

# Healthy School Audit Tool 2023/24

## Promoting personal development, health and wellbeing

School name: George Stephenson High School

Healthy School Coordinator: Eleanor Little/ Catherine Patrick

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Healthy School Audit submission date: June 2024

Total Score: 106 / 115

## Healthy School programme process

This audit is a self-assessment tool to evaluate how health and wellbeing are promoted across the whole school community. It is based around a whole school approach and is an opportunity to identify what is working well and areas to develop. Ideally this audit should be completed by a team of people with responsibility for health and wellbeing, to reflect a whole school approach. The audit includes a variety of essential criteria organised under the following headings:

1. Leadership, management and managing change
2. Policy to inform practice
3. PSHE education intent, implementation and impact
4. Physical Activity
5. Healthy Eating
6. Mental Health and Emotional wellbeing
7. Giving children and young people a voice
8. Safeguarding and provision of support services for pupils
9. Staff health and wellbeing
10. Achievements, developments and plans for the future

*Essential criteria directly linked to the Personal Development judgement of the 2022 [School Inspection Handbook](#) are noted in italics. There is opportunity at the end of each section to reflect on additional questions to support the personal development judgement, this is for school use only and is indicated in purple.*

To achieve Healthy School status schools must self-assess against all criteria listed and achieve a total of 100 points out of 115. If this score is achieved the audit can be submitted to [elaine.robson@northtyneside.gov.uk](mailto:elaine.robson@northtyneside.gov.uk) to receive a certificate and the Healthy Schools logo. Schools that are working toward this total are welcome to submit their audit once they have achieved 90 points and will receive a dated certificate demonstrating they are actively involved in the programme.

## Instructions for Completion

1. Using a 'best fit' approach' work through each section and evaluate how well the essential criteria are implemented using scores of:
  - 0 – Not at all
  - 1 – Partially
  - 2 – Fully
  - 5 – Some criteria have a larger weighting and a score of 5 is awarded.
2. Use the 'Notes and Actions' column to identify areas to develop, that can be used to inform future actions.
3. Optional - If you would like to add to the 'Examples of good practice', please do this using **red** font.
4. **Please note schools must achieve at least five of the eight 5 – point criteria to be awarded Healthy School Status.**
5. Total scores out of a possible 115
6. If a total of **100** or more is achieved, the school qualifies for Healthy School Status and can submit the audit for consideration.
7. **Ensure all stakeholders read and sign the audit** and send to [Elaine.robson@northtyneside.gov.uk](mailto:Elaine.robson@northtyneside.gov.uk) to receive a certificate and logo to evidence that the school has self-assessed as achieving Healthy School Status. Healthy Schools Status lasts for 2 years.
8. If a total of 90 –99 is achieved schools are welcome to submit the audit to receive a certificate to recognise achievements so far.

# 1. Leadership, management and managing change

How well does your school provide leadership that promotes health and wellbeing?

Criteria	Examples of good practice.	Notes and Actions			
<p><b>Leadership:</b> The Head teacher and senior management team actively promote a whole school approach to health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• School Development Plan includes reference to health and wellbeing.</li> <li>• Time and resources are provided to ensure PSHE education is effective.</li> <li>• Communication to parents includes reference to health and wellbeing.</li> <li>• Staff meeting time provided for health and wellbeing topics.</li> </ul>		0	1	2
<p>The <b>ethos</b> promotes a happy, secure and stimulating environment in which all members are valued and health and wellbeing are promoted.</p>	<ul style="list-style-type: none"> <li>• Mission Statement, Ofsted report, newsletters, comments from parents, staff and pupil feedback reflect a commitment to the whole school approach to health and wellbeing.</li> <li>• Pupil and staff surveys evidence that pupils feel safe and staff feel valued.</li> <li>• We believe that the support, care and welfare of our students are second to none. This school is, and will always be, fully inclusive and puts the students at the very centre of all that we do.</li> <li>• We are a fully inclusive school, and believe that all students deserve the best possible education. We use data carefully to monitor progress but do not set ceilings on this. We</li> </ul>		0	1	2

	<p>believe that students should be exposed to a broad and exciting curriculum. We strive for every student to get the best grades they can as this is the key gateway to their success in the future. However, we firmly believe that schools are more than this and trust that we have a significant impact on their personal development.</p> <ul style="list-style-type: none"> <li>• Our vision is Ambition, Respect, Community</li> </ul>				
<p>The school <b>prospectus</b> demonstrates a commitment to health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• 'Health and wellbeing' is referred to in the prospectus</li> <li>• Good physical and mental health are included in the mission statement.</li> <li>• It is clear from the prospectus that health and wellbeing of the children is of equal importance as academic achievement.</li> <li>• Care, guidance and support section</li> <li>• Student health and well being section under Curriculum- PHSE section</li> </ul>		0	1	2
<p>There is a named <b>Governor</b> responsible for Healthy Schools/PSHE education/ Health and Wellbeing who supports the review of policy and practice Named Governor for Health and wellbeing / PSHE is:</p>	<ul style="list-style-type: none"> <li>• Governors play a key role in school development in relation to emotional and physical health and well-being.</li> <li>• Governors visit annually to support policy and practice.</li> <li>• Named Governor monitors quality of school meals.</li> <li>• Richard Newton PHSE governor</li> </ul>		0	1	2

