Healthy Schools Expectation Document

For: Essex Schools
Authors: Healthy Schools Team
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Trauma Informed and Trauma Reducing Practice

	Standard Expectation
Trauma prevalence, awareness & understanding	• A whole school investment in Trauma Perspective Practice (TPP) led by the headteacher and the leadership team. With a commitment to 18 hours of training. • CYP, staff & families have awareness of the studies and the critiques around the Adverse Childhood Experiences study and the impact of toxic stress on cognitive and behavioural development. • Consideration of what lies beneath a child's behaviour. • Staff take time to understand what is being communicated through behaviour. • Everyone within the school community treats each other with compassion and kindness. • Understanding and acceptance that we are all different • Knowledge of children's range of differing circumstances and experiences in and out of school
Engaging & supporting behaviour	• CYP have a voice to make decisions about their day with a unique and tailored approach • All policies and practices reflect all CYPF cultures. • CYP are aware of expectations of their behaviour. • Staff have high expectations and set safe and appropriate limits to keep children safe- they adopt rules that are fair and make sense • Restorative practices are integral so that there is a culture of repair and restore in order to maintain healthy reassuring relationships • Offer a variety of ways that children can engage and participate
Reasons to be	• All staff have a sense of purpose and passion for their work; they feel their skills and strengths are embraced and utilised. • All staff have shared vision and goals. • Staff are able to recognise the impact work has on their own wellbeing and actively seek support when it is needed. • CYP understands that their current behaviour and learning sets them up for their own adult life • CYP have aspirations and hope for their future

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	Standard Expectation
Protective factors	• Staff & CYPF have a sense of belonging and positive connections. • Every CYP has at least one positive relationship with an adult. • All CYP and staff are getting enough sleep, exercise and nutrition to support their development. • Access for all to trauma-competent services for prevention, early intervention, treatment and crisis intervention from mental health providers in the right place at the right time. • Mindfulness is taught and practiced by CYPF and school staff. • Opportunities exist for CYP to learn and practice emotional literacy skills and self-regulation of their emotions • Staff are aware, support and practice their role as co-regulators • Staff model self-awareness and self-regulation to CYP. • CYP have a voice and influence their care and needs. • Ensure child knows they can talk freely without judgement or pre conceived assumptions.
School setting	• School environment feels safe, welcoming, well-kept and clean. • School has a routine and practices in place to support a sense of safety. • System wide policy on understanding and responding to communicating behaviours in a consistent and restorative manner. • A safe space or person for differing needs around sharing/processing experience for child eg talking or playing or emotional regulation
Family and community	• The school has strong bonds with its families and communities. • Families feel connected to the school and feel their child's learning and development is supported. • Families feel their values and opinions respected.. • There are strong collaborative relationships with partners and agencies.

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Standard expectation	Best Practice
Emotional Wellbeing (EWB) needs are understood, reported and monitored.	EWB is thought about and prioritised before there is any change in policy; for example; the question –"what difference will this make to EWB?" is posed before the change
Policies and procedures for onward referral in place. EWB dedicated time within curriculum.	Active promotion of EWB early intervention, active management of identification, implementation and outcomes review.
Pastoral and support staff have access to training. EWM support for all staff.	All staff have basic mental health training. SLT review at whole school level. Supervision available for staff. Regular review of resource and practice and changes implemented accordingly. Ongoing support with CPD programme. Opportunities to develop. Active promotion
Private, comfortable space available for 1-1 support for children and young people (CYP). School values designed with EWB in mind.	SLT investment for space for support services.
CYP voices and ideas embedded n practice and systems.	Feedback and influence invested in and clear links between voice and change
Parents and carers aware of access to staff for support. Information on emotional needs and care within school easily accessible. Communication to parents/ carers clear and in appropriate format Shared to all parent /carers as appropriate	Promotion of good EWB within school. Opportunities for collaboration utilised. Use of community.
Onward referral to relevant agencies. Investment and use of external services such as counselling and ECC SEND.	School involves a range of agencies. Engages with mental health forums at a senior level. All can access a range of services.

