



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Welsh Network of Healthy School Schemes (WNHSS)

Indicators for the Welsh Network of Healthy School Schemes National Quality Award

PLANT A PHOBL IFANC - GWEITHREDU'R HAWLIAU
CHILDREN AND YOUNG PEOPLE - RIGHTS TO ACTION



Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

Contents

Introduction

Process

References

Food and Fitness

Mental and Emotional Health and Well Being

Personal Development and Relationships

Substance Use and Misuse

Environment

Safety

Hygiene

Indicators for the Welsh Network of Healthy School Schemes National Quality Award

Introduction

This document details the performance criteria for schools being assessed for the national quality award of the Welsh Network of Healthy School Schemes.

It recognises the 7 health topics that should be covered throughout a school's involvement in the scheme; and for each of these identifies important aspects of a whole school approach in the following aspects of school life: Leadership and Communication, Curriculum, Ethos and Environment, and Family and Community Involvement.

It builds on the *WNHSS Guidance for working with schools at each phase of the programme* and several underlying principles are taken into account:

- the importance of pupil participation in core areas of school life which directly affect the health and well-being of children and young people e.g. teaching and learning; environment, staff selection, pastoral care;
- the importance of the understanding and commitment to action of the whole school community;
- the existence of a positive approach to health;
- equity; and
- links to other relevant national and local programmes and policies.

Examples are given of activities which may be seen in the school as evidence for the indicators. These lists are neither exhaustive nor prescriptive, but in general assessors would expect to see at least half of these examples in place.

In three instances detailed lists are given of actions which must be in place. These relate to Food and Fitness actions required by *Appetite for Life*; minimum standards for hygiene derived from *Mind the Germs!* and *Teach Germs a Lesson!*; and a minimum standard for Substance Use and Misuse to reflect support for smoking legislation.

In addition staff health is considered as 'development of a health promoting workplace' under Mental & Emotional Health & Wellbeing, and is linked to the Corporate Health Standard

The Welsh Network of Healthy School Schemes is part of the Schools for Health in Europe (SHE) Network and reflects the SHE approach. It also addresses the Welsh Assembly Government's seven core aims and the United Nations Convention on the Rights of the Child.

Process

The indicators listed below will be assessed in a variety of ways during a schools involvement in Phase 6 of local healthy school schemes.

Local healthy school co-ordinators will work with schools to prepare portfolios of evidence¹ and will assess the indicators and note progress.

At the end of phase 6, once local healthy school co-ordinators are content that all evidence is available, an independent national assessor will be invited to assess the school by looking at documentation and visiting the school to receive a presentation by the school council or other appropriate pupil group, to have a pupil-led tour of the school, and to take the opportunity to speak to school staff. A suggested timetable will be provided in advance of the visit

Schools submitted for independent assessment should be able to demonstrate ALL indicators, and assessors will meet with the local healthy school scheme co-ordinator to discuss the evidence provided. During the school visit the assessor will be looking for a whole school approach to health which is embedded and understood by all.

In addition to the specific indicators, the assessors will expect to see evidence of relevant links being made to the school effectiveness framework. It is expected that evidence provided for school effectiveness framework self-evaluation will incorporate healthy schools work.

Assessment for the national quality award will only be undertaken once a school has reached Phase 6 of the local healthy school scheme, after 8-9 years of active involvement.

References:

WNHSS Guidance for working with schools at each phase of the programme, 2008, Welsh Assembly Government

Appetite for Life, 2006, Welsh Assembly Government

Appetite for Life Action Plan, 2008, Welsh Assembly Government

Mind the Germs! Infection Control Guidance for Nurseries, Playgroups and other Childcare Settings 2006, Welsh Assembly Government

Teach germs a lesson! Infection Control Guidance for Primary and Secondary Schools, 2006, Welsh Assembly Government

Corporate Health Standard

Schools for Health in Europe Network www.schoolsforhealth.eu

Welsh Assembly Government seven core aims

<http://new.wales.gov.uk/topics/childrenyoungpeople/publications/568736/?lang=en>

United Nations Convention on the Rights of the Child www.unicef.org/crc/

¹Evidence may include policies, training records, school prospectus, annual report to parents, letters to parents, relevant sections of the School Development Plan, Estyn report, timetables, schemes of work, magazines/newsletters/website, and school council minutes.

