

Section two – What are the criteria for national Healthy School status?

The criteria for national Healthy School status

To become a Healthy School, you need to evidence how you have met criteria in the following **four core themes** that make up national Healthy School status. Across the four core themes, **there will need to be evidence of how the whole-school approach has been used in the process**. Schools **must** demonstrate they have met the criteria in each of the following:

1. **Personal, social and health education, including sex and relationship education and drug education (including alcohol, tobacco and volatile substance abuse)**

PSHE provides pupils with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.

A Healthy School:

1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DfES/Qualifications and Curriculum Authority (QCA) guidance;
2. monitors and evaluates PSHE provision to ensure the quality of teaching and learning;
3. assesses pupils' progress and achievement in line with QCA guidance;
4. has a named member of staff responsible for PSHE provision with status, training and appropriate senior management support within the school;
5. has up-to-date policies in place – developed through wide consultation, implemented, and monitored and evaluated for impact – covering sex and relationship education, drug education and incidents, child protection, and confidentiality;
6. has an implemented non-smoking policy, or is working towards being smoke-free by September 2007;
7. involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge, such as a school nurse, sexual health outreach workers and drug education advisers;

8. has arrangements in place to refer pupils to specialist services who can give professional advice on matters such as contraception, sexual health and drugs;
9. uses local data and information to inform activities and support important national priorities such as reducing teenage pregnancies, sexually transmitted infections and drug/alcohol misuse;
10. ensures provision of appropriate PSHE professional development opportunities for staff – such as the Certification Programmes for teachers and nurses offered by DH/DfES; and
11. has mechanisms in place to ensure all pupils' views are reflected in curriculum planning, teaching and learning, and the whole school environment, including those with special educational needs and specific health conditions, as well as disaffected pupils, young carers and teenage parents.

2. Healthy eating

Pupils have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available across the school day.

A Healthy School:

1. has identified a member of the senior management team to oversee all aspects of food in the school;
2. ensures provision of training in practical food education for staff, including diet, nutrition, food safety and hygiene;
3. has a whole-school food policy – developed through wide consultation, implemented, monitored and evaluated for impact;
4. involves pupils and parents in guiding food policy and practice within the school, enables them to contribute to healthy eating and acts on their feedback;
5. has a welcoming eating environment that encourages the positive social interaction of pupils (see Food in Schools guidance);
6. ensures healthier food and drink options are available and promoted breakfast clubs, at break (if established or planned) and at lunchtime as outlined by Food in Schools guidance;

7. has meals, vending machines and tuck shop facilities that are nutritious and healthy (see Food in Schools guidance), and meet or exceed national standards, and is working towards the latest DfES guidance on improving school meals services;
8. monitors pupils' menus and food choices to inform policy development and provision;
9. ensures that pupils have opportunities to learn about different types of food in the context of a balanced diet (using the Balance of Good Health) and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables;
10. has easy access to free, clean and palatable drinking water, using the Food in Schools guidance; and
11. consults pupils about food choices throughout the school day using school councils, Healthy School task groups or other representative pupil bodies.

3. Physical activity

Pupils are provided with a range of opportunities to be physically active. They understand how physical activity can help them to be more healthy, and how physical activity can improve and be a part of their everyday life.

A Healthy School:

1. provides clear leadership and management to develop and monitor its physical activity policy;
2. has a whole-school physical activity policy – developed through wide consultation, implemented, monitored and evaluated for impact;
3. ensures a minimum two hours of structured physical activity each week to all of its pupils in or outside the school curriculum;
4. provides opportunities for all pupils to participate in a broad range of extracurricular activities that promote physical activity;
5. consults with pupils about the physical activity opportunities offered by the school, identifies barriers to participation and seeks to remove them;
6. involves schools sports co-ordinators (where available) and other community resources in provision of activities;

7. encourages pupils, parents/carers and staff to walk or cycle to school under safe conditions, utilising the school travel plan;
8. gives parents/carers the opportunity to be involved in the planning and delivery of physical activity opportunities and helps them to understand the benefits of physical activity for themselves and their children;
9. ensures that there is appropriate training provided for those involved in providing physical activities; and
10. encourages all staff to undertake physical activity.

4. Emotional health and well-being

Promoting positive emotional health and well-being to help pupils understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn.

A Healthy School:

1. identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families;
2. provides clear leadership to create and manage a positive environment which enhances emotional health and well-being in school – including the management of the behaviour and rewards policies;
3. has clear, planned curriculum opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles;
4. has a confidential pastoral support system in place for pupils and staff to access advice – especially at times of bereavement and other major life changes – and this system actively works to combat stigma and discrimination;
5. has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination;
6. has a clear policy on bullying, which is owned, understood and implemented by the whole school community;
7. provides appropriate professional training for those in a pastoral role;
8. provides opportunities for pupils to participate in school activities and responsibilities to build their confidence and self-esteem; and
9. has a clear confidentiality policy.