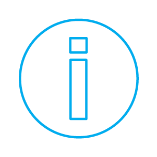


|  |
| --- |
| You could draw on the following evidence: |
| School travel plans or [Travel for Life](https://travelforlife.tfl.gov.uk/) accreditation, parent and pupil travel surveys, newsletters or event photos (for example, Walk to School Week), secure bike/scooter storage provision, travel reward schemes, local authority initiatives. |

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 4.14 The school promotes active travel to and from school. |  |

# Pupil voice

**The school has mechanisms in place to ensure the views of all children and young people (including vulnerable children and children with Special Educational Needs and/or disabilities) are reflected in school decision making.**

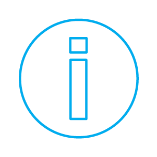


|  |
| --- |
| You could draw on the following evidence: |
| School council or pupil parliament meetings, pupil surveys, records of pupil-led projects or changes influenced by pupils, visual or supported communication tools for SEND/EAL pupils, display boards showing pupil involvement, feedback loops to share outcomes with pupils. |

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 4.15 The school has mechanisms in place to ensure the views of pupils are reflected in decision making, policy and practice. |  |
| 4.16 Pupil participation has changed practice or provision within the school. | *Describe one example where pupils’ views have changed practice or provision related to health and wellbeing* |

# Spiritual, moral, social and cultural development and emotional wellbeing

**The school promotes spiritual, moral, social and cultural (SMSC) development. It provides opportunities for CYP to build confidence and self-esteem, develop responsibility, independence and resilience and learn how to assess risk and stay safe.**



|  |  |
| --- | --- |
| You could draw on the following evidence: | |
| **Opportunities to build confidence and self-esteem could include:** | peer mediation, school council and Eco-schools representative roles, charity work, circle time, rewards system, peer-praise system, class ambassadors, house points system, Golden book, displays, newsletter, website, assemblies, younger pupils or leading form-time activities, debating clubs, leading assemblies or awareness campaigns, involvement in award schemes (for example The Duke of Edinburgh’s Award (DofE), Jack Petchey), student-led clubs. |
| **Opportunities to develop responsibility, independence and resilience could include:** | class monitor, school council, form captain, bully-buddy, playground friend, working in school office, taking registers, fruit monitors, prefects, school’s assemblies, Zones of regulation, circle time, Philosophy 4 Children programme, the Thrive programme, inputting into the school newsletter, or student podcasts, resilience-building programmes or outdoor education (for example DofE, residentials), enterprise projects or social action challenge. |
| **Opportunities to learn how to assess risk and stay safe could include:** | PSHE, circle time, Science, ICT and PE, road safety, residential trips and activities such as orienteering, night walking and archery, risk associated with animals, external agencies including Fire Service, NSPCC, the playground is zones, first aid training or safety workshops, digital citizenship/e-safety, learning about consent, mental health, and managing stress. self-defence, cycling proficiency, or travel safety initiatives, real-world scenarios explored through debate, drama, or current affairs. |

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 4.17 The school provides for the spiritual, moral, social and cultural development of pupils. | *Provide a brief example for each of the four areas.*  Spiritual:  Moral:  Social:  Cultural: |
| 4.18 The school provides opportunities for children and young people to: | |
| * Build confidence and self-esteem and celebrate their achievements |  |
| * Develop responsibility, independence and resilience |  |
| * Learn how to assess risk and stay safe |  |



**Information**

The lists of support and arrangements in place are not exhaustive and schools do not have to tick all of them to meet the criteria.

Tick those that reflect your school’s current practice and use the “Other” option if needed.

**Unless stated otherwise, the word count for each criterion response is 50-200 words**

**You can find more details, practical examples, and links to resources in the Healthy Schools London guidance pack.**

Section 5.

Provision of support services for children and young people

The school has systems to identify and meet the needs of vulnerable children and young people and has arrangements to provide appropriate and relevant support. All children, young people and parents/carers can confidentially access advice, support and services (within and beyond school).