FOOD AND FITNESS

Criteria	Indicators	Examples of specific actions/activities
Leadership and Communication		
1. Food and Fitness Policy	1.1 Policy in place which follows national and local guidance. 1.2 Policy developed by a working group which includes pupils. 1.3 Monitoring and review procedures in place. 1.4 Complementary role of policy and curriculum evident. 1.5 Indicators below demonstrate implementation of policy.	Food and Fitness Working Group (FAFWG) School Nutrition Action Group (SNAG)

Criteria	Indicators	Examples of specific actions/activities
2. Commitment to whole staff training on food and fitness related issues	<p>2.1 Teachers receive appropriate training</p> <p>2.2 Support staffs receive appropriate training e.g. LSA, lunchtime supervisors, OSHL leaders.</p> <p>2.3 Training is cascaded and influences practice.</p>	Take up opportunities for qualifications and accreditation

<p>3. Engagement with, and response to, specific local/national initiatives and environmental and social issues</p>	<p>3.1 Schools take-up opportunities offered to be involved in a range of local/national initiatives.</p> <p>3.2 Schools engage with and support community initiatives.</p>	<p>Cooking Bus (P) Urdd competitions Food co-op Cymru Cooks/Get Cooking Oral health initiatives e.g. National Smile Week; Designed to Smile Healthy food promotional days/events Local procurement Local recycling Use of appropriate Fairtrade products. PESS Dragon Sport/5x60 30,40,50 club (P) Walking Bus (P) Top Start (P) The Class Moves! (P) Transition events</p>
Curriculum		
<p>4. Food and Fitness covered by Foundation phase, N.C and PSE</p>	<p>4.1 Schemes of work identify physical activity, oral health and nutrition, including the links between food and fitness and mental and emotional health and well-being, and reflect policy.</p>	<p>Take up opportunities for qualifications and accreditation Health related exercise Appropriate reward schemes</p>

	<p>4.2 Curriculum resources used reflect current guidance. School is committed to providing 2 hours of quality PE provision per week for every pupil.</p> <p>4.3 Consistent messages are provided/mixed messages are avoided in relation to diet, oral health and physical activity e.g. by not using promotional campaigns, branded products or unhealthy food and drink as rewards.</p>	<p>Clued up on Food Breastfeeding covered in curriculum (S)</p>
<p>5. Out of school hours learning incorporates food and fitness skills and activities</p>	<p>5.1 A broad time-table of activities in place, appropriate to all pupils in the school.</p> <p>5.2 Consistent messages are provided/mixed messages are avoided in relation to diet, oral health and physical activity e.g. by not using promotional campaigns, branded products or unhealthy food and drink as rewards.</p>	<p>Appropriate reward schemes Cooking clubs e.g. Cymru Cooks/Get Cooking/Cooking on a budget Links with local sports clubs</p>
Ethos and Environment		
<p>6. Pupil participation</p>	<p>6.1 Evidence of active pupil involvement in policy development.</p>	<p>SNAG/FAFWG School Food and Fitness assemblies</p>

	<p>6.2 Evidence of examples of food and fitness initiatives in which pupils are actively involved.</p> <p>6.3 Evidence that pupils involved in evaluation of actions.</p> <p>6.4 Evidence of pupil involvement in discussions with caterers regarding school food provision</p>	
7. Staff participation	7.1 Evidence of school staff and caterers not in the core healthy schools team involved in food and fitness issues.	
8. School environment, ethos and the informal curriculum	<p>8.1 Consistent messages are provided/mixed messages are avoided in relation to diet, oral health and physical activities e.g. by not using promotional campaigns, branded products or unhealthy food and drink as rewards.</p> <p>8.2 School provides an environment in which breastfeeding is seen as the norm.</p> <p>8.3 All staff are encouraged to demonstrate behaviours consistent to food and fitness policy e.g. drinking water, eating fruit, participating in 30/40/50.</p>	<p>Recycling</p> <p>Composting</p> <p>Vegetable garden/allotment</p> <p>Tooth brushing scheme (P)</p> <p>Appropriate reward schemes</p> <p>Playground markings and zoning (P)</p> <p>Playground buddy scheme (P)</p> <p>Active play (P)</p> <p>Traditional playground games (P)</p>

