



**Healthy School Certificate
Outstanding School
Green Level Descriptors**

If the Award Group judges that the school meets all of the criteria to a 'green' level, it will be considered to be an outstanding example of a Healthy School. The table below shows the criteria, the description of what constitutes 'green' and reference to relevant sections of the **Ofsted School Inspection Handbook (SIH)**, and the **Common Inspection Framework (CIF)**, under section 5 of the Education Act 2005, where applicable (**updated August 2016**).

Criteria	Green Level	Ofsted
<p>1. Promotes an ethos of positive mental health and wellbeing across the school</p>	<p>To have met this criterion a school must consider:</p> <p>a) The importance of staff well-being (including that of the Headteacher) and the impact this has on pupils. Things to consider may include the support systems in place for staff; training opportunities (such as in Mindfulness); or including mental health and well-being as part of INSET days</p> <p>b) Opportunities to explore positive mental health in PSHE and other curriculum areas, including use of the B&NES Positive Mental Health resources, ensuring that provision to support and promote mental health meets the specific needs of boys as well as girls, recognising that boys sometimes find it hard to access support when they are struggling or in distress.</p> <p>c) Support for pupils such as through effective pastoral systems or access and referral to confidential support and advice from health professionals such as the School Nurse</p> <p>d) Engaging vulnerable individuals and/or groups in participation activities</p>	<p>Effectiveness of leadership and management:</p> <p>Whether leaders have the highest expectations for social behaviour among pupils and staff so that respect and courtesy are the norm.</p> <p>How well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver high quality education for all pupils. (para 141, page 37, SIH)</p> <p>Personal development, behaviour and welfare:</p> <p>Inspectors evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made....., pupils who have special educational needs and/or disabilities, children looked after, those with medical needs and those with mental health needs (para 170, page 50, SIH)</p> <p>Grade descriptors for personal development, behaviour and welfare: Outstanding (1):</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation (Page 51, SIH)</p>
<p>2. Uses the PSHE framework to deliver a planned programme of PSHE.</p>	<p>To have met this criterion your school will have a PSHE planned programme conforming to the PSHE framework which aims to:</p>	<p>Effectiveness of leadership and management:</p> <p>The design, implementation and evaluation of the curriculum, ensuring breadth and</p>

	<p>Promote equality, inclusion and positive relationships</p> <p>Prevent and tackle discrimination - including homophobic, biphobic, transphobic, racist, sexist and disablist language and behaviour</p> <p>Improve pupils' ability to understand, respond to and calculate risk effectively.</p>	<p>balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare (para 141, page 37, SIH)</p> <p>How well leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through their words, actions and influence within the school and more widely in the community. (para 141, page 38, SIH)</p> <p>Grade descriptors for personal development, behaviour and welfare: Outstanding (1):</p> <p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation (Page 51, SIH)</p>
<p>3. PSHE is well managed in the school.</p>	<p>To have met this criterion your school will have a named member of staff responsible for PSHE provision with sufficient status, training and appropriate senior management support within the school. This person will need to ensure that PSHE has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development.</p>	<p>Effectiveness of leadership and management:</p> <p>The quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school.</p> <p>The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare. (para 141, page 37, SIH)</p> <p>Grade descriptors for effectiveness of leadership and management: Outstanding (1):</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge,</p>

		<p>understanding and skills in all aspects of their education, including social, physical and artistic learning.</p> <p>Good (2): The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. (pages 41/42 SIH)</p>
4. Ensures high quality teaching to develop pupils' knowledge, skills and understanding with appropriate PSHE professional development opportunities for staff	To have met this criterion your school will have provided staff with the following training opportunities - the National PSHE CPD accredited programme for teachers, nurses and other professionals or B&NES school-based training. Training should be provided on a regular basis.	<p>Effectiveness of leadership and Management</p> <p>The quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school (para 141, page 37, SIH)</p>
5. Involves professionals from appropriate external agencies to support PSHE delivery.	To have met this criterion your school will have involved professionals to support PSHE delivery such as: School nurse, CAMHS, Police, SARI, Road safety team, Avon Fire Rescue Service, Sexual health outreach workers, Project 28 and PSHE LA Lead.	
6. Assesses pupils' progress in PSHE in line with B&NES guidance and Ofsted.	To have met this criterion your school will assess pupils' progress using the B&NES Primary or B&NES Secondary Assessment Guidance and be meeting Ofsted criteria for an outstanding grade descriptor regarding pupil achievement	<p>Grade descriptors – Quality of teaching, learning and assessment Outstanding (1)</p> <p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. (Page 48, SIH)</p> <p>Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well (para 155, page 44 SIH)</p>
7. Has mechanisms in place to ensure pupils views on the PSHE curriculum are gathered and are reflected in the teaching programme.	To have met this criterion your school will have gathered feedback from pupils using such mechanisms as questionnaires, focus groups or school council/E-team activities. Particular attention should be given to ensure the views of a wide and	<p>Quality of teaching, learning and assessment</p> <p>equality of opportunity and recognition of diversity are promoted through teaching and learning (para 155, page 44, SIH)</p>

