



This Surrey Healthy Schools Self-Evaluation Tool provides Surrey schools with the opportunity to reflect upon, capture and develop practice which actively promotes physical, emotional and mental health and wellbeing. It provides an evidence-based framework for schools to co-ordinate, develop and improve their provision which supports personal development, behaviour, teaching and learning, and leadership and management. Surrey Healthy Schools is not aimed merely at pupils' health or school curriculum development but centres around the whole school environment and all aspects of school life.

Engaging with the Surrey Healthy Schools Self-Evaluation Tool enables schools to capture qualitative and quantitative data which will assist in the identification of areas of strength and areas which require development. It also provides opportunities for both internal and external reporting and in the development of action planning by automatically populating actions where standards are not met.

Maintained, Academy, Foundation, Voluntary-Aided, Trust, Independent and Free schools can access the Surrey Healthy Schools Self-Evaluation Tool.

To engage in the Surrey Healthy Schools Approach, schools must use the ONLINE Surrey Healthy Schools Self-Evaluation Tool.

For Surrey Healthy Schools information visit: <https://www.healthysurrey.org.uk/professionals/healthy-schools>

Download the Surrey Healthy Schools Guidance [here](#)

View the Surrey Healthy Schools Self-Evaluation Tool webinar [here](#)

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Theme 1	1 Whole School Approach towards the promotion of Positive Health & Wellbeing	
Standard	1.1 Please provide the full name of your Surrey Healthy Schools Leader.	
	Please provide name.	
Standard	1.2 Please provide the organisational/professional email address for your Surrey Healthy Schools Leader.	
Description	Please provide the professional/organisation email address, personal email addresses are not appropriate.	
	Please provide email address.	
Standard	1.3 Senior leadership take a whole school approach to the promotion of positive physical and mental health & wellbeing.	
Standard	1.3.1 Is there effective governor/trustee support for Surrey Healthy Schools with responsibility to ensure effective Leadership & Management of PSHE, Healthy Eating, Physical Activity and Emotional Wellbeing & Mental Health (& Careers Education for secondary)?	
Help Text	<i>Is there effective governor/trustee support for Surrey Healthy Schools with responsibility to ensure effective Leadership and Management of PSHE, Healthy Eating, Physical Activity and Emotional Wellbeing & Mental Health across the school (and <u>Careers Education</u>, for secondary schools)?</i>	
	Fully met = an area of strength and is embedded within the school culture and behaviours	
	Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	

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Unmet = not in place and there is no current action plan to support its development	
Standard	1.3.2 Is there a named member of staff, with appropriate Senior Leadership support, responsible for the Leadership & Management of PSHE?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.3.3 Is there a named member of staff, with appropriate Senior Leadership support, responsible for the Leadership & Management of Healthy Eating (including Cooking in the Curriculum, Pupil Voice & School Culture, and School Food Safety & Standards)?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.3.4 Is there a named member of staff, with appropriate Senior Leadership support, responsible for the Leadership & Management of Physical Activity (including Physical Education and School Sport - PESSPA)?

Fully met = an area of strength and is embedded within the school culture and behaviours	
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Unmet = not in place and there is no current action plan to support its development	
Standard	1.3.5 Is there a named member of staff, with appropriate Senior Leadership support, responsible for the Leadership & Management of Emotional Wellbeing & Mental Health (<u>Mental Health Leader</u>)?
Help Text	Is there a named member of staff, with appropriate Senior Leadership support, responsible for the Leadership & Management of Emotional Wellbeing & Mental Health (Mental Health Leader)?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.3.6 Is there a named member of staff, with appropriate Senior Leadership support, responsible for the Leadership and Management of Special Educational Needs and Disability?

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Unmet = not in place and there is no current action plan to support its development	
Standard	1.3.7 Secondary only: Is there a named member of staff, with appropriate Senior Leadership support, responsible for Careers Education and effectively monitoring it against all eight Gatsby Benchmarks?
Help Text	Secondary only: Is there a named member of staff, with appropriate Senior Leadership support, responsible for <u>Careers Education</u> and effectively monitoring it against all eight <u>Gatsby Benchmarks</u> ?
Fully met = an area of strength and is embedded within the school culture and behaviours	
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Unmet = not in place and there is no current action plan to support its development	
Standard	1.3.8 Are priority Surrey Healthy Schools developments included in the school improvement plan (or other appropriate documentation)?
Fully met = an area of strength and is embedded within the school culture and behaviours	

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Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.3.9 Are appropriate external contributors used effectively to enhance the curriculum and wider activities?
Help Text	<p>Does the school use appendix 28 External Contributor Guidance to assist effective practice?</p> <p>External Contributors may include, but are not limited to:</p> <p><u>Fire & Rescue Service Education Programmes – Surrey County Council</u></p> <p><u>Road Safety, Surrey County Council</u></p> <p><u>Road Safety - Safe Drive Stay Alive, Surrey CC (Yr. 12/13, min age 15)</u></p> <p><u>School Nurse, Surrey - NHS</u></p>
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Unmet = not in place and there is no current action plan to support its development	
Standard	1.3.10 Does effective communication with external contributors take place prior/during/post input (this includes agreeing expected impact/learning, sharing appropriate policies, carrying out DBS checks (where appropriate) & ensuring pupil needs are catered for)?

Help Text	Does the school use appendix 28 External Contributor Guidance to assist effective practice?	
	Fully met = an area of strength and is embedded within the school culture and behaviours	
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Standard	1.4 School culture is founded upon effective & statutory practices which help to foster consistency and a safe, calm, respectful and positive environment.	
Standard	1.4.1 Is there a clear and effectively communicated vision/set of values (intent statement)?	
	Fully met = an area of strength and is embedded within the school culture and behaviours	
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Standard	1.4.2 Are Safeguarding procedures effective; is the school committed to undertaking and completing the statutory Surrey CC audit of safeguarding arrangements?	

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Standard	1.4.3 Is priority given to Quality First teaching & learning which sets high aspirations for all pupils?
Help Text	Support for developing inclusive Quality First teaching & learning may be accessed from, but not limited to: <u>Specialist Teachers of Inclusive Practice (STIP) Team, Surrey CC</u> Synthesized research to improve learning outcomes, particularly for disadvantaged children and young people, may be accessed from but not limited to: <u>Improving Learning Outcomes, Education Endowment Foundation Toolkits</u>
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Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.4.4 Is school culture underpinned by protocols, policies, procedures, a curriculum and activities that support the 2010 Equality Act and the need to have due regard to fostering good relations across all characteristics?