<p>When <b>policies</b> are developed, the school actively consults:</p> <ul style="list-style-type: none"> <li>• Governors</li> <li>• Staff</li> <li>• Parents</li> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires/ surveys with staff, pupils, parents.</li> <li>• Policies available on website for comment.</li> <li>• Consultation with parent / focus groups.</li> <li>• Newsletters and social media.</li> <li>• Policies reviewed in governor meetings and committees.</li> <li>• Appropriate policies reviewed with School Council.</li> <li>• Pupils informed about policies in assemblies.</li> </ul>		0	1	2
<b>Total: 10/10</b>					

## 2. Policy to inform practice

**Policies related to health and wellbeing are needed to ensure clarity of expectation and consistent implementation.**

**Do you have all the following policies in place? 0 – none, 3 – at least half, 5 – All policies in place and current**

<b>Essential Policy Checklist</b>	<b>Date agreed</b>	<b>Essential Policy Checklist</b>	<b>Date agreed</b>		
PSHE education (May include Citizenship – PSHCE)	November 2022 Reviewed November 2025	Safe to Learn / Anti Bullying	November 2022 Reviewed November 2025		
Relationship and Sex Education	November 2022 Review November 2025	Behaviour and Rewards	September 2023 Reviewed November 2025		
Drug, Alcohol and Tobacco Education	June 2019 Review in process July 2025	Whole School Food Policy (Based on School Food Standards)	July 2019- to be reviewed		
No smoking (including Vapes)	Last update March 2024	Safeguarding and child protection	October 2023 Reviews July 2024		
Confidentiality	GDPR policy- last update March 2023	Whole school mental health and emotional wellbeing (to include reference to staff)	October 2021 Review October 2024		
PE/PESSPA Policy including Physical Activity	Health and Safety policy/risk assessment policy		0	3	<u>5</u> 4

**Please note: Some policies may be found within another policy e.g. Confidentiality may be in Safeguarding and Child Protection Policy**

**\*To be classed as current, policies should have been agreed in the last three years**

### 3. PSHE education intent, implementation and impact.

**Named lead for PSHE education: Cat Patrick and Eleanor Little**

Criteria	Examples of good practice.	Notes and Actions			
<p>A planned sequential programme of PSHE education written down and timetabled is in place, supported by cross curricular links, assemblies and events.</p> <p><i>KCSIE 2023 requires a – “planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum”</i></p>	<ul style="list-style-type: none"> <li>• Clear planned and coordinated scheme of work in place across all year groups.</li> <li>• Learning objectives are organised in a carefully sequenced way.</li> <li>• Active learning methodologies and up-to-date resources used.</li> <li>• PSHE education is included on the weekly timetable.</li> <li>• Weekly Pastoral Bulletins which also focus on Respect, Ambition and Community with tasks for tutorial time</li> <li>• Dimension’s Days throughout the year in which whole school are off timetable to focus on PSHE</li> <li>• NUFC has permanent base in George Stephenson High School with targeted group work</li> <li>• Various themed weeks take place throughout the year such as ‘Health Week’, ‘Week of Sport’, ‘Holocaust Memorial Week’ and ‘Literacy Week’ and ‘Numeracy week’ ,</li> </ul>		0	1	2



	<p>Careers week all with PSHE cross curricular links- used in tutor time and tutorials</p> <ul style="list-style-type: none"> <li>• Specialist days such as Sikhism Day</li> <li>• Weekly assemblies</li> <li>• Future Me Programme for targeted students</li> <li>• Workshops delivered to students who struggle with current issues at the time such as racism/ social media/ no means no</li> </ul>				
<p>Details of the PSHE education programme can be found on the <b>school website</b></p>	<ul style="list-style-type: none"> <li>• Year by year break down of PSHE education programme is available on the website.</li> <li>• Scheme of work demonstrates a progression of skills.</li> <li>• Details of how PSHE is assessed on website</li> <li>• Lists of helpful avenues for further help and support on website</li> <li>• Schemes of work available</li> </ul>		0	1	2
<p>PSHE education scheme of work includes all statutory RSHE content.  <i>"Relationships education is compulsory for all primary school pupils and relationships and sex education is compulsory for all secondary school pupils. Health education is also compulsory for pupils in state-funded schools only"</i></p>	<ul style="list-style-type: none"> <li>• PSHE education scheme has been reviewed and amended to include all statutory content.</li> <li>• Scheme is designed to meet the needs of the pupils.</li> </ul>		0	1	5

