

## PERSONAL SOCIAL AND HEALTH EDUCATION including SRE and drug education (including alcohol, tobacco and volatile substance abuse)

- PSHE contributes significantly to all five outcomes for children: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being
- PSHE provides pupils with the knowledge, understanding, skills and attributes to make informed decisions about their lives

Criteria	Minimum Evidence	Date completed	Actions if not completed
<p><b>Policies are developed in line with legal requirements &amp; non statutory guidance and mechanisms for involving the whole school community in policy development &amp; implementation are in place</b></p>			
<p>G 1.1 The SRE and drug education and incidents policies are based on: DfES guidance; define the aims of SRE, drug education; identifies what is taught, by whom, when; how it is monitored and assessed, how it is communicated to all staff and clarifies how school links with parents on SRE and drugs/alcohol/smoking and how school supports parents to talk to their children about relationships, sexual health, drugs, alcohol and smoking.</p>	<ul style="list-style-type: none"> <li>• SRE and drug education and incidents policies identify guidance they are based on, defines the policies aims linked to school values, describes the programme, when it is taught, by whom, how learning is assessed, teaching is monitored and the process for staff communication and parent links</li> <li>• The school can demonstrate the impact of the SRE and drug education and incidents policies.</li> </ul>		
<p>G 1.2 Has an up to date non-smoking policy – developed through wide consultation implemented/monitored and evaluated for impact</p>	<ul style="list-style-type: none"> <li>• Pupils, staff and parents/carers have been consulted about these policies</li> <li>• The above and other relevant stakeholders can outline their role in the review of those policies</li> <li>• Awareness of the schools smoke free status is raised through a statement included in the staff handbook, school prospectus or visible signs throughout the school/site</li> <li>• The school has a strong anti-smoking statement and a set of rules (drawn up through whole school consultation) which are incorporated in the policy</li> <li>• The school can demonstrate the impact of the non-smoking policy</li> </ul>		

Criteria	Minimum Evidence	Date completed	Actions if not completed
<p>G1.3</p> <p>The SRE and drug education and incidents policies show that school has mechanisms to identify vulnerable children &amp; how systems are in place to support these children.</p>	<ul style="list-style-type: none"> <li>• Staff have attended training on managing drug, smoking and alcohol related incidents</li> <li>• Staff are able to signpost pupils and parents to external sources of support</li> <li>• Mechanisms are in place so that staff who have concerns are able to refer children for support, e.g., referral pathway to stop smoking, drug management or school nursing service</li> <li>• School inclusion units deliver a comprehensive PSHEE programme, incorporating SRE, drug, alcohol and smoking education, adapted to suit the needs of the pupils.</li> </ul>		

**PSHEE Curriculum Planning is based on pupil need, ensures continuity of progression, and demonstrates cross curricular links**

<p>G 1.4</p> <p>The school has a planned PSHEE Programme (including information, social skills, development and values clarification) which includes SRE, drugs, smoking and alcohol education, which is based on pupil need and identifies learning outcomes derived from the SRE, smoking and drug education and incidents policies. The learning outcomes are developmental, fully inclusive and appropriate to pupil's age, ability, gender and level of maturity.</p>	<ul style="list-style-type: none"> <li>• Pupil needs assessed</li> <li>• Curriculum audited</li> <li>• SoW in all year groups with learning outcomes derived from the SRE, smoking and drug education and incidents policies</li> <li>• Progression demonstrated in SoW</li> <li>• Lesson plans utilise a range of inclusive, interactive teaching strategies which explore values and attitudes, develop knowledge and skills</li> <li>• Pupils participate in relevant campaigns to enhance learning, e.g., stop smoking</li> <li>• Resources are up to date, stimulating, avoid racial, cultural, gender and sexuality stereotyping and are suitable for a range of abilities.</li> </ul>		
<p>G 1.5</p> <p>Pupils experience continuity and progress within a timetabled PSHEE programme, through primary to secondary school, and through any transition between year groups.</p>	<ul style="list-style-type: none"> <li>• Pupils can talk confidently about how PSHEE supports them to manage their own health, safety and well-being</li> <li>• Primary, secondary PSHEE leads and the school nurse discuss identified needs of the transition year group</li> </ul>		