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Help Text	<p>Is school culture underpinned by protocols, policies, procedures, a curriculum and activities that support the 2010 Equality Act and the need to have due regard to fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p> <p>Protected characteristics in relation to pupils include: <u>sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity</u></p> <p><i>Surrey specific supportive information regarding effective protocols in relation to collective worship:</i> <u>Time to Reflect</u> Surrey Standing Advisory Council on Religious Education (SACRE)</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.4.5 Are opportunities for pupils to reflect upon spiritual, moral, social and cultural development within the taught curriculum and the wider school day identified and proactively planned?
Help Text	<u>spiritual, moral, social and cultural</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	

Unmet = not in place and there is no current action plan to support its development	
Standard	1.4.6 Are opportunities for pupils to develop 'cultural capital' through the curriculum and enrichment opportunities identified and proactively planned?
Help Text	<u>cultural capital</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
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Unmet = not in place and there is no current action plan to support its development	
Standard	1.4.7 Are opportunities identified & planned to ensure that pupils' views assist in promoting the development of positive H&WB within the classroom & whole school environment (inc. vulnerable groups & those with/without protected characteristics)?
Help Text	<u>vulnerable groups</u> <u>protected characteristics</u> Initiatives may include, but are not limited to: <u>Young Carer Lead/Champion</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	

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Unmet = not in place and there is no current action plan to support its development	
Standard	1.4.8 Is there a planned and effectively co-ordinated supportive and empowering approach to inclusion and anti-bullying?
Help Text	<p>Information may be accessed from, but is not limited to:</p> <p>Anti Bullying Charter Mark – Surrey County Council</p> <p>Anti Bullying Guidance – Surrey County Council</p> <p>Anti Bullying Alliance - Resources & Information</p> <p>Behaviour & Discipline in Schools - DfE</p> <p>Cyber Bullying: Advice for Headteachers & School Staff – DfE</p> <p>Cyber Bullying: Advice for Parents & Carers - DfE</p> <p>Preventing & Tackling Bullying - DfE</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
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Standard	1.4.9 Is effective proactive and reactive training in place for school staff to ensure that a shared and consistent approach is taken towards school culture, ethos and supportive protocols?

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Unmet = not in place and there is no current action plan to support its development	
Standard	1.4.10 Are effective and considered school practices in place that provide staff with opportunities to maintain their health and wellbeing, enabling them to be positive role models?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.5 There are appropriate policies & procedures in place that are reflected in practice and reviewed every 1 to 4 years.
Help Text	Where links are provided, they are to aid the development of your school policy, however any requirements or needs specific to your school must be taken into account. Surrey Healthy Schools Status requires the following policies to be in place, these include some <u>statutory policies</u> and additional policies which set out effective practice. Please note: a review/development date is required for each of these standards.
Standard	1.5.1 Is there an effective Anti-bullying Policy in place?

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Help Text	<u>Anti-bullying Policy</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.5.2 Is there an effective Behaviour Policy in place?
Help Text	<u>Behaviour Policy</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	

Note the policy review date.	
Standard	1.5.3 Is there an effective Bereavement Policy in place?
Help Text	<u>Bereavement Policy</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.5.4 Secondary only: Is there an effective Careers Policy in place?
Help Text	<u>Careers Policy</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.5.5 Is there an effective Drug Education Policy in place?
Help Text	<u>Surrey CC Drug Education Policy</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.5.6 Has the school developed and published appropriate Equality Information & Objectives in line with the statutory Public Sector Equality Duty?

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Help Text	Additional guidance can be accessed from, but is not limited to: Public Sector Equality Duty Guidance for Schools in England, Equality & Human Rights Commission
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.5.7 Is there an effective E-safety Policy in place?
Help Text	E-safety Policy
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	

Note the policy review date.	
Standard	1.5.8 Is there an effective Whole School Food Policy in place?
Help Text	<u>Whole School Food Policy</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.5.9 Are effective protocols in place to support the General Data Protection Regulation (GDPR)?
Help Text	<u>General Data Protection Regulation (GDPR)</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	

Unmet = not in place and there is no current action plan to support its development	
Note when GDPR protocols were reviewed. DfE recommends that practice is reviewed annually.	
Standard	1.5.10 Is there an effective policy in place for supporting pupils with medical conditions?
Help Text	Advice and Guidelines for Schools, Surrey County Council Supporting Pupils with Medical Conditions
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.5.11 Is there an effective Mental Health Policy in place?
Help Text	Mental Health Policy Support - Charlie Waller Mental Health Policy Support - Mentally Healthy Schools

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Note the policy review date.	
Standard	1.5.12 Is there an effective Physical Activity Policy in place?
Help Text	A Physical Activity addresses all aspects of activity including PE and wider opportunities.
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	

Standard	1.5.13 Is there an effective PSHE Policy in place?	
Description		
Help Text	<u>Surrey PSHE Policy</u> The DfE Statutory Guidance <u>Relationships education, relationships and sex education (RSE) and health education</u> will also assist your policy development.	
Fully met = an area of strength and is embedded within the school culture and behaviours		
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
Unmet = not in place and there is no current action plan to support its development		
Note the policy review date.		
Standard	1.5.14 Is there an effective Relationships & Sex Education Policy in place?	

Help Text	<p>Does the policy adhere to the statutory requirements as set out by the Department for Education?</p> <p>Does the RSE Policy draw upon the Surrey CC 2016 model policy?</p> <p>Has the school engaged with parents?</p> <p>Has the school used the Surrey CC resource Engaging Parents & Carers in Supporting Effective Relationships & Sex Education?</p> <p>Has the school made use of the DfE Guidance Parental Engagement on Relationships Education?</p> <p>PSHE Association Documents:</p> <p>Relationships Education: supporting parental engagement - Primary</p> <p>Relationships and Sex Education: supporting parental engagement - Secondary</p>
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Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.5.15 Is there an effective Safeguarding Policy in place?
Help Text	Safeguarding - Surrey County Council
Fully met = an area of strength and is embedded within the school culture and behaviours	

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date. This must be at least annually.	
Standard	1.5.16 Is there an effective SEND Policy in place?
Help Text	<u>SEND Code of Practice, DfE & DHSC</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.5.17 Is there an effective Young Carers Policy/Statement in place?

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Help Text	<u>Surrey Young Carers Model Policy</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Note the policy review date.	
Standard	1.6 Efficient systems are in place to record, analyse and effectively develop practices to support all pupils.
Standard	1.6.1 Maintained schools: Is there a strategy in place to help ensure effective use of the pupil premium; is it published on the school website?
Help Text	<p>Most schools are required to publish a strategy regarding effective use of the pupil premium.</p> <p>For further information:</p> <p>Maintained schools; https://www.gov.uk/guidance/what-maintained-schools-must-publish-online</p> <p>Academies and free schools should read their funding agreements to identify what they need to publish - they may also visit; https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
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Standard	1.6.2 Are effective practices to record bullying, discriminatory & prejudiced behaviour (either directly or indirectly) including racist, sexist, disability & homophobic/biphobic/transphobic bullying, use of derogatory language & racist incidents in place?
Help Text	Give consideration to all pupils, and issues arising. Give particular note to <u>vulnerable groups</u> and pupils with <u>protected characteristics</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.6.3 Are bullying, discriminatory & prejudiced behaviour (directly or indirectly), including racist, sexist, disability & homophobic/biphobic/transphobic bullying, use of derogatory language & racist incidents records analysed; is action taken/impact assessed?
Help Text	Give consideration to all pupils, and issues arising. Give particular note to <u>vulnerable groups</u> and pupils with <u>protected characteristics</u>

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Standard	1.6.4 Are effective practices in place to record incidents of sexual harassment or sexual violence?
Help Text	Give consideration to all pupils, and issues arising. Give particular note to <u>vulnerable groups</u> and pupils with <u>protected characteristics</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.6.5 Are documents which record incidents of sexual harassment or sexual violence analysed, giving particular consideration to vulnerable groups and pupils with protected characteristics; is appropriate action taken and impact assessed?
Help Text	Give consideration to all pupils, and issues arising. Give particular note to <u>vulnerable groups</u> and pupils with <u>protected characteristics</u>

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Standard	1.6.6 Is attendance recorded, tracked and analysed, and appropriate and effective actions/strategies in place to support the attendance of all pupils with particular consideration given to vulnerable groups and pupils with protected characteristics?
Help Text	Give consideration to all pupils, and issues arising. Give particular note to <u>vulnerable groups</u> and pupils with <u>protected characteristics</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
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Standard	1.6.7 Are exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation recorded, tracked and analysed with the impact of current practice being assessed and alternative strategies to exclusion used or developed?