	<ul style="list-style-type: none"> <li>• Topics are revisited to ensure effective learning.</li> <li>• Breakdown of where and how the school meet each criteria of new statutory requirements displayed on website</li> <li>• New statutory guidance on RSE checked against our SOW July 2024</li> <li>• Use of PHSE association resources to update lesson plans and content</li> </ul>				
<p><b>The PSHE programme includes the following:</b></p>					
<p><b>Relationship and Sex Education</b> Including age-appropriate learning about:</p> <ul style="list-style-type: none"> <li>• Healthy relationships of all types</li> <li>• Online Relationships</li> <li>• Personal boundaries and privacy</li> <li>• Unhealthy relationships</li> <li>• Consent</li> <li>• Exploitation and coercion</li> <li>• Sexual health</li> <li>• Body changes and adolescence</li> <li>• Sexual harassment and violence</li> <li>• How to access sexual health services (age appropriate)</li> <li>• LGBT+, sexuality and gender identity</li> </ul>	<ul style="list-style-type: none"> <li>• Content of the RSE curriculum is compliant with statutory guidance.</li> <li>• Proactive steps taken to tackle sexual harassment and violence.</li> <li>• RSE is inclusive and meets the needs of all pupils.</li> <li>• Stereotypes and sexism are challenged.</li> <li>• Operation Encompass the Next Steps teaching resources, or equivalent, have been integrated into the RSE scheme of work.</li> <li>• PSHE Association or equivalent resources on Consent are integrated into scheme.</li> <li>• Whole staff understand their responsibility to support effective RSE teaching and have access to training.</li> </ul>		0	1	2

<p><i>Ofsted consider 'whether the school has had due regard to the statutory guidance on RHSE.'</i></p>	<ul style="list-style-type: none"> <li>• Staff have been consulted and feel confident about delivering all of the RSE curriculum.</li> <li>• Pupils taught about how to access sexual health services.</li> <li>• White Ribbon Campaign and 16 Days of Action are supported</li> <li>• New draft Statutory guidance on the teaching of RSE checked against our SOW July 2024</li> <li>• Year 7- Send me a pic resources, Puberty and relationships, diversity and LGBT+ CSE and peer on peer abuse</li> <li>• Year 8 – Healthy Relationships, Safety Online</li> <li>• Year 9 -Vulnerability, Respectful and intimate relationships, Grooming on line</li> <li>• Year 10/11 (shared carousel with careers)- Healthy relationships (coercive control/ domestic abuse)</li> <li>• 3 members of staff C Card trained (different genders)</li> <li>• Use of Blue Sky Trust and Worth Educating to teach about healthy masculinity/</li> </ul>				
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	<p>pornography/ social media in Dimension's Days</p> <ul style="list-style-type: none"> <li>• Use of Being Mankind Resources embedded into the curriculum</li> <li>• Year 12 Dimensions Day July 2024, Sexploitation and Sextortion speaker from Blue Sky Trust</li> <li>• Information given to students- year 8 to ~Year 11 regarding 1:1 Sexual health Centre- moved from Shiremoor to War 9 North Tyneside Hospital. Students given information about services that are on offer</li> </ul>				
<b>The RSE policy can be easily found on the website</b>	<ul style="list-style-type: none"> <li>• Parents have been consulted about policy</li> <li>• Pupils have been consulted about the policy</li> </ul>		0	1	2
<p><b>Drugs, Alcohol and Tobacco education</b> including:</p> <ul style="list-style-type: none"> <li>• Safe use of household chemicals</li> <li>• Safe use of medicines</li> <li>• Legal and illegal drugs</li> <li>• Alcohol</li> <li>• Tobacco, smoking and vaping</li> <li>• Peer influence</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive whole school programme across all year groups.</li> <li>• Good links to NC Science and national guidance.</li> <li>• An alcohol free childhood is promoted</li> <li>• Use of PSHE Association lesson plans, or equivalent, on Drugs and Alcohol.</li> </ul>		0	1	2

	<p><a href="https://pshe-association.org.uk/drugeducation">https://pshe-association.org.uk/drugeducation</a></p> <ul style="list-style-type: none"> <li>• Use of outside agencies such as props</li> <li>• Staff have updated training in drugs and alcohol delivery</li> <li>• North Tyneside Drugs Alliance Workshop</li> </ul> <p>North Tyneside strategy from harm to hope</p> <p>North Tyneside overview, Breaking the supply – A case study from Northumbria police, North Tyenside Recovery Project, PROPS – looking at the services available to support young people,</p> <p>MPact and Bottled up – supporting wellbeing of families and loved ones</p> <p>North Tyneside Drugs Alliance Workshop</p> <p>Workshops and sharing ideas on breaking supply, best treatment in the world and general shift in drugs use</p> <ul style="list-style-type: none"> <li>• EL attending Drugs, alcohol and vaping training 4/7/24</li> </ul>				
<p><b>Mental health and emotional wellbeing</b> including:</p> <ul style="list-style-type: none"> <li>• Understanding we all have mental health</li> <li>• Recognising and managing feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching social and emotional skills is embedded in the curriculum.</li> <li>• Anti-Bullying initiatives are supported</li> <li>• DfE training module on Mental Health used with staff</li> </ul>		0	1	2