Criteria	Minimum Evidence	Date completed	Actions if not completed
	<ul style="list-style-type: none"> <li>Primary schools have knowledge of the year 7 programme; secondary schools have knowledge of the year 6 programme.</li> </ul>		
<p>G 1.6</p> <p>The PSHEE programme is mapped to establish and strengthen cross curricular links, particularly between SRE, drugs and alcohol but also between PSHEE, citizenship and other elements of the curriculum. The timing and delivery of the PSHEE programme is co-ordinated and synchronised with other curriculum areas.</p>	<ul style="list-style-type: none"> <li>The PSHEE programme is mapped with clear cross curricular links, including timing of delivery, e.g., between science and SRE</li> <li>Generic and specific learning outcomes are identified in lesson plans, e.g. links made between sexual risk taking, drugs and alcohol; generic skill development is cross referenced; problem solving, negotiation, assertiveness etc.</li> </ul>		
<p>G 1.7</p> <p>Through PSHEE SoW pupils are informed of opportunities to self-refer for appropriate sources of advice or support and pupils skills are developed to enable them to access help and services.</p>	<ul style="list-style-type: none"> <li>Local/national services are promoted within schools</li> <li>Lesson plans demonstrate pupil's knowledge and skills are developed to access local and national sources of support using IT, text and practical strategies e.g. mock clinics, clinic visits and external visitors</li> <li>Secondary schools have a weekly, confidential school nurse drop in sited in a pupil friendly location, which includes sexual health advice/treatment and meets DH Quality Standards (2007)</li> <li>Health professionals complement the PSHEE programme to increase pupil's knowledge and skills to access help and support.</li> </ul>		
<p>G 1.8</p> <p>Secondary schools have a specialist PSHEE team who plan, deliver and evaluate PSHEE.</p>	<ul style="list-style-type: none"> <li>A specialist PSHEE team is established or schools have a development plan which can demonstrate they are working towards a specialist team</li> <li>Regular team meetings are held.</li> </ul>		

**Staff are consulted on the training/support needs and appropriate CPD offered to gain knowledge/experience of good practice**

Criteria	Minimum Evidence	Date completed	Actions if not completed
<p>G 1.9 The lead teacher for PSHEE ensures that staff regularly access CPD; use effective, inclusive teaching and learning strategies and are confident to handle sensitive issues, confidentiality and potentially challenging questions.</p>	<ul style="list-style-type: none"> <li>• There is a named teacher lead for PSHEE in school</li> <li>• The PSHEE lead consults regularly with staff on their CPD needs and acts on their requests</li> <li>• At least 1 teacher has completed the PSHE CPD programme</li> <li>• Support mechanisms are available for staff dealing with PSHEE, e.g., team teaching, lesson observations</li> <li>• Lesson plans demonstrate use of ground rules, distancing techniques, inclusive and interactive teaching strategies.</li> </ul>		
<p>G 1.10 Has a named member of staff who is responsible for maintenance and promotion of smoke free status within the wider school community</p>	<ul style="list-style-type: none"> <li>• The named member of staff should have a personal interest in combating smoking</li> <li>• Have a clear understanding of how much time shall be devoted to these duties</li> <li>• Possibly also be responsible for other aspects of health education in the school</li> <li>• Have appropriate SMT support within the school and be respected by other members of staff</li> <li>• Be adequately briefed/trained in facts relating to smoking (contact Healthy School team for details of training)</li> <li>• Be given appropriate recognised and protected time to fulfil the duties required of this role</li> </ul>		
<p>G 1.11 Confidentiality issues in relation to PSHEE, particularly SRE and drugs/alcohol are clearly understood by all staff and pupils.</p>	<ul style="list-style-type: none"> <li>• Confidentiality responsibilities are included in staff CPD</li> <li>• Confidentiality issues are covered in the PSHEE SoW</li> <li>• The role of outside agencies, in relation to confidentiality, is clearly identified.</li> </ul>		

**The whole school ethos is supported and developed through the contribution of external agencies and by addressing inclusion issues**