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Help Text	Give consideration to all pupils, and issues arising. Give particular note to <u>vulnerable groups</u> and pupils with <u>protected characteristics</u>
	Fully met = an area of strength and is embedded within the school culture and behaviours
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Standard	1.6.8 Is the Surrey CC Deletion from Roll Guidance followed when considering removing a pupil from roll?
Help Text	Particular consideration should be given to pupils withdrawn from school by parents/carers to be Electively Home Educated and a referral to the Inclusion Service must be made. Schools should refer to the Surrey Guidance, Change for Schools notifying the LA if a Parent decides to Electively Home Educate their Child. Click here to visit 'The role of Inclusion Officers' and their contact details to access the aforementioned documents and guidance.
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	Unmet = not in place and there is no current action plan to support its development

Standard	1.6.9 Are all children with health/medical need who are able to attend school supported by an Individual Education Plan?
Help Text	Are all <u>children with health/medical needs who are able to attend school</u> supported by an Individual Education Plan? Guidance and information can be accessed from, but not limited to: <u>Health Conditions in Schools Alliance</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	1.6.10 Are all children with a health/medical need who are unable to attend school supported with a Multi-Agency Personal Education Plan?
Help Text	Are all <u>children with a health/medical need who are unable to attend school</u> supported with a Multi-Agency Personal Education Plan?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	

Unmet = not in place and there is no current action plan to support its development	
Standard	1.6.11 Is appropriate training provided to support staff in recognising and being able to care for identified medical needs, & is the impact of training evaluated?
Help Text	<p>Training may include, but is not limited to:</p> <p>Make Every Contact Count training - Surrey County Council</p> <p>Adrenalin auto-injector device (Epipen) training - Surrey School Nursing</p> <p>AllergyWise, e-learning training for schools KS1 - 5</p> <p>Asthma e-learning module, Education for Health</p> <p>e-bug Education Training</p> <p>E-cigarettes, A Guide for Healthcare Professionals - NCSCCT</p> <p>Health Education England, e-learning, All Our Health - NHS</p> <p>Sexual Health Training: Surrey CC, CNWL</p> <p>Stop Smoking Brief Advice - NCSCCT</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
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Theme 2	2 PSHE Education (inc. Health, Relationships, Sex, Drug, Staying Safe & Financial Capability Education)	
Standard	2.1 The PSHE Leader takes a professional partnership approach towards subject development.	
Standard	2.1.1 Does the PSHE Leader identify their own subject specific, and wider teaching & learning/leadership & management needs, and engage in appropriate professional development?	
Help Text	<p>Information & training may be accessed from, but is not limited to:</p> <p>Surrey Healthy Schools (incl. PSHE) Healthy Surrey Surrey Services for Schools - Training Brook CEOP - ThinkuKnow PSHE - DfE Mind Ed The PSHE Association The Red Cross The Sex Education Forum SexWise St Johns Ambulance Stonewall</p> <p>DfE PSHE Training Modules: Teaching about Mental Wellbeing</p>	
Fully met = an area of strength and is embedded within the school culture and behaviours		

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	2.1.2 Does the PSHE Leader involve a professional network of support in order to ensure: PSHE delivery is accurate, up to date & effective, and that the skills & knowledge of those delivering PSHE are improved?
Help Text	<p>Appropriate support may include, but is not limited to:</p> <p><u>CAMHS Primary Mental Health Worker</u></p> <p>Local Authority guidance /support:</p> <p><u>The PSHE Association</u></p> <p><u>PSHE Trainings and Networks</u></p> <p><u>The Sex Education Forum</u></p> <p><u>Sexual Health Outreach Worker, Surrey, CNWL</u></p> <p><u>School Nurse, Surrey - NHS</u></p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	2.2 The PSHE curriculum is developed effectively (PSED in EYFS)

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Standard	2.2.1 Is there a spiralling (developmentally progressive) PSHE scheme of work with clear intent in place for each year group?
Help Text	Guidance is available on the PSHE Association website. <i>Some documents and resources are freely available, certain elements are available to members only.</i>
	Fully met = an area of strength and is embedded within the school culture and behaviours
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	Unmet = not in place and there is no current action plan to support its development
Standard	2.2.2 Is the PSHE curriculum underpinned by the PSHE Association Programme of Study?
Help Text	Additional tools can be used to support/audit curriculum coverage, these may include, but are not limited to: PSHE Association Programme of Study RSE, Sex Education Forum - Whole Schools Approach RSE, Sex Education Forum – Roadmap to Statutory RSE
	Fully met = an area of strength and is embedded within the school culture and behaviours
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Unmet = not in place and there is no current action plan to support its development	
Standard	2.2.3 Does the PSHE curriculum cover all of the statutory elements required as set out by the DfE for Health & Relationships Education (Primary) or Health Education & RSE (Secondary)?
Help Text	<p>DfE Statutory Guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education Primary Statutory Health & Relationships Education Audit, Surrey CC</p> <p>The PSHE Association Programme of Study includes a mapping document to show where the statutory elements of PSHE are covered.</p> <p>Resources to support the curriculum may include, but are not limited to:</p> <p>Bank of England; EconoME, Secondary Change4Life, Primary Disrespect NoBody resources to help prevent abuse in teenage relationships. HO & Government Equalities Office E-Bug Resources; microbes, virus and germs - Primary & Secondary, PHE Expect Respect Toolkit, reception to Yr 13 working to reduce domestic abuse, Women's Aid's First Aid Teaching Resources; The British Red Cross Mental Health: Preparing to teach - PSHE Association Mentally Healthy Schools, Primary NSPCC Teaching Resources, Primary & Secondary PANTS Campaign, NSPCC, Primary People Like Us, Surrey Young Carers, Secondary Resource Rise Above Resources; Public Health England, KS2 & Secondary TACADE/Surrey Lions THINK! Government Road Safety Resources</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	2.2.4 Are parents/carers actively consulted and effectively involved in the development of the PSHE curriculum (in particular Relationships Education/Relationships & Sex Education)?
Description	"Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum." <u>DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education</u>
Help Text	Resources to support engagement with parents/carers may include, but are not limited to: <u>Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance, DfE</u> <u>Engaging Parents & Carers in Supporting Effective Relationships & Sex Education Surrey County Council</u> <u>Engaging parents with relationships education policy; A Guide for Primary Headteachers, DfE</u> PSHE Association documents: <u>Relationships Education: supporting parental engagement - Primary</u> <u>Relationships and Sex Education: supporting parental engagement - Secondary</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
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Standard	2.2.5 Is the PSHE curriculum proactively supported by the Science curriculum?	
Help Text	<p><u>National Curriculum Science</u></p> <p>This is particularly in relation to:</p> <ul style="list-style-type: none"> the human body development needs child development life cycles/reproduction reducing/preventing the spread of infectious diseases sun protection drugs (legal & illegal, including alcohol & tobacco) healthy eating (food & nutrition) and physical activity, the positive effects on physical and mental health KS3/4 - contraception KS3/4 - heredity & DNA KS3/4 - communicable diseases including sexually transmitted infections including HIV/AIDs 	
Fully met = an area of strength and is embedded within the school culture and behaviours		
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Unmet = not in place and there is no current action plan to support its development		
Standard	2.2.6 Is the PSHE curriculum proactively supported by the Computing curriculum?	