<ul style="list-style-type: none"> <li>• Self-help and coping strategies</li> <li>• Social and emotional skills</li> <li>• Knowing how to access help</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in MHFA project.</li> <li>• Learning Support Centre – snug, lego club</li> <li>• Anti-Bullying initiatives are supported (anti bullying week)</li> <li>• Strong Student Voice</li> <li>• Health and Wellbeing team offering drop ins and mentoring</li> <li>• CSI (celebrating student individuality) team meet regularly every week</li> <li>• Regular updates via parentmail re helpful websites and apps students/parents/carers can use</li> <li>• Student Well-being Group</li> </ul>				
<p><b>Safe to learn / Anti Bullying</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about <b>all forms</b> of prejudice and bullying and know what to do if they experience or witness bullying. (Including homophobic and trans phobic prejudice / bullying)</li> <li>• Pupils have an '<i>age appropriate awareness of and understanding of protected characteristics.</i>'<sup>304</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are taught to respect the right of others to have different views</li> <li>• Homophobic bullying is included in the scheme of work</li> <li>• Anti Bullying Week is supported each year</li> <li>• All forms of prejudice are challenged</li> <li>• Proactive steps taken to address child on child abuse</li> <li>• Pupils learn about protected characteristics which is also embedded into the weekly pastoral bulletins with each</li> </ul>		0	1	2

	<p>week having a different protected characteristic to focus on.</p> <ul style="list-style-type: none"> <li>Teaching about Fundamental British Values is integrated into PSHE education and the broader curriculum.</li> </ul>				
<p><b>Personal safety on and off line</b></p> <ul style="list-style-type: none"> <li>Pupils learn about all forms of accident prevention and how to keep themselves safe <b>on and off line.</b></li> <li>They are able to recognise risks to their wellbeing <b>on and off line.</b></li> </ul> <p><i>Ofsted consider how the school 'enables pupils to recognise online and offline risks to health and wellbeing...'</i></p>	<ul style="list-style-type: none"> <li>Accident prevention, including road, water and metro safety, and are included in the scheme of work.</li> <li>Personal boundaries, privacy and consent taught</li> <li>Peer pressure included in PSHE education scheme</li> <li>Internet safety and harms are taught through IT programme of study and E-safety scheme is embedded in the curriculum</li> <li>Pupils are able to recognise the dangers of inappropriate use of mobile technology and social media.</li> <li>Resources provided by the NSPCC, CEOP and LGFL are used to support the curriculum</li> <li>Pupils learn what to do if something goes wrong</li> <li>Safer Internet Day supported</li> <li>Violence Reduction Unit deliver sessions to Year 9 on Malicious Communication, Knife Crime and County Lines</li> </ul>		0	1	2

	<ul style="list-style-type: none"> <li>IT curriculum- safety online</li> </ul>				
Students learn age appropriate first aid skills in line with statutory requirements.	<ul style="list-style-type: none"> <li>Teaching resources from St. Johns Ambulance or British Red Cross used</li> <li>Visiting experts teach First Aid Skills</li> <li>First Aid and CPR/Defibs taught at KS3/ KS4 and Sixth Form</li> </ul>		0	1	2
<p><b>Healthy Eating</b></p> <p>Pupils learn about how to maintain a healthy diet and have opportunity to prepare healthy snacks and meals, in line with DT curriculum.</p> <p><i>Ofsted consider how well the pupils develop 'pupils understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle...'</i></p>	<ul style="list-style-type: none"> <li>Curriculum includes opportunities to learn about different types of food in the context of balanced healthy diet.</li> <li>Students have opportunity to learn basic cookery skills and to prepare healthy snacks and meals</li> <li>Pupils learn about balanced diets using the Eatwell guide  <a href="https://www.gov.uk/government/publications/the-eatwell-guide">https://www.gov.uk/government/publications/the-eatwell-guide</a> <ul style="list-style-type: none"> <li>Parent and Child cookery classes delivered</li> <li>Food curriculum covers nutrition, energy intake, balancing intake and moderation, malnourishment</li> </ul> </li> </ul>		0	1	2
			<b>Total: 25 / 25</b>		



## How does your school monitor and evaluate the impact of PSHE education?

Criteria	Examples of good practice.	Notes and Actions			
<p>The PSHE coordinator reviews, plans and monitors the implementation of PSHE education, including statutory RSHE curriculum.</p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Curriculum walks with staff</li> <li>• Regular review of planning</li> <li>• Book looks</li> <li>• Facilitating PSHE staff meeting time on health and wellbeing topics</li> <li>• Consultation with whole school community.</li> </ul>	<p><b>More learning warning and observations to be completed by K Robson (assistant Head and EL and CP from Sept 24)</b></p>	0	1	2
<p>Pupils are annually consulted about the PSHE education curriculum and their views used to influence amendments to the curriculum.</p>	<ul style="list-style-type: none"> <li>• Pupil voice activities such as focus groups and surveys.</li> <li>• Consultation with pupils and school governors</li> <li>• School Council</li> </ul>		0	1	2
<p>Assessment is compliant with statutory guidance for RSHE.</p> <p>Progress and achievement are assessed and reported using the same structures as other subjects.</p>	<ul style="list-style-type: none"> <li>• Base line assessments undertaken</li> <li>• PSHE knowledge and skills included on Target Tracker</li> <li>• Peer and self-assessment activities</li> <li>• AfL systems</li> <li>• End of topic quiz / draw and write</li> <li>• PSHE End of Key Stage statements or alternative statements used</li> <li>• Assessment booklets</li> </ul>		0	1	2
			<p><b>Total: 6 / 6</b></p>		