Criteria	Minimum Evidence	Date completed	Actions if not completed
<p>G 1.12 Where external agencies contribute to the PSHEE programme schools can demonstrate how each agency enhances the programme to increase pupil learning.</p>	<ul style="list-style-type: none"> <li>• Working in Partnership document (or similar) completed</li> <li>• The PSHEE programme identifies the agency contribution and how it complements the SoW</li> <li>• Agency lesson plans demonstrate specific learning outcomes and how these increase pupil knowledge and understanding, develop skills and explore attitudes and values</li> <li>• Agency contributions are evaluated and contribute to subsequent programme planning.</li> </ul>		
<p>G 1.13 A positive climate is promoted within and outside the classroom, where children and young people feel valued, understanding of difference and diversity is increased, with an emphasis on promoting respect for all, irrespective of background, gender, sexuality, ability and religion.</p>	<ul style="list-style-type: none"> <li>• The SRE policy identifies how pupils understanding and tolerance of difference and diversity will be explored and developed in lessons</li> <li>• The bullying policy identifies how homophobic bullying is addressed in school</li> <li>• Staff demonstrate an understanding of issues relating to inclusion and show an awareness of cultural and religious sensitivities related to SRE</li> <li>• Lesson plans show how lessons cater for a range of abilities, provide differentiation, extension and assessment strategies.</li> </ul>		

## HEALTHY EATING

- Healthy eating contributes to significantly to being healthy national outcome for children
- Pupils have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available across the school day.

Criteria	Minimum Evidence	Date completed	Actions if not completed
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### Whole School Food Policy is monitored and evaluated regularly

G2.1 School HSTG/SNAG meet at least termly to monitor and evaluate policy	<ul style="list-style-type: none"> <li>• Meeting minutes/dates set for meetings</li> <li>• Evidence of ongoing consultation, monitoring and evaluation of policy</li> </ul>		
G2.2 Main actions from WSFP are documented in School Development Plan	<ul style="list-style-type: none"> <li>• Development Plan</li> </ul>		
G2.3 Mechanisms in place to ensure continued involvement of whole school community in healthy eating issues e.g. parents, pupils	<ul style="list-style-type: none"> <li>• Information about WSFP is included in the school prospectus</li> <li>• Newsletter contains regular articles on WSFP</li> <li>• Parents know about WSFP and can describe their input to it.</li> <li>• Pupils involved closely in developing school menus and in exploring a wider range of food</li> </ul>		

### Focus is given to the dining room to support changing culture, ethos and understanding of healthy eating messages within school

G2.4 The HSTG/SNAG takes lead in development of audit and action plan for dining room improvement	<ul style="list-style-type: none"> <li>• Involvement of external agencies</li> <li>• Head teacher supports work on dining room environment</li> </ul>		
G2.5 A whole school audit on dining room environment is carried out	<ul style="list-style-type: none"> <li>• Food In School Audit</li> <li>• Time is given to children to provide their input. Work on dining room is promoted in school via assembly, school council</li> </ul>		
G2.6 An action plan to improve dining room environment is developed using results from audit and national guidance (e.g. NICE obesity guidance)	<ul style="list-style-type: none"> <li>• Action plan developed with realistic timescales and allocated responsibilities</li> </ul>		
G2.7 Changes to the dining room environment are monitored for impact	<ul style="list-style-type: none"> <li>• Re-audit</li> <li>• Update of school meals</li> </ul>		

Criteria	Minimum Evidence	Date completed	Actions if not completed
G2.8 Changes to the dining room environment and are promoted both within and outside of school	<ul style="list-style-type: none"> <li>Local Healthy School team informed</li> <li>Promotion of changes to dining room environment via appropriate communication mechanisms e.g. newsletter, website, prospectus etc</li> </ul>		
G2.9 Consideration is given to ensuring young people and staff have enough time to appreciate their food and socialise at mealtimes	<ul style="list-style-type: none"> <li>Mealtimes are not rushed</li> <li>Mealtimes are not cut short in an attempt to control behaviour</li> <li>Allocate specific eating times and social times so children do not rush their food for play and learn to relax and enjoy social time in the dining room</li> </ul>		
G2.10 Consideration is given to ways to reduce queue times and maximise the time for socialising during the meal and relaxing/ playing afterwards.	<ul style="list-style-type: none"> <li>Introduce flexible ways of reducing queuing e.g. staggered lunchtimes, cashless systems, pre-ordering systems, healthy vending machines</li> </ul>		
G 2.11 Consideration is given to the cost of school meals and the methods of payment so as not to discourage children from low income families, or those entitled to free school meals from eating them			