Help Text	<p><u>Computing Curriculum</u></p> <p>This is particularly in relation to:</p> <ul style="list-style-type: none"> • Using technology safely and respectfully • Protecting online identity and privacy • Recognising inappropriate content/seeking help/reporting concerns • Recognising acceptable/unacceptable behaviours <p>Resources/guidance may include, but is not limited to:</p> <p><u>Education for a Connected World Framework - UK Council for Internet Safety</u></p> <p><u>Google, Be Internet Legends (primary)</u></p> <p><u>Teaching Online Safety in Schools - DfE</u></p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	2.2.7 Does the school effectively use local data (including school data) to ensure that the PSHE curriculum meets pupil need?
Help Text	<p>Data & evidence may be obtained from, but is not limited to:</p> <p><u>Surrey Health Related Behaviour Questionnaire (HRBQ)</u></p> <p><u>NSPCC Annual Review</u></p> <p><u>PHE: National Child and Maternal Health and Intelligence Network</u></p> <p>Primary: National Child Measurement Programme (NCMP) Sent to individual schools</p> <p><u>Surreyi</u></p>

Fully met = an area of strength and is embedded within the school culture and behaviours	
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Unmet = not in place and there is no current action plan to support its development	
Standard	2.2.8 Are effective mechanisms in place to ensure that all pupils' views are reflected in PSHE curriculum planning, teaching, learning and assessment, including vulnerable pupils and those with and without protected characteristics?
Help Text	Protected characteristics in relation to pupils include: <u>sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity</u> Click on the link for a comprehensive list of groups who are considered to be <u>vulnerable pupils</u>
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Standard	2.2.9 Does the PSHE curriculum purposefully signpost pupils to, and raise awareness of appropriate specialist services that can give professional advice on matters such as contraception, sexual health, alcohol, drugs, mental health & wellbeing?

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Help Text	<p>Signposting should be age and need appropriate. Links between physical, emotional & mental wellbeing should be made along with the links to the importance of physical activity (inc clubs, hobbies and positive friendships/relationships). Signposting should include school systems such as mentors, school council, key school staff etc.</p> <p>Support may include but is not limited to:</p> <p>Sexual Health - Surrey County Council / NHS Catch 22 Surrey Drug & Alcohol Support Service for YP Chat Health, Surrey School Nursing confidential text service (secondary specific) Childline Kooth, Anonymous Online Support for YP Range of APPs (meeting NHS standards) Safe Space Health: Health & Growing Up Website for Secondary Pupils, Surrey School Nursing Team School Counsellor School ELSA Surrey School Nurses - NHS Surrey Young Carers Talk to Frank</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	2.2.10 Is the PSHE curriculum published on the school website?

Help Text	<p>It is a statutory duty to publish your PSHE curriculum, see: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online</p>	
Fully met = an area of strength and is embedded within the school culture and behaviours		
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Standard	2.3 Implementation of the PSHE curriculum & effective practices: monitoring, evaluation & assessment.	
Description	<p>A range of factors including discussions with staff and pupils, questionnaire responses, and work in pupils' folders/books and on display are applied to evaluate how PSHE is taught and assessed. Strengths and areas for development are effectively identified and there is a strategic development plan and, where required, training/support in place to aid progress. Impact of the PSHE curriculum and developments upon pupil learning and outcomes is evidenced.</p>	
Standard	2.3.1 Are PSHE Ground Rules or PSHE Learning Agreements in place for each class and used effectively throughout the school?	
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Standard	2.3.2 Are PSHE Ground Rules or Learning Agreements developed in consultation with pupils, written in 'pupil appropriate language' and do they acknowledge the 'right to pass' and 'confidentiality'?
Help Text	See the Surrey CC PSHE Education Guidance to assist in the development of your PSHE Ground Rules/Learning Agreement
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	2.3.3 Are teacher subject knowledge, training and development needs identified and is support/training provided appropriately?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	2.3.4 Does monitoring the quality of PSHE education identify where information, key concepts and skills are presented clearly, enabling appropriate discussion and development?

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Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
Unmet = not in place and there is no current action plan to support its development		
Standard	2.3.5 Does monitoring identify where pupil knowledge, understanding and skill development is progressive and where any misconceptions are corrected?	
Fully met = an area of strength and is embedded within the school culture and behaviours		
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
Unmet = not in place and there is no current action plan to support its development		
Standard	2.3.6 Does monitoring identify where skills, knowledge and understanding are applied by pupils because they have been committed to long-term memory (via behaviour change)?	
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Unmet = not in place and there is no current action plan to support its development	
Standard	2.3.7 Does monitoring identify ways in which assessment is used to effectively support the teaching of the PSHE curriculum?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	2.3.8 Does monitoring identify where assessment is used to help pupils embed PSHE knowledge, understanding and skills whilst providing opportunities to reflect upon their own and others' attitudes and values?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
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Standard	2.3.9 Does monitoring identify whether pupils know how their knowledge, skills and understanding have progressed in PSHE?

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Standard	2.3.10 Does monitoring identify the extent to which pupils consider the PSHE curriculum meets their needs and supports their ability to make 'informed and positive' decisions?
Help Text	See the Pupil Impact Survey support in the Surrey CC PSHE Education Guidance
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	2.3.11 Does monitoring identify whether pupils with a range of additional needs (including SEND) are provided for effectively; are successful examples of practice shared with staff?
Fully met = an area of strength and is embedded within the school culture and behaviours	

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Standard	2.3.12 Are there identified and proactively planned opportunities for the wider curriculum subjects and enrichment activities to enhance and complement the PSHE curriculum?	
Fully met = an area of strength and is embedded within the school culture and behaviours		
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
Unmet = not in place and there is no current action plan to support its development		
Standard	2.3.13 Is a range of qualitative and quantitative data including pupil voice and work scrutiny used to gauge the impact of the PSHE curriculum?	
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Theme 3	3 Healthy Eating (including Cooking and Healthy Eating in the Curriculum, Pupil Voice & School Culture, Food Provision – school food safety and standards, packed lunches, pre and post school club food provision and Cooking Clubs)	
Standard	3.1 The Lead for Healthy Eating takes a professional partnership approach towards subject & curriculum development inc. subject knowledge, skills and understanding.	
Standard	3.1.1 Does the Lead for Healthy Eating involve a professional network of support in order to ensure that approaches and practice to promote Healthy Eating & Cooking in the Curriculum are accurate, up to date and effective?	
Description	This includes the Lead for Healthy Eating engaging in appropriate professional development in order to improve subject skills, knowledge & understanding.	
Help Text	<p>Training, guidance and support may be accessed from, but is not limited to:</p> <p>British Nutrition Foundation</p> <p>Change4Life</p> <p>The Design & Technology Association</p> <p>The Eat Well Guide - NHS</p> <p>Food - a Fact of Life</p> <p>Food for Life; Soil Association</p> <p>Food Teaching in Primary Schools - Public Health England (inc audit and skills & knowledge framework)</p> <p>Food Teaching in Secondary Schools - Public Health England (inc audit and skills & knowledge framework)</p> <p>Free Online Food & Nutrition Training (BNF) Primary</p> <p>OfSTED Framework</p> <p>The School Food Plan</p>	
Fully met = an area of strength and is embedded within the school culture and behaviours		