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Please describe how you meet the criteria | | |
| 5.1 There are processes in place to support staff to identify and refer pupils who might need support. |  | | *Tick all that apply:* |
| Observation | |  |
| Progress monitoring | |  |
| Pupil premium | |  |
| EAL register | |  |
| SEN register | |  |
| Attendance monitoring | |  |
| Cohort progress tracking | |  |
| Pupil assessment | |  |
| Parent consultation | |  |
| Younger carers register | |  |
| Weighing and measuring results | |  |
| LAC register | |  |
| Other (give details): | | |
| *Describe one example of how your identification and referral processes have been implemented in practice*: | | |
| 5.2 The school has a comprehensive offer of support and arrangements in place to meet the needs of vulnerable pupils. |  | *Tick all that apply:* | |
| Ordinarily available provision |  | |
| English as an additional language (EAL) provision |  | |
| Adapted curriculum |  | |
| Targeted interventions |  | |
| Learning Support Assistants (1:1 support) |  | |
| Learning Mentor |  | |
| School-based therapist or counsellor |  | |
| Quiet room |  | |
| Sensory room |  | |
| Key contact person for those most at risk |  | |
| Other (give details): | | |
| *Describe two examples in detail including the impact on pupils:* | | |
| 5.3 The school has arrangements in place to effectively work with other professionals and agencies to support individuals and their families and to monitor the support provided. |  | *Tick all that apply:* | |
| LA local offer |  | |
| Educational Psychologist |  | |
| Child and adolescent mental health services (CAMHS) |  | |
| Specialist SEND teachers (for example Dyslexia teacher) |  | |
| Speech and language therapist (SaLT) |  | |
| Visiting therapist/counsellor, |  | |
| Local/National charities |  | |
| Healthcare professionals/school nurses |  | |
| Virtual schools |  | |
| Mental Health First Aiders |  | |
| Other (give details): | | |
|  | *Describe two examples in detail including the impact on pupils:* | | |



**Information**

The lists of processes and professional development in place are not exhaustive and schools do not have to tick all of them to meet the criteria.

Tick those that reflect your school’s current practice and use the “Other” option if needed.

**Unless stated otherwise, the word count for each criterion response is 50-200 words**

**You can find more details, practical examples, and links to resources in the Healthy Schools London guidance pack.**

Section 6.

Staff training and continuing professional development (CPD), health and wellbeing

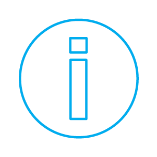
# Staff training and CPD

**The school identifies staff CPD needs for health and wellbeing and provides appropriate training and development opportunities.**

|  |  |  |
| --- | --- | --- |
| Criteria | Please describe how you meet the criteria | |
| 6.1 The school has processes in place to identify staff training needs relating to health and wellbeing topics. |  | *Tick all that apply:* |
| Staff surveys and questionnaires |  |
| Performance management |  |
| Support meetings |  |
| Staff committees |  |
| Safeguarding or health and safety incidence monitoring |  |
| Observations |  |
| Learning walks |  |
| Needs analysis |  |
| Staff meetings |  |
| Feedback from CPD sessions |  |
| Inspections |  |
| External reviews |  |
| Occupational health |  |
| Other (give details): | |
| *Describe one brief example of how this identification process has been implemented in practice:* | |
| 6.2 Relevant staff have up to date knowledge and skills, and appropriate professional development is provided, in the following areas: |  | *Tick all that apply:* |
| Safeguarding |  |
| PSHE |  |
| RSE |  |
| Drug, alcohol, tobacco and vaping education |  |
| Healthy eating, including cooking and nutrition skills |  |
| Food safety and hygiene standards |  |
| PE and physical activity |  |
| Mental health and emotional wellbeing |  |
| Mental health first aid training |  |
| Equality and diversity |  |
| Online safety |  |
| First aid |  |
| Behaviour |  |
| Safety and bullying |  |
| Other (give details): | |

# Staff health and wellbeing

**The school supports staff in maintaining their health and wellbeing and a healthy lifestyle and encourages them to be positive role models. All staff can, confidentially, access advice, support and services (within and beyond school).**



|  |  |
| --- | --- |
| You could draw on the following evidence: | |
| **Activities and support in place could include:** | [**Good Work Standard**](https://www.london.gov.uk/programmes-strategies/business-and-economy/support-your-business/good-work-standard-gws)**,** bike racks for staff that cycle to work and council cycle scheme offered to staff, wellbeing policy that includes staff, yoga classes, relaxation sessions, team bonding activities, staff meetings on supporting work/life balance. |
| **Advice and support pathways in place could include:** | access to the [**Education Support Partnership**](https://www.educationsupportpartnership.org.uk/), Mental Health First Aiders available for staff, regular wellbeing check-ins in place with line managers, occupational health team, peer support networks. |

**Unless stated otherwise, the word count for each criterion response is 50-200 words.**

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria |
| 6.3 Staff wellbeing is a priority for the school and there are activities and support in place to support staff including approaches to enable staff’s work/life balance. |  |
| 6.4 The school provides pathways for staff to access advice, support and services. |  |
| 6.5 Staff are positive role models for health and wellbeing. |  |



**Information**

The lists of opportunities, arrangements and support in place are not exhaustive. Schools do not have to tick all of them to meet the criteria.