	representative cross section of C&YP are gathered.	
8. Ensures that pupils have a smoke free environment not only in school buildings (a legal duty) but also across the school site.	To have met this criterion a school should ensure that smoking is not allowed on school grounds and that this is made clear to parents/carers and visitors (including contractors).	
9. Has arrangements in place for staff and pupils to access specialist support around specific health issues.	To have met this criterion: <ul style="list-style-type: none"> a) your staff will have had training on such areas as, where appropriate, the use of epi-pens or recognising symptoms associated with diabetes. b) Pupils will have access to confidential support and advice on health issues such as mental health issues, sexual health, support to stop smoking and substance misuse. 	Grade descriptors for effectiveness of leadership and management: Outstanding (1): Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. (page 42, SIH)
10. Has all the following policies or agreed procedures in place and up-to-date (no more than 3 years old)	The following policies or agreed procedures in place that are up-to-date (within the last 3 years): <ul style="list-style-type: none"> • SRE (Sex and Relationships Education) • Drug Education and Incidents • Safeguarding • Confidentiality • Anti-bullying • E-safety • Food - covering all aspects of school food i.e. lunch time meals, packed lunches, breakfast and after school clubs • Physical Activity • Deliberate self harm • Active Travel/ travel plan (such as Modeshift STARS) • Behaviour and rewards • Well-being • Sun safety • No smoking <p>To have met this criterion a school should have all the policies/procedures listed in place, developed through wide consultation (including with pupils where appropriate) and</p>	

	monitored. They may exist as stand-alone policies/procedures or appear as sections within wider ranging policies/procedures.	
11. Promotes sun-safety to improve pupils' ability to assess and manage risk appropriately and to keep themselves safe	To have met this criterion a school will have developed a clear policy/procedure, communicated to pupils, parents/carers and staff, regarding sun-safety such as the provision of shady areas, the application of sunscreen and the wearing of hats on sunny days.	<p>Grade descriptors for effectiveness of leadership and management: Good (2):</p> <p>The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. (pages 41/42 SIH)</p>
12. Implements all aspects of the School Food Plan using a whole school approach to create a good food culture	<p>To have met this criterion a school will:</p> <p>a) Have a Head teacher who leads the change.</p> <p>b) Provide food across the school day (including breakfast and after school clubs, mid-morning break provision and school lunch), that is compliant with the School Food Standards.</p> <p>c) Have achieved a school meal uptake of 60%* or more. When identifying barriers and solutions to them, the school should take into account the views of children and young people. Improvements might include altering the dining environment such as, noise control, reducing queues, attractive décor (such as table cloths) and replacing airline trays with plates and bowls.</p> <p>* B&NES average uptake in 2015/16</p> <p>d) Have actively considered the quality of packed lunches; decreasing the number of salty snacks and confectionery and increasing portions of fruit and vegetables eaten.</p> <p>e) Ensure that food and nutrition is taught within the curriculum, providing access to a minimum of three cooking and growing opportunities per year, per pupil at Key Stage 1, 2 and 3 in line with the National Curriculum</p>	<p>Grade descriptors for Personal development, behaviour and welfare Outstanding (1):</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. (page 51, SIH)</p> <p>The School Food Plan website has details of the Food Standards for schools which become mandatory from January 2015 for all maintained schools and newly converted Academies and Free schools (post June 1st 2014). http://www.schoolfoodplan.com/standards/</p>

