

Section 1 - Your School Ethos and Environment

Setting the Context: How the school ethos, environment and leadership create the foundation for wellbeing in the school community.

1.1 Do you consider your school to be a 'Healthy School'?
i.e. one that recognises links between pupils' health and wellbeing, their attainment and values and the wellbeing of the whole school community.

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

test123

Tell us how: give evidence for how this has been achieved:

1.2 Is a commitment to wellbeing mentioned in the school motto, mission statement, school prospectus or within your school website?

- Yes
- No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.3 Is the wellbeing of pupils and staff explicitly addressed in school practice or activities? Please provide specific examples.

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.4 Are you aware of the health needs within the local community, that may affect your pupils?
Do you access any data or background information to help you understand health needs in your school community?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.5 Does the physical environment contribute to wellbeing?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.6 How fully are the governors involved in wellbeing matters?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.7 Do you have a Healthy Schools coordinator?

- Yes
- No

How much time is allocated to supporting the Healthy Schools programme?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.8 Is Healthy Schools work seen as a whole-school activity and does the whole school community support the Healthy Schools coordinator?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.9 Do you publicise wellbeing and healthy schools widely to the school community?

- Yes
- No

Explain how you do you this?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Consultation / Engagement / Involvement

1.10 How are parents, pupils and staff involved in providing a healthy setting, and in school life?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.11 Are parents, pupils and staff signposted to support services appropriate to their needs?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

1.12 How do you ensure that your school day is affordable for all families?

Impact

Once you have completed these questions, please identify an example of the impact of your Healthy Schools work in this area. The 'So what?' question!

Section 2 - Enhancing Wellbeing Through Personal, Social, Health, Education (PSHE)

2.1 Does someone have overall responsibility for PSHE? Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Test

2.2 Does the school have a planned programme of PSHE?

Is the programme written down and clearly timetabled?

Is the programme clearly identified in a cross-curricular approach?

Is the programme planned to show pupils progress?

How are students assessed to show evidence of progress?

Does the planned programme include:

2.2.1 Relationships and Sex Education (RSE)

Are you meeting the government guidelines? [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

2.2.2 Drugs (including safety of medicines), smoking, vaping, alcohol and other drugs.

- Not started
- Working Towards
- Good
- Very Good

How is the teaching differentiated for this area of the programme?

How do you also provide a whole-school approach to prevent these risky behaviours?

Next steps: identify action points to achieve this:
smoking?

Tell us how: give evidence for how this has been achieved:

2.2.3a What strategies are applied to teach hygiene and personal hygiene?

2.2.3b Does this include Oral hygiene? (please state if you use external agencies to support / deliver this)

2.2.4 Personal safety including road safety, fire safety, rail safety, safety around building sites etc.

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.5 Teaching and encouraging being Eco Friendly - to include; food miles, food wastage, growing own food, food packaging, considering the the 3 R's - reduce, reuse and recycle, active travel to help climate change, energy saving, sustainability etc.

2.2.6 Staying safe in the sun and keeping hydrated.

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.7 Internet safety - does the teaching include; staying safe on line, cyber bullying and social media ?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.8 Anti-bullying (see also EHWP) - What strategies are applied to prevent bullying? Including celebrating diversity and LGBTQIA+ awareness.

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.2.9 Emergency Life Saving Skills (e.g. St John's Ambulance/British Red Cross)

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Monitoring, assessing and consulting about PSHE

2.3 How are outside agencies and guest speakers monitored?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.4 Is the programme of PSHE determined by pupils' needs? E.g. through How are You? survey

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.5 Is pupils' progress measured and reported upon?

- Not started
- Working Towards
-

Good

Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.6 Do you inform and consult parents and carers about PSHE?

Not started

Working Towards

Good

Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

2.7 Do the teachers involved in the delivery of PSHE receive training?

Give examples of the type of training received and how frequently is training provided?

Is the PSHE Co-ordinator part of the Swindon PSHE network group?

Impact



Swindon Audit - Test

Submitted on 24 November 2023

Printed on 14 February 2025

Once you have completed these questions, please identify the impact of your Healthy Schools work in this area.

Section 3 - Supporting Children And Young People To Eat Well

Nutritious Eating

3.0 Has your school achieved the national Food for Life Bronze Award? If so, please jump to section 4 (Get Active) of this Audit form. Otherwise, please continue to complete this section. Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.1 Is there someone with overall responsibility for nutritious eating in school? Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.2 How do children learn about food, nutritious eating and cooking in school? Not started Working Towards Good Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.3 Are there opportunities in school for children to grow food?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.4 How does the school meet the needs of the government's tackling obesity strategy:

1. Are students taught the importance of '5 a day'?
 2. How to reduce sugar intake?
 3. How to reduce fat in the diet?
 4. Appropriate portion sizes? (free resources are available on line for information and guidance)
-

3.5 Are staff, and parents trained and supported around the importance of a nutritious diet and how to make nutritious choices? If so, how? Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Food in School

3.6 Are your school meals meeting the School Food Standards? Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.7 Does the school council and wider school community have an opportunity to comment on and or influence practice around school meals? If so, how? Not started Working Towards Good Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.8 Is water freely available to staff, pupils and visitors during the school day?

Are children informed about the health benefits of drinking water and reminded to drink plenty?

3.9 Do you have a snacks in school policy? (May be part of a wider Food in School policy)

- Yes
 No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.10 Do you have a packed lunch contents policy?
(May be part of a wider Food in School policy.)