	<p>8.4 Environment encourages physical activity.</p> <p>8.5 Dining room is a pleasant, sociable environment.</p> <p>8.6 Lunchtime is organised to allow adequate time for all pupils to select and eat meals in a civilised environment with a minimum of queuing.</p> <p>8.7 In secondary schools consideration has been given to the effects of off-site policies.</p> <p>8.8 Information is available for parents regarding free school meal entitlement, and uptake is actively encouraged. Measures are in place to prevent stigmatisation of free-school-meal pupils</p> <p>8.9 School food policy is evident on school trips.</p>	<p>Access to open areas</p> <p>Walking bus (P) Cycle racks (well used) Activity/fitness trails</p>
Family and Community Involvement		
9. Involvement of families and community	9.1 Parents/carers and governors are well informed and understand the importance of policy on good nutrition and physical activity for	Parents' evenings Health fairs

	<p>themselves and the pupils.</p> <p>9.2 The school offers the opportunity for families and the wider community to be involved in, and contribute to activities related to food and fitness.</p> <p>9.3 Links made with local community organisations, sports' clubs and business to support the food and fitness agenda.</p> <p>9.4 Policy is supported by the whole school community.</p> <p>9.5 The expertise of parents and/or members of the community is used to support curriculum or non curriculum activities if appropriate.</p>	<p>Farm visits</p>
<p>10. Involvement and collaboration with outside statutory and voluntary agencies and individuals</p>	<p>10.1 Appropriate outside agencies, clubs and individuals support the development of policies, programmes and curriculum.</p> <p>10.2 Any contribution is planned, evaluated and the work followed up.</p>	<p>Links with local clubs Physical activity promotional days</p>

Food and Drink Provision

<p>11. Food and drink provision</p>	<p>11.1 All food and drink offered throughout the school day is consistent with the Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013 ('Healthy Eating in Schools Regulations').</p> <p>11.2 Water is available free of charge and in a suitable location, and consumption is actively promoted.</p> <p>11.3 Fresh fruit, vegetables, water and milk are the only items offered at primary school break times</p> <p>11.4 School actively encourages the provision of healthy lunchboxes by providing information to pupils and parents.</p> <p>11.5 Vending machines comply with guidance in 'Think Healthy Vending' and 'Healthy Eating in Schools Regulations.'</p> <p>11.6 In schools where Young Enterprise scheme is promoted, pupils are given guidance on the appropriateness of any enterprise such that it does not undermine the 'Healthy Eating in Schools Regulations.'</p> <p>11.7 Schools actively discourage the efforts of fast-food vans/delivery services to sell food to staff or pupils during the school day, or immediately before and after the school day.</p>	<p>Fruit tuck shop Water on desk scheme Appropriate Fair Trade products Free & subsidised milk scheme Primary School Free Breakfast Initiative (P) Healthy food promotional days/events</p>
-------------------------------------	---	---

MENTAL AND EMOTIONAL HEALTH AND WELL BEING

Criteria	Indicators	Examples of specific actions/activities
Leadership and Communication		
<p>1. Appropriate Policies & Strategies in place:</p> <ul style="list-style-type: none"> • Anti Bullying Policy and Strategy • Positive Behaviour Management Policy • Equalities policy/plan • Appropriate strategies to address; sexual exploitation, special needs and health issues which avoid stereotyping and discrimination 	<p>1.1 Policies and strategies in place which follow national & local guidance, and involve pupils if appropriate.</p> <p>1.2 Policies and strategies include clear referral guidance that whole school community is aware of, including self referral to counselling services.</p> <p>1.3 Monitoring & review procedures in place.</p> <p>1.4 Complementary role of policy and curriculum evident.</p> <p>1.5 Indicators below demonstrate implementation of policy.</p>	<p>Good behaviour evident around the school</p>
<p>2. Commitment to whole staff training on mental and emotional health and well</p>	<p>2.1 Teachers receive appropriate training.</p>	