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|--|---|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Use of PHSE resources for starters and lesson/topic plenaries</li> </ul> |  |  |  |  |
|--|---|--|--|--|--|

*CPD attended in last 12 months:*

**Alcohol and young people in North Tyneside**

Overview - prevalence and impact of alcohol use/misuse for YP in North Tyneside • The Early Help offer for young people– including Early Help Drugs and Alcohol Service • The Bottled Up project • Other support available for adults and families – including PROPS • Alcohol Education – recommended resources, next steps and further support • Insights from young people

**Other Training completed:**

North Tyneside Drugs Alliance Workshop  
 North Tyneside strategy from harm to hope

North Tyneside overview, Breaking the supply – A case study from Northumbria police, North Tyenside Recovery Project, PROPS – looking at the services available to support young people,  
 MPact and Bottled up – supporting wellbeing of families and loved ones  
 North Tyneside Drugs Alliance Workshop  
 Workshops and sharing ideas on breaking supply, best treatment in the world and general shift in drugs use

PSHE Network once every half term

Kooth Awareness Training

Smoking and vaping training

## 4. Physical Activity

Named lead for Physical Activity and PE: Mark O'Dea

### 4.1 How does your school ensure structured physical activity is available for all pupils?

Criteria	Examples of good practice.	Notes and Actions			
<p>2 hours curriculum time for physical education (PE) provided for all pupils which meets the statutory requirements to include swimming.</p> <p><i>Ofsted consider how well the pupils develop 'pupils understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle including giving ample opportunities for pupils to be active during the school day and through extra curricular activities...'</i></p>	<ul style="list-style-type: none"> <li>Curriculum overview for PE on website.</li> <li>PA statement within PE/PESSPA Policy in place which outlines intent, implementation and impact.</li> <li>PE coordinator attends PE networks.</li> <li>Staff provided with high quality CPD</li> </ul>	<p>Per fortnight</p> <p>Year 7 x 300mins</p> <p>Year 8 x 300 mins</p> <p>Year 9 x 250 mins</p> <p>KS4 x 200 mins</p>	0	1	5
<p><b>Primary:</b> Structured physical activities during the school day provided to promote 30 minutes activity during the school day (in addition to PE)</p> <p><b>Secondary:</b> Provide opportunity for active lunchtimes and proactively engage students</p>	<ul style="list-style-type: none"> <li>Structured activities available at break time/Pre/After school</li> <li>Young Sports Leaders programme</li> <li>Play equipment provided</li> <li>Lunchtime club programme</li> <li>60 active minutes promoted</li> </ul>		0	1	2

<p>A full range of extra-curricular activities are provided, and participation is monitored. <i>Ofsted consider 'the provision, quality and take up of extra-curricular activities offered by the school'</i></p>	<ul style="list-style-type: none"> <li>• Full range of after school clubs supported by staff and outside coaches provided</li> <li>• This includes sports such as weekly roller discos and Clubbercise ran by professional outside coaches.</li> <li>• Brand new state of the art gym installed in school and used in and out of the curriculum</li> <li>• Clubs listed on website</li> <li>• Pupils are consulted on clubs</li> <li>• Less engaged pupils encouraged to take part</li> </ul>		0	3	5
<p>Area competitions, intra-school and inter-school matches, cluster events and tournaments are attended.</p>	<ul style="list-style-type: none"> <li>• School games values are promoted</li> <li>• Opportunities for pupils from targeted groups to take part in competitions and festivals</li> <li>• Out of 24,000 schools our school was selected to be part of the Joe Wicks UK tour. The event ran with Percy Hedley and Westmoor students and staff and the whole of our school so we had maximum participation. Joe Wicks said it was one of the best schools ha had ever come to (and the most enthusiastic). Fantastic feedback from staff and students from all three schools.</li> </ul>		0	1	2