PSHE Education

Standard Expectation	Best Practice
The headteacher and governing body have a good understanding of the importance and value of PSHE education. The headteacher has active support from the named governor for PSHE education.	The headteacher and governing body are proactive in supporting the leadership team, involving all stakeholders, and have high expectation for the impact of PSHE education on school improvement.
The teachers, PSHE leads and governors are up to date with current developments, statutory requirements and best practice in PSHE education.	All PSHE leads, teachers and governors have an outstanding understanding of current developments, and are confident that PSHE education is being delivered in line with best practice principles that meets and exceeds statutory requirements
The PSHE Lead is a member of the PSHE Association and uses their guidance documents to inform planning and delivery of lessons.	The school is a member of the PSHE Association and regularly uses their guidance documents to develop and regularly update the PSHE programme.
There is a well planned programme of PSHE education that includes statutory Relationships (Primary), Relationship and Sex education (Secondary). The PSHE programme is incorporated within a broader curriculum to ensure learning is comprehensive and coherent.

A spiral approach is used to make sure programme is developmental and has continuity and progression | .
There is an awareness of related learning between PSHE education and other curriculum subjects e.g. puberty in science and PSHE education.

 A spiral approach is used across all key stages to ensures that themes are revisited so learning is developmentally appropriate |
| Baseline data is used to tailor the curriculum to pupil's needs. e.g. local health authority data, pupil surveys, questionnaires and assessment evidence

Additional support and/or differentiation is provided for pupils who require it. Teaching approaches and materials are trauma-informed, inclusive for all pupils, and reflect the diversity of the school. | More in depth data is used to tailor the programme to pupil's needs including: pupil voice, local health data, national trends, pastoral forums, and assessment evidence

All teaching approaches and materials are trauma-informed, inclusive for all pupils, and reflect the diversity of the school, local and national community. |
| Teachers have a good understanding of key content areas and best practice in PSHE education, and are confident in their teaching.
Teachers have access to support and advice if they need to check content or seek help in responding to pupils' questions | Teachers are highly confident in PSHE education subject knowledge and pedagogy. Teachers independently seek continuing professional development in relation to PSHE education. |

PSHE Education

Standard expectation	Best Practice
Teachers use a variety of teaching approaches to engage the pupils in their learning Activities allow pupils to build knowledge, practise skills and develop positive attributes.	A broad range of teaching approaches are used to fully engage all pupils. Activities are carefully chosen to ensure a balance between building knowledge, practising skills and developing positive attributes.
Pupils collaborate in agreeing shared ground rules and understand their value. Teachers are confident in covering sensitive issues and safely respond to pupil questions; they provide regular opportunities for pupils to ask questions anonymously. Teachers protect vulnerable pupils, e.g. by liaising with pastoral and safeguarding staff, discussing future lesson content.	Pupils and teachers create ground rules together that promote and maintain a safe learning environment and share responsibility for monitoring them. Teachers are skilled in discussing sensitive issues and in handling pupil questions. Teachers always make provision for pupils to ask questions anonymously and consistently provide accurate, timely and appropriate responses.
There is a whole-school approach to assessment, monitoring and evaluation of PSHE education. Teachers use assessment in most lessons, including baseline and endpoint assessments as well as regular Assessment for Learning.	Assessment, monitoring and evaluation for, and of, learning is embedded in the PSHE programme and identifies further needs and priorities for future learning.
Teachers report progress in PSHE to parents	Teachers regularly discuss progress with pupils and effectively report progress to parents. Meetings and/or workshops are regularly offered to parents/carers to share the curriculum, and an include advice on how to extend best practice to the home.