being related issues	<p>2.2 Support staff receive appropriate training e.g. LSA, lunchtime supervisors, OSHL leaders.</p> <p>2.3 Training is cascaded and influences practice.</p>	
3. Engagement with, and response to, specific local/national initiatives and environmental and social issues	<p>3.1 Schools take-up opportunities offered to be involved in a range of local/national initiatives.</p> <p>3.2 Schools show flexibility in the programme of study to respond to locally identified issues.</p>	<p>Anti bullying initiatives School-based Counselling service Therapeutic approaches such as play therapy, music therapy or drama therapy Nurture Groups Pupil support groups Parenting programmes</p>
Curriculum		
4. Mental and emotional health and well being	4.1 Schemes of work identify a range of aspects of mental and emotional health and well being and reflect policy.	

covered by Foundation Phase, N.C & PSE	4.2 Curriculum resources used reflect current guidance.	
5. Out of school hours learning incorporate activities which are inclusive and promote increased self esteem and well being	5.1 A broad time-table of activities in place, appropriate to all pupils in the school.	
Ethos and Environment		
6. Pupil participation	<p>6.1 School has effective school council which meets on a regular basis.</p> <p>6.2 School council meetings are informed by, and disseminated to, other pupils e.g. via class councils.</p> <p>6.3 Active pupil participation in core areas of school life which directly affect the health and well-being of children and young people e.g. teaching and learning, environment, staff selection, pastoral care</p> <p>6.4 Evidence of examples of initiatives in which pupils are actively involved.</p>	<p>Good School Council feedback mechanisms</p> <p>Selection process for pupil representatives</p> <p>School Council notice/display board</p> <p>Negotiated class rules</p> <p>Negotiated reward schemes</p> <p>Buddy schemes</p> <p>Self referral to counselling services (S)</p>

	<p>6.5 Evidence of pupil involvement in evaluation of actions.</p> <p>6.6 Evidence of pupil involvement in policy/strategy development.</p>	
7. Staff participation	7.1 Evidence of staff, not in the core healthy School team, involved in the development of positive mental and emotional health and well being e.g by supporting whole-school action such as sanctions and rewards, and Circle Time.	
8. School environment, ethos and the informal curriculum	<p>8.1 The Vision/Mission Statement, Aims and Prospectus refer to the mental and emotional health and well being of the pupils and staff.</p> <p>8.2 Good-practice guidance available to staff that promotes behaviours consistent to mental and emotional health and well being e.g. anti bullying, positive behaviour management, and pupil participation.</p> <p>8.3 The school provides a pleasant, safe and sociable environment.</p> <p>8.4 School based counselling services are provided.</p>	<p>Welcome/induction pack for pupils</p> <p>Transition programme</p> <p>Buddy/Peer mentoring scheme</p> <p>Circle Time</p> <p>Golden Rules</p> <p>Golden Time</p> <p>Suggestion/worry boxes</p>

	<p>8.5 Appropriate services are signposted to pupils.</p> <p>8.6 The school has an induction programme for staff and pupils which communicates the school ethos</p> <p>8.7 The school provides opportunities for both staff and pupils to be involved in activities to promote the self esteem and well being of themselves and others</p> <p>8.8 The school supports pupils to develop communication and social skills to enable them to explore, express and manage their feelings and to empathise with others</p>	
Family and Community Involvement		
<p>9. Involvement of families and community</p>	<p>9.1 Parents/carers and governors are well informed and understand the importance of mental and emotional health and well being for themselves and their children.</p> <p>9.2 Evidence of working with parents to gain a whole school approach to preventing and dealing with bullying issues.</p>	<p>Evidence of good communication with parents of prospective pupils Evidence of a well developed transition programme</p>

	<p>9.3 Evidence of the provision of advice for parents, pupils and families on how to deal with bullying incidents and reporting procedures.</p> <p>9.4 The school offers opportunities for families, governors and the wider community to be involved in, and contribute to, the daily life of the school.</p> <p>9.5 Pupils support the community e.g. through charity work, working with/for the elderly.</p> <p>9.6 The expertise of parents and /or members of the community is used to support curriculum or non curriculum activities if appropriate.</p>	
<p>10. Involvement and collaboration with outside statutory and voluntary agencies and individuals</p>	<p>10.1 Schools engage with a variety of agencies to support pupils and staff with a range of mental and emotional health issues e.g. bullying, bereavement, stress management.</p> <p>10.2 Appropriate outside agencies and individuals support the development of policies, programmes and curriculum.</p> <p>10.3 Any contribution is planned, complies with policy, is evaluated and the work followed up.</p>	