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	3.1.2 Is national & local data (including school qualitative and quantitative data) relating to Healthy Eating used to identify appropriate learning opportunities, experiences, policy and protocols?
Help Text	<p>Information may be accessed from, but is not limited to:</p> <p><i>Surrey Data & Information:</i></p> <p>Child Obesity in Surrey: Snapshot - Surrey County Council</p> <p>Dental Health in Surrey - CHIMAT</p> <p>Surrey Health Related Behaviours Questionnaire (HRBQ)</p> <p>National Child Measurement Programme (NCMP) Data (Primary only) emailed annually to maintained & academy schools</p> <p><i>National Data & Information:</i></p> <p>Advancing Our Health: Prevention in the 2020s - Department of Health & Social Care</p> <p>Child Oral Health: Applying All Our Health - Public Health England</p> <p>Health Matters: Whole System Approach to Obesity - Public Health England</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
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Standard	3.1.3 Are Healthy Eating learning opportunities & experiences mapped across the taught curriculum; with additional planned learning opportunities through the wider school day; are activity days/weeks, clubs and trips also included and mapped?	
Description	Mapping should help to ensure that knowledge, understanding, skills & attitudinal developments progress appropriately through the year groups and that the curriculum is implemented effectively.	
Help Text	<p>Opportunities within the taught curriculum arise within, but are not limited to the following statutory curriculum:</p> <p><u>Design & Technology Curriculum KS1, 2 & 3</u> <u>PSHE Curriculum (Health, Relationships & Sex Education) KS1 - 4</u> <u>Science Curriculum KS1 - 4</u></p> <p><i>Non-statutory support may be accessed from, but is not limited to:</i></p> <p><u>British Nutrition Foundation Scheme of Work: KS1 - 3</u> <u>Change4Life: Teaching & Activity Resources, Public Health England</u> <u>Let's Get Cooking - British Dietetic Association</u> <u>Setting Up a Cooking Club - Public Health England</u></p>	
Fully met = an area of strength and is embedded within the school culture and behaviours		
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
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Standard	3.1.4 Does effective implementation and monitoring of whole school Healthy Eating, & Cooking in the Curriculum contribute to a Healthy Eating developmental improvement plan that identifies clear outcomes and the impact of actions?	

<p>Help Text</p>	<p>Monitoring may include, but is not limited to;</p> <ul style="list-style-type: none"> • reviewing planning and schemes of work • reviewing the mapping of provision • checking progress against the school improvement plan • lesson observations • ensuring lessons are differentiated to meet the needs of all pupils • team teaching • work sampling • pupil voice • informal or formal discussions • school lunch provision • packed lunch contents • access to water • before and after school club food provision • contents of vending machines and/or tuck shops • fundraising stalls • break time snacks <p><u>Uptake of school milk (if offered)</u> <u>Uptake of free fruit (KS1)</u> <u>Uptake of Universal Infant Free School Meals</u> <u>Head Teacher Checklist</u> <u>Checklist & Information for Governors</u> <u>Checklist for School Food Lunches</u> <u>Checklist for School Food other than Lunch</u></p>	
<p>Fully met = an area of strength and is embedded within the school culture and behaviours</p>		
<p>Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan</p>		

Unmet = not in place and there is no current action plan to support its development	
Standard	3.1.5 Is appropriate/effective needs based training & guidance provided for those delivering Healthy Eating & Cooking in the Curriculum; inc. curriculum & wider opportunities (practical cookery, food nutrition & safety, lunch environment & midday supervision)?
Description	To comply with the Food Safety Regulations (1995) schools should have at least one member of staff with an up-to-date food safety certificate who can ensure that safe practices are followed within the school.
Help Text	<p>Training, guidance and information may be accessed from, but is not limited to:</p> <p><i>Local Food Hygiene Courses;</i></p> <p><u>Elmbridge Borough Council</u></p> <p><u>Mole Valley District Council</u></p> <p><u>Waverley Borough Council</u></p> <p><i>National Guidance & Support;</i></p> <p><u>Aspirational Professional Standards for the Schools Catering Services, inc. Midday Supervisors</u></p> <p><u>British Nutrition Foundation training</u></p> <p><u>Food - a Fact of Life, professional development</u></p> <p><u>School Food Plan: Partner Organisations</u></p> <p><u>What Works Well: Adult Supervision at Lunchtime</u></p>
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Standard	3.2 Consultation with staff, pupils and parents/carers - helping to ensure a shared school vision (intent) for Healthy Eating and Healthy Lifestyles is reflected in policy & practice.	
Help Text	Resources to aid consultation may include, but are not limited to: Creating a Whole School Culture & Ethos of Healthy Eating Good School, Good Culture, School Food Plan	
Standard	3.2.1 Are staff, pupils, parents/carers actively consulted and effectively involved in guiding food policy and practice?	
Description	This may be through questionnaires, focus groups, the school council, school nutrition action group (SNAG), or other representative bodies.	
Help Text	Information may be accessed from, but not limited to: School Nutrition Action Group FAQs - Soil Association	
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	Unmet = not in place and there is no current action plan to support its development	
Standard	3.2.2 Is the eating environment welcoming; does it encourage positive behaviours and social interaction between pupils and staff (and parents/carers/volunteers – where appropriate)?	

Help Text	Information and guidance may be accessed from, but not limited to: Developing a Positive Lunchtime Experience (including improving the dining area, using a cashless system, reducing queues and making lunchtime a positive & social experience)
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Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
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Standard	3.3 Food safety requirements, school food standards, allergen legislation & healthy eating behaviours.
Standard	3.3.1 Does the school lunch service meet or exceed current food safety requirements, including the DfE School Food Standards for school lunches & allergen legislation; is this specified in the catering contract or does the school have written assurance?
Description	The Food Standards and allergen legislation are specified in the catering contract, or the school has written assurance that the provider is fully compliant.
Help Text	Supportive information including practical guides, posters and a checklist for school food lunches can be accessed from the below DfE link: Resources for Schools - Department for Education Additional information may be accessed from, but not limited to; Allergen Guidance for Food Business - Food Standards Agency The School Food Plan - Practical Guide The School Food plan - School Food Standards

Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	3.3.2 Are food menus, pupil food choices, food wastage and packaging wastage monitored to inform policy development and provision?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	3.3.3 Does the breakfast club, tuck shop, vending machine and after school food service (where available in school) meet or exceed current DfE school food standards?
Help Text	Support can be accessed from, but is not limited to: Checklist for Food other than Lunch School Food in England: Information for Governors - Department for Education
Fully met = an area of strength and is embedded within the school culture and behaviours	

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Standard	3.3.4 Is guidance on healthy packed lunches and snacks provided to parents/carers; and where appropriate pupils, and included in the Whole School Food Policy?
Help Text	Information can be accessed from, but is not limited to: Healthier Lunchboxes - Change4Life Information re Healthy Packed Lunches and Snacks - British Nutrition Foundation Resources for parents on healthy diet, activity and wider health matters can be accessed at: Be Your Best: Surrey
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	3.3.5 Is free, clean and palatable drinking water available at all times; is water and the use of water bottles encouraged and is this information included in the Whole School Food Policy?