Virgin Care in partnership with Barnardo's   www.essexfamilywellbeing.co.uk

PSHE Education

Resources

- [Statutory Relationship, Relationships and Sex and Health Education](#)

- PSHE Association ['Programme of Study KS 1-5'](#)
- PSHE Association ['Assessment guides'](#) (primary and secondary)
- PSHE Association ['Guidance on handling sensitive issues'](#)
- PSHE Association ['Planning framework for Pupils with SEND'](#)
- PSHE Association ['Programme Builders (KS 1-4)'](#)

Mental Health and Emotional Wellbeing

Standard Expectation	Best Practice
There is a developing school culture of nurturing emotional competence and critical thinking identified as part of a planned PSHE programme	There is a strong and clear culture across the school of developing emotional competence and critical thinking
Staff are aware of the principle tenets of the duty to promote wellbeing and these are implemented in their approaches to the delivery of PSHE education and in activities in and beyond the school.	Wellbeing guidance is central to all the school does and embedded in the school aims and ethos
There is an overall strategy for the promotion of wellbeing driven by national and local data, and PSHE education is a significant contributor to this strategy within the formally taught curriculum.	The PSHE education policy, schemes of work and lessons cross reference the wellbeing guidance. In addition to rigorous pupil and parental perception surveys, assessment in PSHE education makes a direct contribution to the school's data on promoting students' wellbeing. The data obtained by the school directly informs review and next step planning for PSHE education.
Students are involved in promoting activities via school council/peer educator programme.	The school has an established programme of MHEW activities identified as a need via school council/peer educator programme with trained students delivering campaigns within the school.
The curriculum clearly identifies opportunities for pupils to understand and explore feelings, build self-esteem and resilience and develop emotional competence e.g. through circle time and PSHE education.	Emotional literacy and competence is a central feature both through PSHE education and across the curriculum
A range of appropriate strategies and resources are used effectively to promote the MHEW of all pupils and meet specific needs.	A range of strategies and resources used very effectively to work with pupils, staff, parents/carers and other members of the school community to promote the MHEW of all pupils and to meet specific needs.
The school consults and engages with parents/carers to evaluate, plan and implement MHEW improvement across the school and community priorities.	Parent/carer voice related to MHEW is embedded within the school. The school actively seeks ways to engage with hard to reach groups and the outcomes of all consultations directly inform impact analysis and next step planning.

Mental Health and Emotional Wellbeing

Standard Expectation	Best Practice
A variety of wellbeing topics e.g. conflict resolution, anxiety, positive relationships are included within the curriculum and evaluated for impact	There is a planned programme of emotional wellbeing topics embedded in the curriculum that evidences a clear development pathway which are continually built upon, monitored and evaluated for impact.
The school uses targeted interventions, monitors the impact and encourages all staff to adopt effective strategies	Any targeted interventions/strategies are embedded across the school to ensure targeted vulnerable pupils are consistently supported.
Celebrating success is an integral part of the behaviour system. It promotes a sense of community within and beyond the school and actively encourages high achievement. The school communicates these successes, both academic and non-academic, to parents/carers and other stakeholders on a regular basis.	A culture of high attainment is embedded throughout the school and its systems. Pupil achievements, both academic and non-academic, within and beyond the school, are recognised and communicated to all stakeholders
The school recognises the CPD requirements in relation to supporting health and wellbeing needs and allocates some resource to address these requirements. Staff members supporting vulnerable pupils have access to supervision.	The school's CPD programme proactively addresses existing and emerging staff training needs in order to effectively support health and wellbeing in the classroom. All staff are able to access quality planned supervision
The school consults with staff to identify wellbeing issues and has strategies in place to address those issues. There is a planned programme, based on the needs of staff, to support wellbeing.	All members of staff confirm that the school recognises the importance of staff wellbeing and provides universal and targeted support to ensure staff wellbeing is maintained.
The school actively promotes and monitors work life balance for all staff.	The school leadership team model and monitor work life balance