### Community Links – school extends their healthy eating ethos to the wider school community

G2.12 HSTG liaises with community links to identify areas for development which reflect the needs of the school and the community	<ul style="list-style-type: none"> <li>Awareness of work within other local schools</li> <li>School representative attends local Community Wellbeing Partnership</li> </ul>		
G2.13 Activities are developed to encourage community involvement in school e.g. cookery clubs, growing clubs, tasting sessions for parents	<ul style="list-style-type: none"> <li>Links made with external agencies e.g. CAAT, Community Partnerships</li> <li>School runs a 'Let's Get Cooking' club</li> <li>School develops (secondary)/ is involved in (primary) a Food Partnership Pilot</li> </ul>		
G2.14 Activities that are developed are monitored and revised for impact on the school	<ul style="list-style-type: none"> <li>WSFP Audit and Action Plan is made available to the wider community.</li> </ul>		

Criteria	Minimum Evidence	Date completed	Actions if not completed
<p><b>Curriculum – there is a clear and cohesive approach to healthy eating within the school curriculum which supports the Whole School Food Policy</b></p>			
<p>G2.15 A named member of staff is responsible for co-ordinating healthy eating within the curriculum</p>	<ul style="list-style-type: none"> <li>• Member of staff named and known for this role throughout school.</li> </ul>		
<p>G2.16 A scheme of work which identifies how healthy eating is taught throughout the school curriculum has been developed. The SoW is mapped to establish and strengthen cross curricular links, particularly between D&amp;T, science and PHSE. The timing and delivery of teaching about healthy eating is co-ordinated and synchronised with other curriculum areas</p>	<ul style="list-style-type: none"> <li>• Scheme of work for 'Healthy Eating'.</li> <li>• Staff involved in teaching about Healthy Eating can describe how links are made between subject areas and between year groups.</li> </ul>		
<p>G2.17 All staff who teach about Healthy Eating use the Balance of Good Health model in line with the Barnsley Food and Health Policy (1998)</p>	<ul style="list-style-type: none"> <li>• All staff teaching about Healthy Eating have attended the Balance of Good Health training</li> <li>• The lead teacher for Healthy Eating regularly consults with staff regarding their CPD needs and liases with external agencies to address these needs as appropriate</li> <li>• Appropriate resources based on the Balance of Good Health are used by all staff teaching about healthy eating</li> </ul>		
<p>G2.18 In secondary schools the Licence to Cook has been integrated into the Key Stage 3 curriculum for Design and Technology (N.B. Resources will be developed between Sept 07 and Feb 08 and regional training events will take place from March – July 08)</p>	<ul style="list-style-type: none"> <li>• Use of the scheme is identified in the Whole School Food Policy</li> <li>• Licence to Cook resources are used within school</li> <li>• A minimum of one teacher from school has attended the Licence to Cook training events (recommended that this is the Head of Design and Technology)</li> </ul>		

## PHYSICAL ACTIVITY

- Physical activity contributes significantly to the being healthy national outcome for children
- Pupils are provided with a range of opportunities to be physically active. They understand how physical activity can help them to be more healthy, and how physical activity can improve and be a part of their everyday life