	<ul style="list-style-type: none"> <li>Take part in netball leagues, North Tyneside Dance Festival, cricket festivals, football leagues, Xtend Penathlon, Indoor athletics, athletics, tennis, clubbercise, dodgeball, beach rugby, cricket and rounders tournaments.</li> </ul>				
Information about the impact of the sports funding is displayed on the website (Primary)	<ul style="list-style-type: none"> <li>Information includes data and provides evidence of high levels of increase across all year groups</li> </ul>		0	1	2
Provide opportunities for the least active pupils to take part in physical activity	<ul style="list-style-type: none"> <li>Consult with less active pupils and find ways to engage them in activity of some sort e.g., roller disco, clubbercise, Girl's Active, gardening, individual challenges.</li> <li>Personal targets</li> <li><b>Penathlon – sen and disability event</b> Students for the first time since covid from KS3 could attend own SEN and disability event with other schools. <ul style="list-style-type: none"> <li>Girl's only night in brand new state of the art gym</li> <li>New Girl's Active Group set up</li> </ul> </li> </ul>		0	1	2
Walking and cycling to school are promoted	<ul style="list-style-type: none"> <li>Regular promotion of walking / cycling to school</li> <li>Theatre Group 'The Riot Act' come into school on a regular basis to do work on</li> </ul>		0	1	2

**Total: / 20 Primary**  
**17 / 18**

	'Safe Travel' with a performance and interactive workshops			
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## 5. Healthy Eating

How does your school environment promote **healthy eating**?

**Named lead for healthy eating:**

Criteria	Examples of good practice.	Notes and Actions			
Provision of healthy food and drink compliant with the National Food and Nutrition standards for school meals and foods other than lunches.	<ul style="list-style-type: none"> <li>• Clean, tidy and attractive dining area provided.</li> <li>• Breakfast clubs provide food that is low sugar and fat, in line with School Food Standards.</li> <li>• No drinks with added sugar, crisps, chocolate or sweets in school meals or vending machine.</li> <li>• Healthy Tuck Shop / No Tuck shop.</li> </ul>		0	1	2
Healthy packed lunches are encouraged in line with whole school food policy. Fizzy and energy drinks are not permitted.	<ul style="list-style-type: none"> <li>• Packed lunches are monitored.</li> <li>• High sugar snacks are not permitted.</li> <li>• School Food policy is communicated to whole school community.</li> </ul>		0	1	2
Secondary Schools: Fizzy and energy drinks are not permitted and actively discouraged.	<ul style="list-style-type: none"> <li>• Whole School Food policy in place</li> <li>• Pupils are not allowed to have fizzy or energy drinks on the premises</li> </ul>		0	1	2

<p>Sweets are not routinely given as rewards and birthday treats are taken home.</p>	<ul style="list-style-type: none"> <li>Pupils learn how much sugar is contained in food and have used the food smart / sugar app.  <a href="https://itunes.apple.com/gb/app/change4life-food-scanner/id1182946415?mt=8">https://itunes.apple.com/gb/app/change4life-food-scanner/id1182946415?mt=8</a> </li> </ul>		0	1	2
<p>Access to free drinking water is provided and drinking water is promoted.</p>	<ul style="list-style-type: none"> <li>Pupils have water bottles and can fill them up easily.</li> </ul>		0	1	2
<p>Pupils have opportunity to learn basic cookery skills and to prepare healthy snacks and meals.  <i>Ofsted consider how well the pupils develop 'pupils understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle...'</i></p>	<ul style="list-style-type: none"> <li>DT curriculum includes opportunity for each year group to learn to prepare healthy snacks or meals.</li> <li>Progressive learning of cookery skills is included in DT planning.</li> <li>Comprehensive food curriculum focuses on skills, planning meals, cost of food</li> </ul>		0	1	2
<p style="text-align: center;"><b>Total: / 10 Primary 8 / 12 Secondary</b></p>					

## 6. Mental Health and Emotional wellbeing

### How does your school promote mental health and emotional wellbeing?

For this section you may wish to use the [Emotionally Healthy Schools Checklist](#) to guide decisions.

**Named lead for mental health and emotional wellbeing:**

Criteria	Examples of good practice.	Notes and Actions			
Teaching about mental health and wellbeing and simple coping strategies is integrated into the PSHE education scheme <b>and meets the statutory requirements.</b>	See evidence in PSHE section		0	1	2
There is a whole school approach to mental health and emotional wellbeing, which is an integral part of the schools vision, values and practice. <i>Ofsted consider how the school “develops confidence, resilience and knowledge so that they (pupils) can keep themselves mentally healthy’</i>	<ul style="list-style-type: none"> <li>School is involved with MHFA pilot and training</li> <li>Mental health and emotional wellbeing are included in school development plan</li> <li>Senior Mental Health Lead is identified and has accessed DfE grant funded training.</li> </ul>		0	3	6
Structures are in place for pupils to share concerns	<ul style="list-style-type: none"> <li>Friendship stop/buddy benches</li> <li>Playtime buddies/Peer mediators</li> <li>Counselling services / Kooth is promoted (Secondary)</li> <li>Nurture groups / Circle Time</li> </ul>		0	1	2



