

# Strategic Planning of Health within the school

Evidence of the whole school being actively involved in understanding and supporting the concept of a healthy school

## Criterion One

School	Please indicate progress to date and/or target area to be addressed
<p><b>1. Is Health Education identified in the School Improvement Plan?</b></p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please attach relevant documentation.</p>	
<p><b>2. Does the school have a Healthy Schools Steering Group?</b></p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please attach a list of members, indicating whom they represent and what their role is.</p>	
<p><b>3a. Is there senior management support for the scheme?</b></p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>How is this evidenced?</p> <p><b>3b. Does the co-ordinator have non contact time to undertake the Healthy Schools process?</b></p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>3c. Is this in addition to attending training events?</b></p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>3d. Is there senior management representation on the steering group?</b></p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>3e. How well does the school consult and communicate with staff (including non-teaching staff) and governors on health issues?</b></p> <p>(1 – poorly; 2 – not very well; 3 – quite well; 4 – very well)</p> <p style="text-align: center;">1                      2                      3                      4</p> <p>Please attach evidence to support your view.</p>	

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<b>3f. Please indicate which groups are consulted over general health issues.</b>			
i) Staff	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
ii) Pupils	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
iii) Parents	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
iv) Governors	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>4a. Has the school agreed on the values and attitudes it wishes to promote and develop?</b>			
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>4b. Who is involved in reviewing the values and attitudes?</b>			
Governors?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Teaching Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Non-Teaching Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Pupils?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Parents?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>Is this contained in:</b>			
i) Mission Statement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Last review date _____ Next review date _____
ii) Statement of Aims?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Last review date _____ Next review date _____
iii) Prospectus?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Last review date _____ Next review date _____
iii) Staff Handbook?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Last review date _____ Next review date _____
v) Supply Booklet?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Last review date _____ Next review date _____

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<p><b>5a. How well has the school established links with other schools and agencies (e.g. within local cluster?) to improve and support the health of staff and members of the whole school community? (1 – poorly; 4 – very well)</b></p> <div style="text-align: center;"> <span>1</span>                  <span>2</span>                  <span>3</span>                  <span>4</span> </div> <p>(e.g. You may wish to consider activities as diverse as sporting links KS1/KS2 transition including events such as Shared Curriculum training or CPD through demonstration lessons)</p>	
<p><b>5b. Who takes responsibility for developing improvement of opportunity within the school? Does the Healthy School Co-ordinator have access to this process?</b></p>	
<p><b>5c. What developments have been made to increase opportunities for joint working on health with clusters or feeder schools? What health education programmes have been jointly planned with these schools? Please list examples.</b></p>	

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<b>6a. Has your school consulted with any of the following whilst developing its strategic vision of health in the school community?</b>				
<b>◆ School Nurse</b> With regard to local health priorities?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
With regard to individual child health?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<b>◆ Cultural/religious groups</b> Needs of individual pupils?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<b>◆ Outside Agencies</b> With regard to drug education	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Emotional health and wellbeing				
Sex and relationship education	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
With regard to protective behaviours?				
<b>◆ Dental Health Professionals</b> With regard to the PSHE and science curriculum?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
With regard to individual pupils?				
<b>◆ Parents</b> With regard to Sex and Relationships Education?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
With regard to Race Relations?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
With regard to Behaviour Management?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
With regard to Drug Education/incidents?				
<b>◆ Pupils</b> With regard to the PSHE policy?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
With regard to the PSHE programme content and delivery?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
With regard to health-related activities?				

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#### FOR SECONDARY SCHOOLS ONLY

##### ◆ Pupils

with regard to improving Sex and Relationships Education? Yes ☐ No ☐

with regard to improving Drug Education/incident response? Yes ☐ No ☐

Please list additional groups/organisations.....

#### ALL SCHOOL PHASES

6b. How well does your school reflect a range of perspectives that recognise the value of cultural diversity and support young people in having a wider view of the world?  
(1 – poorly; 4 – very well)

1                      2                      3                      4

6c. What is the process for deciding who to consult with?

6d. Is the school clear about what it is consulting about? Yes ☐ No ☐

6e. At what stage in planning is consultation taking place?

At the outset ☐

After curriculum or activities have been delivered  
In order for support ☐

After implementation to assess effectiveness ☐

6f. Has your school developed a code of practice/visitor guidelines for working with outside agencies?

Visitors to school site Yes ☐ No ☐

Developing curriculum input Yes ☐ No ☐

6g. How are visitors made aware of them?

Please attach any relevant documentation.

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<p><b>7. Are any of the people listed in Question 6a represented on the Steering Group?</b> (or Governors/staff?) Please identify.</p>	
<p><b>8. How has the school been involved in including the community within School life?</b> i.e. parents discussion groups, children visiting old people's homes or other examples of active citizenship. Please give examples.</p>	
<p><b>9a. Do all staff and pupils have an entitlement and easy access to fresh drinking water?</b></p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>9b. Has the school worked with staff and young people to ensure available drinking water will be used by the target groups?</b></p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>9c. If 'no' to either 9a or 9b, what plans are in hand to address the supply and accessibility of drinking water?</b></p>	

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#### **FOR SECONDARY SCHOOLS ONLY**

**10a. Has the school identified which pupils have come from a Cornwall Healthy Schools Scheme accredited feeder school?**

Yes

☐

No

☐

**10b. How does the school plan to benefit from the experiences of these pupils?**