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Help Text	Information can be accessed from, but is not limited to: Hydration for Children - British Nutrition Foundation	
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Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
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Theme 4	4 Physical Activity (including Physical Education and School Sport – PESSPA)	
Standard	4.1 The Physical Activity Lead takes a professional partnership approach towards development.	
Standard	4.1.1 Does the Physical Activity Lead engage in appropriate professional development & involve a professional network of support in order to ensure that all elements of Physical Activity are well informed, accurate, up to date & effective?	
Description	Do developments positively impact upon improving the skills and knowledge of all staff delivering Physical Activity?	
Help Text	<p>Information & training may be accessed from, but is not limited to:</p> <p><i>Local Support</i></p> <p>PE Subject Leader Networks - Active Surrey</p> <p>Training for Teachers - Active Surrey</p> <p>Surrey Outdoor Learning & Development - SOLD</p> <p><i>National Support</i></p> <p>Create Development - Primary PE moves</p> <p>Physical Education Association</p> <p>Swim England</p> <p>Val Sabin</p> <p>Youth Sport Trust</p>	
	Fully met = an area of strength and is embedded within the school culture and behaviours	
	Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	

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Unmet = not in place and there is no current action plan to support its development	
Standard	4.1.2 Is appropriate training and guidance provided for those delivering all aspects of Physical Activity – including curriculum and wider opportunities?
Help Text	<p>This may be through, but is not limited to:</p> <ul style="list-style-type: none"> • In-house observation of PE lesson and extra-curricular activity (including external sports coaches) • Targeted twilight training (that addresses areas of development highlighted in the Physical Activity Leader’s development plan) • Team teaching • Formal INSET sessions • Informal meetings • Sharing of effective practice and successes • New initiatives/guidance materials are shared with staff
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	4.1.3 Does the shared school vision (intent) for Physical Activity make explicit links to delivering the social outcomes of physical wellbeing, mental wellbeing, individual development, & social/community development - thriving?
Help Text	<u>Sporting Future; Sport Strategy (social outcomes)</u>

Fully met = an area of strength and is embedded within the school culture and behaviours		
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
Unmet = not in place and there is no current action plan to support its development		
Standard	4.1.4 Are a wide range of varied opportunities provided for staff & pupils to engage in Physical Activity which help ensure that starting and/or maintaining an active lifestyle is a priority?	
Description	Are barriers to participation identified and effectively reduced?	
Fully met = an area of strength and is embedded within the school culture and behaviours		
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
Unmet = not in place and there is no current action plan to support its development		
Standard	4.1.5 Are parents/carers consulted and do they have the opportunity to be involved in the planning and delivery of Physical Activity opportunities?	

Description	Are the health, social and personal benefits of Physical Activity shared and explored with parents and carers?	
Fully met = an area of strength and is embedded within the school culture and behaviours		
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
Unmet = not in place and there is no current action plan to support its development		
Standard	4.1.6 Are opportunities for parents/carers to engage in Physical Activity promoted?	
Help Text	Physical Activity opportunities for parents/carers may include, but are not limited to: Be Your Best: Surrey Healthy Surrey: Be Active Local Clubs & Sporting Events: Surrey Physically Active Learning in Surrey Schools Walk to School Week Challenge	
Fully met = an area of strength and is embedded within the school culture and behaviours		
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Standard	4.2 The Physical Education curriculum is developed effectively.
Standard	4.2.1 Does the PE curriculum provide effectively for all pupils inc. those with a range of additional needs; SEND, active & inactive disadvantaged pupils, pupils with protected characteristics & those identified as 'tending not to take part in PA'?
Help Text	Pupils specifically identified as tending not to take part in Physical Activity (often including girls, pupils with a disability and those in lower socio-economic groups).
Fully met = an area of strength and is embedded within the school culture and behaviours	
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Unmet = not in place and there is no current action plan to support its development	
Standard	4.2.2 Does effective monitoring (implementation) of Physical Education contribute to a developmental subject improvement plan that captures clear outcomes and the impact of actions?
Help Text	<p>Monitoring may include, but is not limited to:</p> <ul style="list-style-type: none"> • reviewing planning and schemes of work • checking progress against the school improvement plan • lesson observations • ensuring lessons are differentiated to meet the needs of all pupils • team teaching • pupil voice • informal or formal discussions

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Unmet = not in place and there is no current action plan to support its development	
Standard	4.2.3 Is the PE curriculum published on the school website?
Help Text	<u>What schools must publish online</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
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Unmet = not in place and there is no current action plan to support its development	
Standard	4.2.4 Primary only: Are details of the impact, and how the PE and sport premium funding is spent, published on time annually?
Description	This question is for schools with primary aged pupils.

Help Text	PE & Sport Premium Funding
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	4.3 Comprehensive & inclusive programmes of intra and inter school competitions available to ALL pupils.
Standard	4.3.1 Are School Games Organisers (SGOs), Active Surrey's Active Schools Team, district sports associations (SSAs) & other community resources effectively utilised to help provide/support activity along with extending the range of competitive opportunities?
Help Text	<p>Resources may include, but are not limited to:</p> <p>Active Surrey's 'Active Schools Team' (SGOs)</p> <p>Active Surrey Star Mark KS1</p> <p>School Games Mark KS2 - 4</p> <p>School Games website</p> <p>Specsavers; Surrey Youth Games</p> <p>National Governing Bodies</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	4.3.2 Are there formal relationships with, & signposting to, community activity & sport providers that promote and enable involvement in physical activity & sport outside the school day?
Help Text	Providers may include, but are not limited to: Local Authority, Sport Development Officers Satellite Clubs Specsavers Surrey Youth Games School Club Links: Find a Club
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	4.4 Considered, proactive and planned opportunities for Physical Activity throughout the school day including the wider school curriculum.
Help Text	Resources may include, but are not limited to: Physically Active Learning in Surrey Schools
Standard	4.4.1 Are all pupils consulted about the Physical Activity opportunities offered by the school?

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Help Text	<p>Consideration should be given to:</p> <ul style="list-style-type: none"> • gifted & talented • disadvantaged pupils • pupils with SEND • transition between year groups, phases and schools • reducing teenage activity 'drop off' rates • pupils with protected characteristics • pupils <u>'tending not to take part in physical activity'</u> - girls, pupils with a disability and those in lower socio-economic groups
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	4.4.2 Are a range of clubs and wider opportunities for Physical Activity provided, based upon pupil voice, local data and need?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	

Standard	4.4.3 Is the club and Physical Activity engagement of all pupils effectively monitored and are barriers to participation identified and actions put in place to remove them and increase uptake?	
Description	<p>Consideration should be given to:</p> <ul style="list-style-type: none"> • gifted & talented • disadvantaged pupils • pupils with SEND • transition between year groups, phases and schools • reducing teenage activity 'drop off' rates • pupils with protected characteristics, and • pupils '<u>tending not to take part in physical activity</u>' - girls, pupils with a disability and those in lower socio-economic groups. 	
Help Text	<p>Information and resources may include, but are not limited to:</p> <p><u>Active School Planner: Youth Sport Trust</u></p> <p><u>Create Development: PE, Sport premium & Health Wheel, Primary</u></p> <p><u>Developing Healthy Active Lifestyles - Action Plan, Primary</u></p> <p><u>Evidencing the impact of the Primary PE & Sport Premium</u></p> <p><u>School Games Mark KS2 - 4</u></p> <p><u>Star Mark KS1</u></p>	
Fully met = an area of strength and is embedded within the school culture and behaviours		
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan		
Unmet = not in place and there is no current action plan to support its development		
Standard	4.4.4 Is there a monitored and effective school travel plan in place?	