<p>13. Encourages uptake of free school meals including Universal Infant Free School Meals (UIFSM) where applicable.</p>	<p>To have met this criterion a school will:</p> <p>a) Encourage eligible families (including those accessing UIFSM) to apply for Pupil Premium using the B&NES registration form.</p> <p>b) Have achieved at least 69%*uptake of Universal Infant Free School Meals (where applicable)</p> <p>* B&NES average uptake in 2015/16</p> <p>c) Avoid stigmatisation to encourage FSM pupils to take up their entitlement. This could include the introduction of cashless systems or the wristband system to select meals in advance.</p> <p>d) Offer a flexible ordering system on a weekly or daily basis.</p> <p>e) Regularly inform parents and carers of the benefits of school meals such as through advertising menus and providing opportunities to sample.</p>	<p>Effectiveness of leadership and management:</p> <p>how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this (Para 141, page 38 SIH)</p> <p>equality of opportunity and recognition of diversity are promoted through teaching and learning (para 155, page 44, SIH)</p>
<p>14. Has access to drinking water.</p>	<p>To have met this criterion a school will have provided free, clean and palatable water and to allow children and young people access to it throughout the school day.</p>	
<p>15. Has access to adequately resourced toilets.</p>	<p>To have met this criterion a school will have good toilet facilities, available at all times, which have lockable cubicles, soap and water and the facility to dry hands. Adequate numbers of sanitary bins should be provided in girls' toilets.</p> <p>The school should also consider the use of gender neutral toilets</p>	
<p>16. Physical activity is well managed in the school.</p>	<p>To have met this criterion your school will have a named member of staff responsible for all aspects of Physical Activity (including PE) with sufficient status, training and appropriate senior management support within the school. This</p>	<p>Effectiveness of leadership and management:</p> <p>The quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance</p>

	<p>person will need to ensure that Physical Activity (including PE) contributes significantly to a broad and balanced curriculum and meets the needs of all pupils.</p>	<p>management to promote effective practice across the school.</p> <p>The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare. (para 141, page 37, SIH)</p>
<p>17. Ensures a minimum 3 hours of moderate to vigorous Physical Activity is offered each week to all its pupils (including PE).</p>	<p>To have met this criterion a school will need to identify what activities it offers in addition to the school PE curriculum to make up to 3 hours of structured physical activity for all pupils. At least 30 minutes should be delivered every day through active break times, extra-curricular clubs, active lessons or other sport and PA events in line with the Government Childhood Obesity Plan.</p>	<p>Personal development, behaviour and welfare:</p> <p>knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating (para 31, page 14, CIF)</p> <p>Effectiveness of leadership and management:</p> <p>how effectively leaders use the Primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this (para 141, page 37, SIH)</p>
<p>18. Consults with pupils about the physical activity opportunities offered across the school day, particularly ensuring that it meets the needs of those who have a protected characteristic as defined by the Equality Act 2010</p>	<p>To have met this criterion a school will provide opportunities for all pupils to participate in a broad range of activities that promote physical activity across the school day. It will explore with pupils what physical activities they would prefer to ensure that as many as possible are engaged and stereotypes are challenged so that barriers to participation are identified and reduced.</p>	<p>equality of opportunity and recognition of diversity are promoted through teaching and learning (para 155, page 44, SIH)</p> <p>Inspectors will assess the extent to which the school or provider complies with relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998, promotes equality of opportunity and takes positive steps to prevent any form of discrimination either direct or indirect against those with protected characteristics in all aspects of their work. (para 15, page 7, CIF)</p>
<p>19. Encourages pupils, parents/ carers and staff to safely walk, scoot or cycle to school</p>	<p>To have met this criterion a school should utilise the Modeshift STARS travel plan/procedure and be working towards at least bronze level. This will include consulting with pupils, parents & carers and staff.</p> <p>Encourage and enable safe active travel to school through activities such as walk/scoot to school, Bikeability cycling and pedestrian training, including crossing roads.</p>	<p>Grade descriptors for Personal development, behaviour and welfare Outstanding (1):</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. (page 51, SIH)</p>
<p>20. Has an anti-bullying culture which promotes freedom from bullying and</p>	<p>To have met this criterion a school needs an anti-bullying policy or charter which promotes freedom from bullying and harassment.</p>	<p>Grade descriptors for personal development, behaviour and welfare: Outstanding (1):</p>