- Not started
 Working Towards
 Good
 Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.11 Do you promote the NHS Food Scanner app to parents and pupils?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.12 Do you have another strategy that you use to reduce sugar intake? What do you have in place and what has been its impact?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

3.13 How do you ensure a pleasurable healthy environment for children to eat in. E.g. limiting queues, noise control, asking pupils their opinions on the eating

environment and implementing their suggestions, having enough space, colours, layout, etc.

Impact

Once you have completed these questions, please identify the impact of reducing sugar intake and Healthy Schools work in this area.

Section 4 - Supporting Children And Young People To Get Active

4.1 Is there someone who has overall responsibility for Physical Activity (PA)?

Are teaching staff PE trained?

Do teaching staff receive PE training?

4.2 Do pupils get the recommended 2 hours "high quality" PE each week?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.3 Does the school address inclusion in the delivery of PE and other PA opportunities?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.4 Do you implement short, energising activities between lessons, like quick stretches or dance breaks? Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.5 Do you provide opportunities for active play during break? Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.6 Are there physical activity after-school clubs? Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.6.1 How are pupils involved and consulted about physical activity clubs?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.6.2 How are parents/carers involved and consulted about physical activity clubs?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.7 Do you do anything to assist pupils to access

- Yes

clubs?

No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.8 Do you know who attends clubs?

Do you take note of pupils who don't access clubs?

Do you have an understanding why they don't or can't?

How do you encourage the non participating pupils to participate?

4.9 Do you encourage and facilitate active travel
(walking, scooting and cycling)?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.9.1 Do you have an up to date travel plan? Has your
school signed up to Modeshift Stars?

- Not started
- Working Towards

- Good
 Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.10 Do you collaborate with local organisations to expand opportunities for physical activity? Yes
 No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

4.11 How do you take safeguarding into account when involving coaches, volunteers and others in physical activity? Not started
 Working Towards
 Good
 Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:



Swindon Audit - Test

Submitted on 24 November 2023

Printed on 14 February 2025

4.12 Do you upgrade or expand facilities such as playgrounds, sports fields, etc to accommodate a wider range of activities?

- Yes
 No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Impact

Once you have completed these questions, please identify the impact of your Healthy Schools work in this area.

Section 5 - Enhancing The Emotional Wellbeing Of The Whole School

5.1 Have you achieved the Swindon Schools Mental Health and Wellbeing Award in the last 12 months? If so, please skip to section 6 (policies). Otherwise, please complete this section. Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.2 Do you have a Senior Mental Health Lead? Yes No

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Support for vulnerable / Mental Health pupils

5.3 How do you recognise the need for support?

Which groups do you consider to be vulnerable?

How do you support those with the mental health issues?

5.4 What arrangements are in place to support children in care?

5.5 Do you know which of your pupils are young carers?

If yes, do you have arrangements in place to support them?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.6 How well do you support the parents and carers of pupils vulnerable to, or experiencing mental health issues?

Support in times of crisis

5.7 Do you offer support to children, families and staff in times of crisis such as bereavement, etc?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Safeguarding / Confidentiality

5.8 Do you have clear safeguarding policies in place?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.9 Is safeguarding information included in the induction pack for new staff and new governors?

- Not started
- Working Towards
- Good
- Very Good

Is information given to supply teachers?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.10 Does the school have clear guidance on confidentiality?

How well does the school provide information and guidance for staff, visitors, parents and pupils?

Staff Wellbeing

5.11 Does the school support the wellbeing of all staff and help them create a positive work-life balance?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Developing pupils' confidence, self-esteem and responsibility

5.12 Does the school celebrate pupils' achievements?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.13 Does the curriculum include lessons to develop and enhance pupils' wellbeing?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.14 Are there other opportunities to help pupils build confidence and self-esteem?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Behaviour and Anti-Bullying Support

5.15 Is there a shared and consistent behaviour policy across the school, including rewards?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.16 Are parents and carers aware of the behaviour policy?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.17 Are pupils helped to understand what bullying is and how to stop it?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.18 Is bullying talked about openly and seen to be dealt with in school?

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

5.19 Does the anti bullying policy include Cyber Bullying?

5.20 How does the school deal with Cyber Bullying?

Training and Support for Staff

5.21 Do school staff receive training to recognise and support the varying needs of pupils?

- Not started
- Working Towards
- Good
- Very Good

Do school staff and governors attend training around pastoral support, safeguarding and wellbeing?

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Impact

Once you have completed these questions, please identify the impact of your Healthy Schools work in this area.

Section 6 - Policies

For guidance, please go to

<https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools> (if a maintained school) or

<https://www.gov.uk/guidance/-governance-in-academy-trusts/statutory-policies-for-trusts> (if an academy)

PSHE

not yet in place

Relationships and Sex and Health Education (RSHE)
(Can be combined with PSHE)

not yet in place

Safeguarding (including child protection)

not yet in place

Confidentiality (part of safeguarding)

not yet in place

School discipline and pupil behaviour

not yet in place

Anti-bullying

not yet in place

Inclusion

not yet in place

Attendance

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

SEND

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Drugs, vaping, smoking and alcohol (education and incidents)

not yet in place

Sun Safety (education / environment, including shade) not yet in place

School Food Policy not yet in place

Lunchbox not yet in place

Physical Activity (not just PE) not yet in place

School Travel Plan not yet in place

Visitors in school not yet in place

School uniform policy, including cost of school uniform.

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:



Swindon Audit - Test

Submitted on 24 November 2023

Printed on 14 February 2025

Careers (if a secondary school)

- Not started
- Working Towards
- Good
- Very Good

Next steps: identify action points to achieve this:

Tell us how: give evidence for how this has been achieved:

Toilet Policy

not yet in place

Asthma policy

not yet in place