Criteria	Minimum Evidence	Date completed	Actions if not completed
G 3.1 Show that PE and School Sport are embedded in the ethos of the school and that they have a key place in whole school development plan	<ul style="list-style-type: none"> <li>• PE and School Sport in SEF</li> <li>• Copy of School Improvement Plan</li> <li>• PESSCL Survey data</li> </ul>		
G 3.2 Appoint a PE and School Sport representative on the school council, with a regular agenda item at these meetings	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Register of names</li> <li>• SSCO reporting</li> </ul>		
G 3.3 Ensure a curriculum map and schemes of work are in place for PE lessons	<ul style="list-style-type: none"> <li>• PLT to provide</li> <li>• SSCO monitoring</li> <li>• Schemes of Work</li> <li>• PE Policy</li> </ul>		
G 3.4 Make full use of monitoring and assessment procedures for PE and school sport for all year groups. Demonstrate how this information is used to target groups or individuals who may not be accessing a high quality physical activity experience. Gifted & Talented and SEN pupils to be accommodated in this planning	<ul style="list-style-type: none"> <li>• Use of Priory or other recognised assessment package</li> <li>• SSCO moderation</li> <li>• Targeting by PLT based upon personalised learning agenda</li> <li>• Lesson plans to include differentiation</li> <li>• Appropriate support made available for Gifted &amp; Talented and SEN pupils</li> </ul>		
G3.5 Have a minimum of 4 well developed school – club links with local sports clubs or through BSAF. Clubs must have a high profile in the school and show evidence of regular work with the school	<ul style="list-style-type: none"> <li>• Completion of PESSCL arrangements signed by either the school, Partnership Development manager or BSAF and the club involved</li> <li>• PESSCL Survey Q 7 &amp; Q8</li> </ul>		
G 3.6 Regularly maintain a PE and School Sport notice board ( or similar mechanism for communication)that is well used and recognised by pupils	<ul style="list-style-type: none"> <li>• SSCO / PLT / School Council monitoring</li> </ul>		
<b>In addition to the above Gold Standard Primary schools must:</b>			

Criteria	Minimum Evidence	Date completed	Actions if not completed
G 3.7 Ensure that 70% of pupils participate in regular school based, high quality physical activity OSHL clubs, either pre school, at lunchtime or after school. ( regular to mean that individual pupils attend a minimum of 6 weeks at their chosen club)	<ul style="list-style-type: none"> <li>• PESSCL Survey Q3</li> <li>• Pupils achievements and success are celebrated in school</li> </ul>		
G 3.8 Ensure that 50% of pupils in years 1-6 have competed for the school in an inter school competitive event.	<ul style="list-style-type: none"> <li>• PESSCL Survey Q5</li> <li>• Pupils achievements and success are celebrated in school</li> </ul>		
G 3.9 Hold an annual sports day with all pupils involved in participating either as performers and / or officials	<ul style="list-style-type: none"> <li>• PESSCL Survey Q4</li> <li>• Photos / Videos</li> <li>• Publicity in local media</li> <li>• Sports day takes place with all pupils given the opportunity to be involved</li> </ul>		
G 3.10 Have a structured, monitored play time scheme incorporating adults and young leaders	<ul style="list-style-type: none"> <li>• SSCO impact and reporting</li> <li>• School website</li> <li>• School Council minutes</li> </ul>		
<b>In addition to the above Gold standard Secondary schools must:</b>			
G 3.11 Ensure that 60% of pupils attend regular school based , high quality, physical activity OSHL clubs, either pre school, at lunchtime or after school (regular to mean that individual pupils attend a minimum of 6 weeks at their chosen club)	<ul style="list-style-type: none"> <li>• PESSCL Survey Q3</li> <li>• Pupils achievements and success are celebrated in school</li> </ul>		
G 3.12 Ensure that 50% of pupils in years 7 – 11 have competed for the school in an inter school competitive event during the year	<ul style="list-style-type: none"> <li>• PESSCL Survey Q5</li> <li>• Pupils achievements and success are celebrated in school</li> </ul>		
G3.13 Hold a school sports day in which at least 50% of all pupils (year 7 – 10 if held in Summer Term) participate as either performers and / or officials.	<ul style="list-style-type: none"> <li>• PESSCL Survey Q4</li> <li>• SSCO impact reports</li> <li>• Photos / Videos</li> <li>• Publicity in local media</li> <li>• Sports day takes place with all pupils given the opportunity to be involved</li> </ul>		

## SUPPORTING EMOTIONAL HEALTH AND WELL-BEING THROUGH SCHOOL CLIMATE, ETHOS AND INCLUSION

- Emotional health and well-being contributes significantly to all five national outcomes for children: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being
- Promoting positive emotional health and well-being to help pupils to understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn
- Schools should be proactive in ensuring that staff emotional health and well-being needs are met