Development of a Health Promoting Workplace

<p>11. The development of a health promoting workplace which recognises the importance of support for mental and emotional health and well being</p>	<p>11.1 All staff consulted and involved in the development of a health-promoting workplace.</p> <p>11.2 Planned CPD programme in place for subject leaders/key staff with areas of responsibility.</p> <p>11.3 Protected PPA time and appropriate work area.</p> <p>11.4 Staff consider staff room facilities to be adequate.</p> <p>11.5 Appropriate services are signposted .</p> <p>11.6 Staff have access to specialist services including Occupational Health.</p> <p>11.7 Evidence of procedures in place to address work-life balance.</p>	<p>Corporate Health Standard Investors in People Staff stress-management and other health-related policies Stress management training Staff health days Staff fitness activities, and links to local leisure centre Use of Quality Circle Time Items on staff meeting agenda Staff social events</p>
--	--	--

PERSONAL DEVELOPMENT AND RELATIONSHIPS

Criteria	Indicators	Examples of specific actions/activities
Leadership and Communication		
<p>1. Sex and Relationships Education Policy</p>	<p>1.1 Policy in place which follows national and local guidance. A primary school must provide a graduated, age-appropriate programme, but a school will not be penalised if a large proportion of parents withdraw their child.</p> <p>1.2 Policy developed by a working group involving school staff and governors.</p> <p>1.3 Policy includes clear referral guidance that whole school community is aware of.</p> <p>1.4 The school provides a clear framework for all staff that enables a safe learning environment e.g. to prohibit incidents involving inappropriate internet sites, materials or activities.</p> <p>1.5 In secondary schools consideration has been given to involving senior students in policy development.</p> <p>1.6 Policy is disseminated to all members of the school community including parents and visitors involved in delivery.</p> <p>1.7 Monitoring procedures in place.</p>	

	<p>1.8 Complementary role of policy and curriculum evident.</p> <p>1.9 Indicators below demonstrate implementation of policy.</p>	
<p>2. Commitment to whole staff training on personal development and relationships related issues</p>	<p>2.1 All staff involved in the delivery of the programme receive appropriate training and support in the delivery of programmes and dealing with sensitive issues.</p> <p>2.2 Training is cascaded and influences practice.</p> <p>2.3 Named member of staff leads on SRE.</p>	
<p>3. Engagement with, and response to, local/national initiatives, environmental and social issues</p>	<p>3.1 School shows flexibility to respond to locally identified issues.</p>	<p>Drop-in clinics(S) School-based Counselling service C-Card schemes (S)</p>
Curriculum		
<p>4. Personal development and relationship education covered by Foundation Phase, N.C and PSE</p>	<p>4.1 Schemes of work identify a skills based programme of study that is developed to progress through the year groups and reflect good practice advice.</p>	<p>Planned use of CD 'Making Sense of Growing Up and Keeping Safe' (P) Planned use of CD</p>

	4.2 Curriculum resources used reflect current guidance.	Sense, Sex and Relationships (S) Theatre in Education groups Use of peer educators
Ethos and Environment		
5. Pupil participation	5.1 Evidence of pupils' views being taken into account regarding what is taught and how.	
6. Staff participation	6.1 All staff are aware of school policy, including referral guidelines	
7. School environment, ethos and the informal curriculum	7.1 The school provides good access to a range of resources within the school and provides secondary pupils with appropriate local information and sources of support. 7.2 The school provides an environment in which breastfeeding is seen as the norm.	Drop-in clinics(S) School-based counselling service
Family and Community Involvement		
8. Involvement of families and community	8.1 Parents/carers and governors are well informed and understand the importance of policy on SRE.	Parent resource for CD 'Making Sense of Growing Up and Keeping Safe' (P) School nurse/Family