Help Text	<p>See: School Travel Plan Guide, Surrey CC Additional information may include, but is not limited to: Physically Active Learning in Surrey Schools, Active Surrey</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	<p>4.4.5 Are pupils, parents/carers, family members and staff encouraged to use safe and sustainable travel methods on their journey to school, utilising the school travel plan?</p>

Help Text	<p>Sustainable travel initiatives may include, but are not limited to:</p> <p><u>Cycle Training – Surrey County Council</u></p> <p><u>Safer Travel Team: Pedestrian Safety Training – Surrey County Council (Primary)</u></p> <p><u>The Big Pedal: Inter-school Challenge</u></p> <p><u>Bikeability Surrey County Council KS2 & 3 (Pedals KS1)</u></p> <p><u>Bike Week</u></p> <p><u>Brake: Road Safety Champions</u></p> <p><u>Car Sharing Scheme</u></p> <p><u>Golden Boot Challenge (Primary)</u></p> <p>Park & Stride</p> <p><u>Walk to School Week Challenge</u></p> <p>Walking/cycling/scooting to school</p> <p><u>WOW Challenge (Primary)</u></p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	4.4.6 Do all pupils engage in a minimum of 2 hours structured Physical Activity each week (this includes PE, clubs, sporting activities, structured play and wider opportunities)?
Description	Chief Medical Officer recommendations are 60 minutes of activity a day for children aged 5-18 years old; 30 minutes of this to be carried out in school – this is averaged over the week.

Help Text	Physical Activity opportunities may include, but are not limited to: Change4Life (Primary) PhysiFUN, Active Surrey (Primary) Surrey Outdoor Learning & Development - Surrey CC
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	4.4.7 Are all staff encouraged to undertake Physical Activity?
Help Text	Physical Activity opportunities may include, but are not limited to: The Daily Mile Healthy Surrey: Be Active Get Started: Additional Ideas Physically Active Learning in Surrey Schools (Active Staff) Run the World
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	

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Theme 5	5 Emotional Wellbeing & Mental Health	
Standard	5.1 Enhancing the Emotional Wellbeing & Mental Health of pupils and the wider community including staff and parents/carers.	
Help Text	<p>Guidance can be accessed from, but is not limited to:</p> <p>A Whole School Framework for Emotional Wellbeing & Mental Health, NCB Preparing to Teach about Mental Health, PSHE Association Promoting Children & Young People's Emotional Health & Wellbeing, PHE</p>	
Standard	5.1.1 Is staff wellbeing promoted and effectively supported?	
Description	Support on Wellbeing for teachers in schools and colleges, DfE	
Help Text	<p>Information may be accessed from, but is not limited to:</p> <p>Healthy Surrey, Surrey County Council Wheel of Well-being – Surrey County Council Staff Wellbeing – Mentally Healthy Schools Staff Wellbeing Report - OfSTED Supporting Staff Wellbeing in Schools – Anna Freud Thriving at Work Government Review Wellbeing Toolkits for Employers - The Prince's Responsible Business Network Workload Reduction Toolkit - DfE Workplace Health Needs Assessment – Public Health England</p>	
Fully met = an area of strength and is embedded within the school culture and behaviours		

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	5.1.2 Are all pupils aware of identified 'trusted adults' within the school and do they have the skills, knowledge and understanding to be able to access support?
Description	Where pupils may not have the ability/skills to directly seek support – are bespoke strategies in place?
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	5.1.3 Is a pastoral support system, along with signposting, in place for children/young people to access advice, especially at times of bereavement, illness, stress and anxiety; does this practice actively work to combat stigma and discrimination?

Help Text	<p>Services & systems may include, but are not limited to:</p> <p><u>Education Psychologists - Surrey County Council</u></p> <p><u>School Nurse 'Drop Ins', Surrey School Nursing Team</u></p> <p><u>Specialist Teachers of Inclusive Practice (STIPS), Surrey County Council</u></p> <p><u>Safe Space Health: Health & Growing Up Website for Secondary Pupils, Surrey School Nursing Team</u></p> <p><u>Wellbeing Ambassadors – Eikon, Surrey CAMHS</u></p> <p><u>Bubble time</u></p> <p><u>Bereavement Support - Jigsaw SE</u></p> <p>peer mediation</p> <p>peer mentoring</p> <p><u>Range of NHS Approved APPs</u></p> <p>thought/question boxes</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	5.1.4 Is appropriate information and understanding regarding health, including Emotional Wellbeing & Mental Health, communicated effectively with parents/carers?

Help Text	<p>Communication may be via:</p> <ul style="list-style-type: none"> The school website Signposting to Surrey CC or other appropriate national websites Home/School Newsletters Parent/carer focus groups The school prospectus Policies The curriculum Homework activities Topics Parent/carer meetings – information sessions/evenings Assemblies External agencies Home/school agreement <u>Family Learning Surrey; Courses to support parents/carers – Surrey County Council</u> <u>Relationships, sex and health education: parent guides - DfE</u>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	5.1.5 Does the school engage with appropriate local and national services in order to provide parents/carers and staff with advice and support on health and wellbeing?

<p>Help Text</p>	<p>Services and information may include:</p> <p><u>Action for Carers, Surrey</u></p> <p><u>Alcohol Services, Surrey</u></p> <p><u>Bereavement & Life Limiting Illness Support, Jigsaw SE</u></p> <p><u>Be Your Best: Surrey; health and nutrition information and ideas</u></p> <p><u>Child Death & Bereavement Support, Surrey Safeguarding Children Board</u></p> <p><u>Dental Health</u></p> <p><u>Domestic Abuse</u></p> <p><u>Early Intervention, Specialist Teachers of Inclusive Practice (STIPS), Surrey County Council</u></p> <p><u>Every Mind Matters NHS Campaign</u></p> <p><u>Family Information Service, Surrey County Council</u></p> <p><u>Family Learning Surrey; Courses to support parents/carers</u></p> <p><u>Healthy Surrey</u></p> <p><u>Healthy Weight</u></p> <p><u>Hungry Little Minds (support newborn - 5yrs)</u></p> <p><u>Information for Parents/Carers - Healthy Surrey</u></p> <p><u>Mental Health & Wellbeing Support for CYP – Supporting a Recovery Culture (DfE May 2020)</u></p> <p><u>Mental Wellbeing</u></p> <p><u>NHS Health Check (40 - 74 year olds)</u></p> <p><u>Parent/Carer/Grandparent Guides to 'Understanding your Child' (free to Surrey residents)</u></p> <p><u>Sexual Health</u></p> <p><u>Sleep Tips for Supporting Children, NHS</u></p> <p><u>Stopping Smoking Service: One You Surrey</u></p> <p><u>Substance Misuse</u></p>
<p>Fully met = an area of strength and is embedded within the school culture and behaviours</p>	

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	5.1.6 Are effective practices in place to support transition between year groups, phases and schools?
Help Text	Support and guidance may include, but is not limited to: Transition Offer, Specialist Teachers of Inclusive Practice (STIP) Team, Surrey County Council Life in Likes, Children's Commissioner Report on the effects of social media on 8 - 12 year olds Alternative Provision Effective practice and Post 16 Transition, DfE Moving On, Mental Health Foundation Transition, OfSTED Report
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	5.2 Pupil voice - helping to ensure that the curriculum and wider activities are effective and needs led.
Standard	5.2.1 Are planned opportunities, within and beyond the curriculum, in place to engage all pupils with the development and implementation of the schools intent (vision/values/ethos)?