Criteria	Minimum Evidence	Date completed	Actions if not completed
<b>The school is proactive in ensuring that staff emotional health and well-being needs are met</b>			
G 4.1 Staff well-being and work-life balance is supported by an action plan and allocated budget. There is a named member of staff who has responsibility for staff welfare	<ul style="list-style-type: none"> <li>• The named person is identified and known by all staff members</li> <li>• Staff report feeling supported at times of major life change e.g. bereavement</li> <li>• Action plan is developed through consultation with all staff</li> <li>• Action plan is monitored and evaluated for effectiveness</li> </ul>		
G 4.2 There is a systematic process for promotion of health enhancing activities for staff	<ul style="list-style-type: none"> <li>• School has a programme of available health enhancing activities and encourages all staff to participate e.g. sustainable fruit bowl, physical activity sessions</li> </ul>		
G 4.3 All staff are involved and consulted in the process of school development plans	<ul style="list-style-type: none"> <li>• Evidence of consultation with all staff available</li> <li>• Evidence of how staff voice has influenced the development plan</li> </ul>		
G 4.4 There are clear, supportive induction systems for new, temporary and supply staff	<ul style="list-style-type: none"> <li>• Induction booklet available for new, temporary and supply staff</li> <li>• New, temp and supply staff are assigned a mentor for initial induction</li> <li>• Time is protected for induction to be given/ received</li> </ul>		
G 4.5 CPD is received annually and opportunity/ support made available to all staff to progress and develop	<ul style="list-style-type: none"> <li>• Staff have a record of their CPD activity for all areas of teaching and learning</li> <li>• Evidence of opportunities/ support provided for staff to develop</li> <li>• Staff report feeling supported with their CPD needs</li> </ul>		
G 4.6 The school provides a pleasant, welcoming and	<ul style="list-style-type: none"> <li>• Staff have an allocated storage facility for personal belongings in schools</li> </ul>		

Criteria	Minimum Evidence	Date completed	Actions if not completed
clean staff room. There are hygienic kitchen and toilet facilities. There is adequate storage and workspace for staff	<ul style="list-style-type: none"> <li>• Appropriate facilities are available for staff to prepare/ store their meals</li> <li>• The working environment is clean and safe</li> </ul>		
G 4.7 Staff meetings include protected time to allow staff to raise any issues that affect the whole school community health & well-being	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> <li>• Evidence of actions that resulted from issues raised at meeting</li> </ul>		

**There is a whole school approach to developing a welcoming, caring and safe ethos through induction and transfer/ transition management**

G 4.8 Staff and pupils are welcoming and supportive to all. The school works in partnership with feeder schools or other settings for smooth transfer and continuity in provision	<ul style="list-style-type: none"> <li>• Inclusion/ transitional procedures in place for all new pupils.</li> <li>• Protocol in place to ensure that history of the new pupils is shared between schools as advocated in the Children's Act 2004</li> </ul>		
G 4.9 The school monitors and evaluates pupil progress and well-being through transitions in accordance with the Children's Act 2004	<ul style="list-style-type: none"> <li>• Survey of experiences of pupils</li> <li>• Action taken as a result of surveys</li> </ul>		

**The school is pro-active in fostering attitudes to behaviour and staff-pupil relationship**

G 4.10 An environment of mutual respect is promoted among the whole school community	<ul style="list-style-type: none"> <li>• There is a calm school environment</li> <li>• Evidence of effective staff/ pupil interaction e.g. involvement in mission statement, changes in school, event planning</li> </ul>		
G 4.11 Pupils are actively involved in the running and organisation of the school	<ul style="list-style-type: none"> <li>• Voice and influence standards are utilised to consult with pupils with regards to policies, programmes and organisational issues</li> <li>• In secondary schools, the 10 steps to forming a school council inform the development, maintenance and evaluation of impact of the council.</li> </ul>		
G 4.12 Procedures are in place to monitor the effectiveness and appropriateness of schools behaviour policy	<ul style="list-style-type: none"> <li>• Staff and pupils are consulted regularly on behaviour policy e.g. via staff meetings, school council meetings</li> </ul>		

## SAFE ENVIRONMENT

Of the Every Child Matters five outcomes, young children have said that they see safety as the most important. Staying Safe is about more than preventing accidents. It is about helping to keep children safe from bullies, crime and anti social behaviour and protecting children who are at risk of abuse and neglect.