<p>promotes a culture of inclusion.</p>	<p>This should include on-line wellbeing and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.</p> <p>It should provide planned curriculum opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles.</p> <p>The school should also have an equalities team (E-team).</p>	<p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p> <p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <p>Pupils have an excellent understanding of how to stay safe online, and of the dangers of inappropriate use of mobile technology and social networking sites. (page 51, SIH)</p> <p>actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners (para 28, page 13, CIF)</p>
<p>21. Provides opportunities for pupils to actively participate in school.</p>	<p>To have met this criterion a school needs to provide a mechanism for pupils to participate in order to build confidence. Initiatives such as developing a School Council or Learning to Lead teams, setting up an E-team, accessing specific support (such as the Breakthrough Project or Mentoring Plus) could be adopted, building on the behaviour, celebration and reward policy/procedures of the school.</p>	<p>Grade descriptors for personal development, behaviour and welfare:</p> <p>Outstanding (1): Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. (page 52, SIH)</p> <p>Defining SMSC:</p> <p>Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (para 138, page 35 SIH)</p> <p>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities (para 139, page 36, SIH)</p>
<p>22. Identifies those individuals or groups who are not achieving their full educational potential due to health or well-being issues and establishes appropriate strategies to support them,</p>	<p>To have met this criterion a school needs to identify its C&YP with the greatest health disadvantage. These could be those with specific health issues such as asthma, drug or alcohol misuse or suffering from mental health illnesses such as anxiety/depression; or those with other disadvantages such as</p>	<p>Effectiveness of leadership and management:</p> <p>how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this (Para 141, page 38 SIH)</p> <p>Use of the pupil premium:</p>

<p>including the effective use of Pupil Premium.</p>	<p>being in receipt of Free School Meals /Pupil Premium, in poverty or with SEN; or those in a particular situation such as being a Young Carer or Looked After.</p>	<p>how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact</p> <p>any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence. (para 152, page 40 SIH)</p>
<p>23. Has mechanisms in place to ensure that Governors are informed and involved in pursuing a vision of excellence for improving the health and well-being of the school community and keeps it as a high priority.</p>	<p>To have met this criterion a school could appoint a Governor who oversees health issues, or has a standing item on the Governors' Meeting Agenda where health issues can be raised and actions reported back. Other mechanisms might be to have a section in the school development plan focusing on health issues.</p>	<p>Effectiveness of leadership and management</p> <p>The extent to which leaders, managers and governors:</p> <p>actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners (para 28, Page 13, CIF)</p> <p>Grade descriptors for effective leadership and management - Outstanding (1)</p> <p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils.</p> <p>Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils nationally. (page 41, SIH)</p>
<p>24. Provides for and promotes the spiritual, moral, social and cultural development of all pupils so enabling them to thrive in a supportive, highly cohesive learning community</p>	<p>To have met this criterion a school must provide opportunity for pupils' to experience all elements of SMSC, either through the curriculum or outside of it. This could include opportunities to:</p> <p>take part in and enjoy artistic, sporting and cultural activities; participate in a variety of community and social settings, including by volunteering; explore and investigate moral and ethical issues and learn to appreciate the views of others; use imagination and creativity in their learning fostering a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p>Before making the final judgement on the overall effectiveness, inspectors must evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development such as:</p> <p>Spiritual examples: sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences.</p> <p>Moral examples: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives,</p>

		<p>understanding of the consequences of their behaviour and actions</p> <p>Social examples: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different ... backgrounds</p> <p>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>Cultural examples: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity... (pages 34 – 36, SIH)</p>
<p>25. Supports and contributes to local and national Public Health campaigns and initiatives</p>	<p>To have met this criterion a school must have participated in and supported the following local and national programmes:</p> <p>Primary Schools:</p> <ul style="list-style-type: none"> a) Participated in the National Childhood Measurement Programme (NCMP) for Reception and Year 6 pupils b) Completed the biennial schools health related behaviour questionnaire (SHEU survey) c) Applied to attend a Lifeskills, injury prevention visit (years 5/6 only) d) Signed up to the Healthy Rating Scheme as part of the Childhood Obesity Plan (from 2017) <p>Secondary schools:</p> <ul style="list-style-type: none"> e) Participated in the national vaccination programme for 11-19 year olds f) Completed the biennial schools health related behaviour questionnaire 	

	<p>(SHEU survey)</p> <p>All schools:</p> <p>g) Engaged in and promoted regular public health campaigns with pupils and families, such as Change4Life (10 minute shake-up, Sugar Smart); Road safety week; child safety week; anti-bullying week</p>	
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