Mental Health and Emotional Wellbeing

- **Resources**

PSHE Association
www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans

Mentally Healthy Schools
www.mentallyhealthyschools.org.uk

NHS Every Mind Matters
www.nhs.uk/oneyou/every-mind-matters

Childline
www.childline.org.uk

Child Outcome Research Consortium
www.corc.uk.net

Anna Freud
www.annafreud.org

Place 2 Be
www.place2be.org.uk

Physical Activity

Standard expectation	Best Practice
There a planned programme of high quality PE - 2 hours per week for all pupils	**All** pupils participate in at least 2 hours of high quality PE per week to include swimming in Primary schools. The lessons are timetabled and taught by teaching staff and/ or external sports coaches.
There are opportunities provided for all pupils to be physically active before, during and after school	The vast majority of pupils take up the opportunity of at least 1 hour of additional physical activity each week (the daily mile, walking to and from school, lunchtime games, wide variety of clubs/activities). Has the Active Essex PE, Sport and Activity mark. Has developed their School Travel Plan. Ensures the PE sports premium is being used to extend and enhances the range of physical activities available. Access the sports England funded programmes through the Teachers and school alliance.
The school ensures that PE is fully inclusive and relevant strategies are in place to overcome any barriers that may arise	Pupil feedback on PE lessons gathered regularly to ensure thoughts and feelings about PE are taken into account and acted upon. Enhance their ownership of PE and PA. Establish the root cause for less engaged not wanting to participate and put together a plan with reasonable adjustments in place. TA's and other support staff to help students with SEND engage in PE./PA Have a focus on games and fun as well as the more traditional activates to encourage participation of more inactive pupils.
Staff that teach PE and PA are confident and competent in teaching the subject and they have the relevant skills to deliver high quality PE and physical activity	Regular staff CPD, expert sports coaches (youth sports trust training)
There a good access to active environments and pupils are given the opportunity to access open space/ playgrounds with a range of equipment to include non traditional play materials	Play zones/ playleaders/ regular walks to local parks if feasible/ non competitive lunchtime games. Link in with school games officer for your area for access to a wealth of resources. School gardens/ Forest schools

Physical Activity

Standard expectation	Best Practice
There are opportunities for pupils to be less sedentary during the school day	Within the curriculum increase the amount of time spent being physically active. Where possible break up long periods of not moving with light forms of physical activity such 10 minute shake ups, yoga in the mornings/afternoons before lesson time/ 10 mins of structured exercises while lining up for lunch (5 star jumps, 10 high knees)
There are regular reviews of the PA opportunities for certain minority groups to include girls/children with disabilities/minority ethnic groups and low socioeconomic status families (higher rates of obesity can be prevalent)	This girl can initiative/ go where women are/youth sports trust (girls active programme)/ women in sport toolkit. Sporting equals – supports ethnic diversity. MIND – get set to go campaign (helps people with MH problems become active. Activity Alliance (Sainsburys - offers CPD and resources for school staff).

Physical Activity

Links and resources	
https://campaignresources.phe.gov.uk/resources/campaigns/40-school-zone/Change4Life	https://plprimarystars.com/resources?filter%5Bsubject%5D%5B%5D=PE&viewSample=SamplePack
https://www.gonoodle.com/	https://www.youthsporttrust.org/resources/primary-pe-sport-premium https://www.youthsporttrust.org/resources/search?price=free-resources&sort=alphabetical&page=3
https://www.sportengland.org/campaigns-and-our-work/this-girl-can	https://girlsfootballinschools.org/
https://www.yourschoolgames.com/	https://www.activeessex.org/children-young-people/physical-activity-at-school/ https://www.activeessex.org/children-young-people/active-travel/ https://www.activeessex.org/delivering-sport/training-and-courses/west-ham-united-foundation-virtual-teacher-cpd-opportunities/
https://www.getset.co.uk/tokyo-ten https://www.getset.co.uk/travel-tokyo	https://www.activekidsdobetter.co.uk/events https://www.activekidsdobetter.co.uk/active-classroom https://www.activekidsdobetter.co.uk/active-playground https://www.activekidsdobetter.co.uk/teacher-essentials
https://schools.britishrowing.org/?utm_source=get-set-website&utm_medium=website&utm_campaign=schools&utm_content=get-set-plus	http://www.modeshiftstars.org/education/ Travel.PlanTeam@essex.gov.uk.
https://bikeability.org.uk/ https://www.readysetride.co.uk/beforeyoustart	