Criteria	Minimum Evidence	Date completed	Actions if not completed
<p>G 5.1 The school provides a healthy and safe physical environment which addresses issues of sun safety, has a quiet area and lunch time supervisors trained in bullying and organising playground activities.</p>	<ul style="list-style-type: none"> <li>• Consultation with whole school on how they feel their environment can be improved in these areas.</li> <li>• Action plan to demonstrate how these ideas will be implemented</li> <li>• School access relevant training and resources to implement the action plan.</li> <li>• Monitoring of the action plan to review effectiveness</li> <li>• Lunchtime Supervisors have received training in these areas</li> <li>• Playground / outdoor area has shaded / zoned sections</li> <li>• Systems in place to address litter in / around the school premises</li> </ul>		
<p>G 5.2 Safety, medication and first aid systems promote and ensure pupil and staff well-being</p>	<ul style="list-style-type: none"> <li>• The school has an identified health and safety representative and regularly conducts risk assessments</li> <li>• Emergency planning includes strategies for ensuring the emotional and physical well-being of young people and staff</li> <li>• Effective implementation of a medication policy which should include;               <ol style="list-style-type: none"> <li>1. clear procedures with regard to pupil access to medication such as inhalers and epi-pen</li> <li>2. staff training and introduction to these procedures</li> </ol> </li> <li>• Effective implementation of the first aid policy which ensures               <ol style="list-style-type: none"> <li>1. designated staff receive regular first aid training</li> <li>2. There are curricular opportunities for pupils to learn first/emergency aid</li> </ol> </li> </ul>		

Criteria	Minimum Evidence	Date completed	Actions if not completed
	<ul style="list-style-type: none"> <li>• Pupils know and understand how to protect themselves from identified risks e.g. sun exposure, intruders, local hazards and infection</li> <li>• Pupils have access to clean and adequately equipped toilets which are regularly monitored</li> </ul>		
<p>G 5.3 The school promotes, supports and encourages safe and sustainable travel to and from school</p>	<ul style="list-style-type: none"> <li>• The school manages road safety in and around the school with the involvement of the wider school community</li> <li>• Schemes of work include awareness of road safety and sustainable travel, including the identification of local hazards.</li> <li>• School is proactive in promoting positive behaviour on school buses and other modes of transport used to and from school</li> <li>• The school have developed local partnerships e.g. Road safety, police to support sustainable healthy and safe travel, particularly at time of pupils transferring from primary to secondary.</li> <li>• School involvement in Bikeability training</li> </ul>		
<p>G 5.4 Personal Safety; Ensure young people are equipped with the necessary knowledge and skills to manage risk</p>	<ul style="list-style-type: none"> <li>• Consultation with pupils to identify local perceived risks</li> <li>• Use of local data/ statistics to inform planned programme of study e.g. Teenage pregnancy rates, STI figures, Crime Survey, School health Lifestyle Survey</li> <li>• Provision in / outside the curriculum to make pupils aware of risk related to existing / new technology e.g. Internet, Mobile Phones</li> <li>• There are opportunities within the curriculum for children / young people to develop safety related peer support strategies</li> <li>• Use of external agencies to offer support and guidance to young people and schools</li> </ul>		

Criteria	Minimum Evidence	Date completed	Actions if not completed
	<ul style="list-style-type: none"> <li>• Identification of age appropriate resources to support this area of work e.g. Miss Dorothy, Crucial Crew</li> <li>• Children and young people can provide examples of opportunities to develop in this area</li> </ul>		
<p>G5.5 Staff and pupils have an understanding of safeguarding issues which encourages a change in behaviour towards children and young people and their safety and welfare</p>	<ul style="list-style-type: none"> <li>• School community have received training related to safeguarding</li> <li>• All staff are aware of safeguarding procedures in school and how to refer pupils for additional support</li> <li>• There is a named member of staff who has responsibility for safeguarding in school</li> <li>• There is a named Governor with responsibility for safeguarding who supports the named member of staff above</li> <li>• CRB checks are carried out on all who are working with children and young people</li> <li>• Children and Young People are made aware of and are supported to access listening / counselling services e.g. Childline, NSPCC Schools Service</li> </ul>		