Description	Guidance can be accessed from, but is not limited to: <u>Promoting Children and Young People's Emotional Health & Wellbeing, PHE</u>
Help Text	<p>This may be through, but not limited to:</p> <ul style="list-style-type: none"> • the PSHE curriculum • pupil questionnaires • pupil Leadership Team/School Council • pupil – school improvement plan • displays • assemblies • DT curriculum/Food Technology • Science curriculum • Literacy • mentoring • mediation • clubs <p><i>Methods of eliciting pupil voice must take into consideration pupils' communication abilities, and activities must be adapted where appropriate.</i></p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	5.2.2 Are there planned opportunities for pupils to reflect upon and better understand values and feelings in order to develop appropriate social and emotional skills (e.g. resilience, empathy, personal development and self-esteem)?

Description	Are protective factors and behaviours promoted and are risky behaviours reduced (e.g. schools absence, bullying, anti-social behaviours, illegal drug use/drug misuse, self-harm)?
Help Text	<p>Information may be accessed from, but is not limited to:</p> <p>Anti Bullying Charter Mark – Surrey County Council</p> <p>Early Intervention, Specialist Teachers of Inclusive Practice (STIP) Team, Surrey County Council</p> <p>Association for Citizenship Teaching</p> <p>Boingboing: Centre of Resilience for Social Justice</p> <p>Mentally Healthy Schools</p> <p>Parliament UK: Teaching Resources</p> <p>PSHE Association: Mental Health Teaching Resources</p> <p>SEAL Community</p> <p>Smart Moves, Eikon, Surrey CAMHS (Yrs 6, 7 & 8)</p> <p>Smart Moves for College, Eikon, Surrey CAMHS (6th form)</p> <p>Stonewall Resources</p> <p>Young Citizens</p>
Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	
Standard	5.2.3 Are there planned opportunities for pupils to apply their spiritual, moral, social and cultural development in order to combat stigma, stereotyping and discrimination; helping to develop self-esteem and confidence?

Help Text	<p>Opportunities may include, but are not limited to:</p> <p>Music & Art Opportunities, Surrey County Council Arts</p> <p>Surrey Music Hub</p> <p>Culture Box Surrey</p>
	Fully met = an area of strength and is embedded within the school culture and behaviours
	Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan
	Unmet = not in place and there is no current action plan to support its development
Standard	5.2.4 Are there planned opportunities for pupils to engage in activities that extend their personal development, enabling them to develop confidence, resilience and engage with society; promoting positive behaviours and skills?
Help Text	<p>Opportunities may include, but are not limited to:</p> <p>Planned trips</p> <p>Charitable/community events & groups</p> <p>Eco-Schools - Surrey County Council</p> <p>Wastebuster - Surrey County Council</p> <p>Arts Mark - Arts Council England</p> <p>Enterprise/Careers/work opportunities</p> <p>The Duke of Edinburgh's Award</p> <p>National Citizenship Service</p> <p>Cadet Expansion Programme - DfE</p>

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Unmet = not in place and there is no current action plan to support its development	
Standard	5.3 Clear and effective systems and processes for early intervention.
Standard	5.3.1 Do all school staff (along with other agencies/professionals/families) identify vulnerable individuals & groups to establish appropriate strategies (including referral systems) to support pupils & their families, either within/beyond the school services?

<p>Help Text</p>	<p>Support may include, but is not limited to:</p> <p><u>ACT: Harmful Sexual Behaviour Support</u></p> <p><u>Adult Social Care Surrey CC</u></p> <p><u>Be Your Best: Surrey; nutrition & activity targeted support for children under 12</u></p> <p><u>Child Death & Bereavement Support, Surrey Safeguarding Children Board</u></p> <p><u>Bereavement and Life Limiting Illness, Jigsaw SE</u></p> <p><u>CYP Haven, Surrey (10 – 18 year olds)</u></p> <p><u>Eating Disorder Service for C & YP, Surrey CAMHS</u></p> <p><u>Education Psychology Service, Surrey County Council</u></p> <p><u>Family Centres, Support and Advice, Surrey County Council</u></p> <p><u>Family Learning Surrey; Courses to support parents/carers</u></p> <p><u>Family Resilience, Surrey County Council</u></p> <p><u>Firewise Scheme - Surrey Fire & Rescue Service</u></p> <p><u>Kooth, Online support for Young People</u></p> <p><u>Physical and Sensory Support, Surrey County Council</u></p> <p><u>Race Equality & Minority Achievement, Surrey County Council</u></p> <p><u>SEND Graduated Offer, Surrey County Council</u></p> <p><u>Sexual Abuse Support, NHS Surrey</u></p> <p><u>Specialist Teachers of Inclusive Practice (STIP) Team, Surrey CC</u></p> <p><u>STARS: Sexual abuse support for YP</u></p> <p><u>Surrey Young Carers</u></p> <p><u>Surrey Young Carers: Angel Award</u></p> <p><u>Substance Abuse Service (11 - 25 yr olds), Catch 22</u></p> <p><u>Youth Engagement Scheme, Surrey Fire & Rescue Service</u></p> <p>National Services:</p> <p><u>Brook, Sexual Health & Wellbeing Advice for YP</u></p>
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Fully met = an area of strength and is embedded within the school culture and behaviours	
Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	

Standard	5.3.2 Are staff's Emotional Wellbeing & Mental Health training needs identified, and is effective training provided?
Help Text	<p>Training may include, but is not limited to:</p> <p><u>Bereavement Webinar: Education Psychology, Surrey County Council & Jigsaw SE (SAfE)</u></p> <p><u>Education Psychology, Surrey County Council</u></p> <p><u>Everybody's Business Mental Health Training, Surrey County Council</u></p> <p>School SENCO</p> <p>School Senior Leaders/Middle Leaders</p> <p><u>Applied Suicide Intervention Training (ASIST)</u></p> <p><u>Suicide Prevention Training, Zero Suicide Alliance</u></p> <p><u>Targeted Approach to Mental Health in Schools (Emotional Wellbeing & Mental Health and/or attachment training)</u></p> <p><u>Working with Challenging or Vulnerable Pupils, Specialist Teachers of Inclusive Practice (STIP) Team, Surrey County Council</u></p> <p>National support:</p> <p><u>Gender Variance Caring for Young People e-learning; e-learning for Healthcare, NHS</u></p> <p><u>MindEd</u></p> <p><u>SEND Gateway, free e-learning on a range of areas</u></p>

Fully met = an area of strength and is embedded within the school culture and behaviours	
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Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan	
Unmet = not in place and there is no current action plan to support its development	

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