Food and Nutrition

Standard expectation	Best Practice
Cooking and nutrition education in school meets the requirements of the revised national curriculum.	Cooking and nutrition education in school is well established and exceeds the requirements of the revised national curriculum.
Age appropriate opportunities to learn about food, balanced diet and practical skills are clearly identified in policy and plans e.g. food in school policy, food technology, PSHE education, cooking and growing clubs etc. The curriculum takes account of the social and emotional factors that affect healthy eating, e.g. food and body image, role of the media, etc.	The whole school approach provides a broad range of opportunities within and outside the curriculum to learn about all food and healthy eating (including the social and emotional aspects such as food and body image and, role of the media), develop practical skills and make healthy choices. It includes a strong focus on families e.g. parent/carer/child cooking classes etc.
Pupils have an emerging understanding of healthy eating which seems to be reflected in the food choices they make.	Robust assessment and evaluation indicates a direct connection between the work on food and healthy eating and the food choices pupils make throughout the day.
The school has a regularly reviewed food policy that includes breakfast clubs, and food brought in e.g. snacks and packed lunches.	The school food policy is accepted and supported by all stakeholders. This includes food brought in e.g. snacks and packed lunches.
Healthy eating information is frequently provided for parents/carers eg healthy tuck and packed lunch suggestions.	There is a planned programme of opportunities to provide healthy eating advice and participation to parents/carers.
All food in school meets statutory requirements and is in line with school food policy.	Food in school meets or exceeds statutory requirements and is provided in a variety of social settings that promote healthy eating and include the whole school community.

Essex County Council

Healthy Schools ESSEX

Food and Nutrition

Resources
https://www.activeessex.org/ - The Essex ActivAte team
https://www.foodforlife.org.uk/schools
https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview
https://www.gov.uk/government/publications/school-food-standards-resources-for-schools
https://www.nutrition.org.uk/healthyliving/helpingyoueatwell/healthypackedlunches.html?limit=1&start=2
https://www.foodafactoflife.org.uk/
https://www.gov.uk/school-meals-healthy-eating-standards
https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study

Pupil Voice

Standard Expectation	Best Practice
Processes are in place to nominate and elect school council body from across all key stages/classes. The process allows for a designated adult overseeing pupil voice to support nominees who feel less confident in their involvement.	Additional adults regularly engage with the school council members and support with school council meetings, development and delivery of projects and effectively feed back to whole school community.
A range of strategies are used with a clear emphasis on the value of pupil voice, ensuring it meets the needs of all pupils, including those less vocal & visible, reflected across all areas of school life. Annual participation in a whole school health & wellbeing pupil survey.	Pupil participation is seen as central to school improvement. Staff members encourage and provide opportunities for pupils to evaluate lessons and schemes of work and opportunities to contribute to school policy development.
A well co-ordinated pathway is used to ensure active engagement of pupil voice supported by SLT, with a designated adult overseeing pupil voice, where a clear emphasis on being pupil led is evident, to enable pupil participation in decision making across & beyond the school community.	Pupil voice contributions are fed into wider school groups eg governing body, PTA. The school identifies as democratic, pupils take responsibility for activities in the school and wider community.
The school council is representative of the pupil body with opportunities to take on responsibility for training/activities/awareness to their peers.	The school have appointed additional trained pupil ambassadors as part of the school council, to support the planning & delivery of training/activities/awareness to their peers eg Healthy Schools Champions, Peer Educator Programme, Mental Health Champions, Playground Leaders.
School leaders and School Council use school demographic data to ensure that pupils of all backgrounds, cultures, religions and abilities are included and given a voice through the school council.	Links with other schools and community partners/organisations are used to ensure that pupils of all backgrounds, cultures, religions and abilities are included and given a voice through the school council eg translation services, SEND support services, religious leader engagement, The Big Debate Club, Young Peoples Voices
There is a clear evaluation process in place to monitor the impact of pupil voice/school council actions and involvement in school and the wider community eg through the development and use of a visible tool *(see example progress board),* displayed in a high traffic area and on school website/newsletters.	Moderation process used to reflect and act upon evaluation outcomes of school council/pupil voice projects, with ongoing reviews and further development of pupil voice participation encouraged ensuring most or all pupils feel they are listened to