	<ul style="list-style-type: none"> <li>• Pupils consulted on how safe they feel in school and feedback acted upon</li> <li>• Children report they know who to go to if they need help</li> <li>• Exam stress drop ins for students provided by the Mental Health support team</li> <li>• MHFA- number of staff trained and whole school CPL 23-24</li> <li>• Guidance manager system</li> <li>• Family support worker</li> </ul>				
The school enables all pupils to develop responsibility, build confidence, self-esteem and resilience.	<ul style="list-style-type: none"> <li>• Assemblies, performances, productions</li> <li>• Residential trips and visits</li> <li>• Representing the school at events, tournaments and competitions</li> </ul>		0	1	2
<i>The school ensures an inclusive environment that meets the needs of all the pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation ...'</i>	<ul style="list-style-type: none"> <li>• All children have equal access to wider opportunities in school</li> <li>• Pupils in minority groups are supported and know how to access support</li> <li>• Children learn about the protected characteristics in an age appropriate way. Protected characteristics are embedded within the curriculum such as through form tasks that take place in the weekly pastoral bulletin.</li> <li>• Whole unit on Protected Characteristics in British Values lessons in Year 8</li> <li>• Teaching social and emotional skills is embedded in the curriculum.</li> </ul>		0	1	2

	<ul style="list-style-type: none"> <li>• Learning Support Centre – snug, lego club</li> <li>• Anti-Bullying initiatives are supported (anti bullying week)</li> <li>• Strong Student Voice</li> <li>• CSI (celebrating student individuality) team meet regularly</li> <li>• Student led assemblies/ students create own lessons on mental health that are delivered in Health Education</li> <li>• Regular updates via parentmail re helpful websites and apps students/parents/carers can use</li> <li>• Part of Schools of Sanctuary Project in which we learn how to be a more welcoming school to refugees, people seeking asylum and students from around the world with frequent visits to our local refugee centre</li> </ul>				
<p>School reward systems are inclusive and meet the needs of the pupils</p>	<ul style="list-style-type: none"> <li>• Celebration assemblies</li> <li>• Attendance awards</li> <li>• Pupils have been consulted about rewards and sanctions</li> <li>• The school celebrates success and achievements in a variety of ways which meet the needs of the pupils.</li> </ul>		0	1	2
			<p><b>Total: 15 / 15</b></p>		

Mental health meeting with parents set up with Mr Jarvie  
 Women's Mental Health Working Party

## 7. Giving children and young people a voice.

**Named lead for the School Council:**

**What systems and processes are in place to ensure the views of all children and young people are reflected across all areas of school life?**

Criteria	Examples of good practice.	Notes and Actions			
Class / School Councils or equivalent which <b>meet regularly</b> and are consulted on all areas of school life and act on decisions made are in place. <i>Ofsted may consider how the school develops pupil's to become responsible,</i>	<ul style="list-style-type: none"> <li>• School Council contributes to newsletters and have a page on the website</li> <li>• Regular meetings with Governors.</li> <li>• School Council notice board</li> <li>• Weekly school council meetings</li> <li>• Agenda and minutes of meetings</li> <li>• School Council have a budget</li> </ul>	<b>K Robson to work with individual year group school councils to contribute to pastoral bulletins</b>	0	1	2

<i>respectful and active citizens who are able to play their part...'</i>					
Each year the School Council lead more than one initiative that they have chosen.	<ul style="list-style-type: none"> <li>• Pupils consulted about how safe they feel in school and actions taken to address any issues.</li> <li>• Fund raising for charities.</li> <li>• Healthy eating promotion activities</li> <li>• Review of playtime equipment and it's use</li> <li>• Number of fund raising charities supported such as Mercy's Mighty Mission</li> <li>• SHUE survey</li> </ul>		0	1	2
			<b>Total: 3 / 4</b>		

## 8. Safeguarding and provision of support services for pupils

**Designated safeguarding and child protection lead:**

<b>Criteria</b>	<b>Examples of good practice.</b>	<b>Notes and Actions</b>			
All staff have read Part 1 of Keeping Children safe in Education (September 2023)	<ul style="list-style-type: none"> <li>• Training has been provided to ensure staff understand and can discharge their role and responsibilities as set out in Part 1</li> <li>• Whole school CPL each September during Teacher Training Day- booklet given and</li> </ul>		0	1	2

	teachers complete Forms test to acknowledge reading booklet				
Appropriate staff fully understand the Early Help Assessment system and refer pupils to specialist services that can give professional advice.	<ul style="list-style-type: none"> <li>Staff are aware of the Road Map of specialist services and access these to support pupils with issues.</li> </ul> <a href="https://my.northtyneside.gov.uk/category/500/early-help">https://my.northtyneside.gov.uk/category/500/early-help</a>		0	1	2
Learning about how to keep safe is integrated into the curriculum including through statutory RSHE. <i>Ofsted consider how well the school enables pupils to 'recognise online and offline risks... (and) the dangers of inappropriate use of mobile technology and social media ..'</i>	<ul style="list-style-type: none"> <li>All requirements of statutory RSHE are met</li> <li>Assemblies and tutor time support safeguarding curriculum</li> <li>Events and focus days also support safeguarding curriculum – learning evaluated</li> <li>NSPCC 'Speak out, Stay Safe' and 'Underwear Rule' are included in curriculum.</li> <li>See attached document on online safety throughout the school</li> </ul>		0	1	2
Pupils are regularly consulted about how safe they feel in school and data from this consultation is acted upon	<ul style="list-style-type: none"> <li>Pupil surveys</li> <li>Mapping exercise</li> <li>You said / We did activities</li> <li>SHEU surveys completed</li> <li>Boy's Network</li> <li>Girl's Network</li> <li>Girl's Active Group</li> </ul>		0	1	2