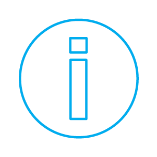
**You can find more details, practical examples, and links to resources in the Healthy Schools London guidance pack.**

Section 7.

Partnerships with parents and carers, the local community and external agencies

# Engaging with parents/carers, the local community and external agencies

**The school provides opportunities for parents/carers to access information, support and advice on health and wellbeing. The school engages with the local community and a range of external agencies and encourages volunteering by children and young people and the wider community to support the health and wellbeing of pupils, parents/carers and staff.**



|  |  |
| --- | --- |
| You could draw on the following evidence: | |
| **Quality Marks/Awards could include:** | Rights Respecting Schools, Inclusion Quality Mark, Food for Life Award, School Games Mark, Investors in People, Breastfeeding Friendly Scheme, PSHE Association Quality Mark, Wellbeing Quality Mark, Wellbeing Award for Schools, |

Unless stated otherwise, the word count for each criterion response is 50-200 words.

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Please describe how you meet the criteria | | |
| 7.1 The school provides opportunities for parents/carers to access information, support and advice on health and wellbeing in the following areas: |  | | *Tick all that apply:* |
| PSHE education | |  |
| RSE | |  |
| Drug, alcohol, tobacco and vaping | |  |
| Online safety | |  |
| Safety in the home | |  |
| Bullying | |  |
| Health eating | |  |
| Oral health | |  |
| Physical activity | |  |
| Healthy lifestyles | |  |
| Mental health and emotional wellbeing | |  |
| Other (give details): | | |
| 7.2 The school promotes positive, accurate information about immunisations and signposts parents and carers to local vaccination services. |  | | |
| 7.3 The school actively engages all parents/carers through diverse communication methods to share information, support, and advice on health and wellbeing. |  | | *Tick all that apply:* |
| Newsletters | |  |
| Coffee mornings | |  |
| Social events | |  |
| Open door policy | |  |
| Subject specific workshops/open evenings | |  |
| Translation of letters | |  |
| Interpreter at parent/carer evenings | |  |
| Parent governor | |  |
| Parent Teacher Association | |  |
| Engaging parent volunteers in growing clubs, sports days, reading and mentoring | |  |
| Other (give details): | | |
| 7.4 The school engages with the local community and a range of external agencies to support pupils, parents/carers and staff. |  | *Tick all that apply:* | |
| Police communities and support officers |  | |
| Drug education service |  | |
| Youth services |  | |
| Local sports clubs |  | |
| Dieticians |  | |
| Dentists |  | |
| Scouts, cadets and guides |  | |
| Holiday and Food Programme |  | |
| Quality Marks/Awards |  | |
| Other (give details): | | |

Bronze renewal

The Bronze Award forms the foundation for your school’s whole-school approach to health and wellbeing, demonstrating that key policies and practices are firmly embedded. To ensure this foundation remains strong, relevant and meaningful, the award must be renewed every three years.

**To renew your Bronze Award, you should:**

* Contact your Borough Lead for support and guidance before beginning your renewal.
* Review the information provided in your Bronze Award tool and update where required.
* Answer the questions below.

**A more detailed explanation, practical examples, and links to resources can be found in the Healthy Schools London guidance pack.**

Renewal offers an important opportunity to review and refresh your work, celebrate successes, identify areas for development, and prepare for future Silver or Gold Award achievements.

|  |
| --- |
| **Areas identified for further development** |
| *Are there any sections/specific criteria you would like to improve on in the future?* |
| **Next steps** |
| *What actions will you take following this renewal?*  *Are you ready to move onto a new Silver Award focusing on one of your areas of development identified above?* |

|  |
| --- |
| **Reflections on your most recently achieved Silver or Gold Award (where applicable)** |
| *If you have already achieved a Silver Award, how is the implementation of your action plan progressing?*  ***OR***  *If you have already achieved a Gold Award, have you seen continued impact or further developments since you achieved it?* |