<p>Pupils report that their views are valued and they know who to go to if they have concerns or worries</p>	<ul style="list-style-type: none"> <li>• Proactive steps taken to consult pupils about how they feel in school</li> <li>• Regular surveys – data used to inform safeguarding report to Governors</li> <li>•</li> </ul>		0	1	2
			<p><b>Total: 10 / 10</b></p>		

## 9. Staff health and wellbeing

How does your school encourage staff to develop and maintain a healthy lifestyle

Criteria	Examples of good practice.	Notes and Actions			

<p>The school recognises the importance of staff health and wellbeing and takes proactive steps to support this. <i>Ofsted will 'ensure that inspectors take staff wellbeing into account in coming to their judgements and monitor this through quality assurance and evaluation'</i></p> <p><a href="https://www.gov.uk/guidance/education-staff-wellbeing-charter#overview">https://www.gov.uk/guidance/education-staff-wellbeing-charter#overview</a></p>	<ul style="list-style-type: none"> <li>• Staff health and wellbeing policy</li> <li>• Supervision is provided for staff</li> <li>• Staff workload working group in place</li> <li>• Information about local sporting opportunities displayed</li> <li>• Bike racks for staff who cycle to school</li> <li>• Staff exercise classes</li> <li>• Women's Health Working Party</li> <li>• Staff surveys indicate they feel supported and valued</li> <li>• Staff are aware of support services including <a href="#">Education Support Helpline: 08000 562 561</a></li> </ul>		0	3	5	<b>Total: 3 / 5</b>

## 10. Achievements and developments.

### Have you fully addressed development points identified in the last Healthy Schools submission?

Development point	Action and outcome
<p>Further develop NUF Partnership to through an alternative provision to meet the needs of a diverse variety of students with different objectives such as to develop self-confidence/ improving attendance/ behaviour choices</p>	<p>Targeted Y8/Y9 students worked with Ian Phillipson on a Young Leaders Award and a Princes' Trust Leadership unit.</p> <p>Targeted Y10/Y11 students worked with Ian Phillipson in feeder schools.</p> <p>Students organised a Y3/Y4 sports festival.</p> <p>Students delivered sports activities in primary school lessons.</p>

<p>Develop assessment in PSHE lessons/Scheme of work</p>	<p>Reviewed all Schemes of work/lessons and implemented a range of assessment activities (using some ideas from recent PSHE Network meeting)</p> <p>Ensured a range of assessment strategies are used- formative or summative as appropriate to allow demonstration of understanding/knowledge and skills</p> <p>All students in KS3 given exercise book which carry through from yr 7 – 9 which include some class activities/demonstration of learning and also help and support information which they may need in the future</p> <p>Demonstration of progress- in students exercise books, displays in department and around school</p> <p>Evidence base will help with student voice and also any parental consultation events- help to inform future planning of lessons/topics</p> <p>Key staff- EL and CP continue to produce floor books and using some of the new assessment strategies as another evidence base</p>
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<p><b>Final total out of 115 is:</b></p>	<p><b>Total: 101 / 115</b></p>
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## Plans for the future.

What areas will you now work on to enhance personal development and further promote health and wellbeing across your school?



<b>Objective</b>	<b>Key actions and time scales</b>	<b>Expected outcomes</b>
<p>1. To set up brand new Girl's Active group. The programme aims to tackle the barriers girls experience and through cultivating a movement of girls and young women, empower them to take positive action through influencing, leading, and inspiring their peers.</p>	<p>1 Year Set up Group Organise t-shirts Organise Clubs Start setting up organisation of events</p>	<ul style="list-style-type: none"> <li>• Aim to increase activity levels amongst girls in particular</li> <li>• Group to meet every week</li> <li>• Group to run Year 6 orienteering induction</li> <li>• Group to plan and run different sports festivals throughout the year</li> </ul>
<p>2. Ensure that Health Ed Curriculum is in line with new RSE and Health Education Guidance</p>	<p>1 year Align spiral curriculum with new guidance Provide evidence of this</p>	<ul style="list-style-type: none"> <li>• Audit of new guidance against current teaching practices</li> <li>• Revise schemes of work to ensure online with new statutory guidance.</li> <li>• Provide evidence of this through schemes of work and to be displayed on school website.</li> <li>• Complete departmental voice survey to analyse aspects of curriculum which could be changed</li> <li>• Complete student voice to understand aspects of the curriculum the students would like to incorporate next year</li> </ul>