	<p>8.2 Parents/carers and governors are supportive of a well-planned programme of study.</p> <p>8.3 The school offers information through planned events, the provision of literature or inviting parents into the school to view resources and discuss the SRE programme.</p> <p>8.4 The expertise of parents and /or members of the community is used to support curriculum or non curriculum activities if appropriate.</p>	<p>nurse involvement Investors in Families</p>
<p>9. Involvement and collaboration with outside statutory and voluntary agencies and individuals</p>	<p>9.1 If outside visitors are used, the school provides clear guidelines on the appropriate use of visiting contributors which complies with national/local advice.</p> <p>9.2 Appropriate outside agencies and individuals support the development of policies, programmes and curriculum, e.g. by the provision of resources.</p> <p>9.3 Contribution is planned, complies with policy, is evaluated and the work followed up.</p>	<p>School nurse/Family nurse involvement</p>

SUBSTANCE USE AND MISUSE

Criteria	Indicators	Examples of specific actions/activities
Leadership and Communication		
<p>1. Smoking Policy Drug and Alcohol Policy Administering Medicines Policy</p>	<p>1.1 Policies in place which follow national & local guidance, show consideration of current legislation and include a commitment to smoke-free school grounds and preclude the use of e-cigarettes on school premises and grounds.</p> <p>1.2 Incident response and reporting mechanisms in place.</p> <p>1.3 Policy includes clear referral guidance that whole school community is aware of.</p> <p>1.4 Monitoring & review procedures in place.</p> <p>1.5 Complementary role of policy and curriculum evident.</p> <p>1.6 Indicators below demonstrate implementation of policy.</p>	<p>No smoking signage at entrance</p>

<p>2. Commitment to whole staff training on substances related issues</p>	<p>2.1 Teachers receive training appropriate to their role in the school.</p> <p>2.2 Support staff receive appropriate training e.g. LSA, lunchtime supervisors, OSHL leaders.</p> <p>2.3 Training is cascaded and influences practice.</p>	
<p>3. Engagement with, and response to specific local/national initiatives and environmental and social issues</p>	<p>3.1 Schools take-up opportunities offered to be involved in a range of local/national initiatives.</p> <p>3.2 Schools show flexibility in the programme of study to respond to locally identified issues.</p>	<p>SmokeBugs! Smokefree Class Competition ASSIST Police All Wales School Liaison Core Programme Crucial Crew No Smoking Day activities Stop Smoking Wales</p>
Curriculum		
<p>4. Substances covered by N.C, PSE & Foundation Phase</p>	<p>4.1 Schemes of work identify a range of aspects of substances and reflect policy. This includes tobacco, alcohol, solvents and other legal and illegal substances, medicines and household products.</p>	<p>Smoke Signals Burning Issues Talk Health Theatre in Education groups</p>

	<p>4.2 The curriculum develops skills to resist unwanted peer pressure.</p> <p>4.3 Curriculum resources used reflect current guidance.</p>	
5. Out of school hours learning which supports the substances programme and policy	5.1 Consistent messages are provided/mixed messages are avoided in relation to substances policies	
Ethos and Environment		
6. Pupil participation	<p>6.1 Evidence of examples of initiatives in which pupils are actively involved.</p> <p>6.2 Evidence of pupil involvement in policy/strategy development.</p> <p>6.3 In secondary schools, evidence of active peer involvement in programmes of work.</p>	Peer education programmes
7. Staff participation	7.1 Evidence of staff not in the core healthy schools team involved in programmes and initiatives.	

	7.2 All staff support policy, e.g. on school trips.	
8. School environment, ethos and the informal curriculum	<p>8.1 The school provides good access to a range of services and resources and provides secondary pupils with appropriate local information.</p> <p>8.2 School site is smoke-free.</p>	<p>Drop-in clinics(S) School-based counselling service Info re Stop Smoking Wales</p>
Family and Community Involvement		
9. Involvement of families and community	<p>9.1 Parents/carers and governors are well informed and understand the importance of policy on substance use and misuse for themselves and the pupils.</p> <p>9.2 Parents/carers and governors are supportive of a well-planned programme of study.</p> <p>9.3 The school offers information through planned events and/or the provision of literature.</p>	<p>Multi-agency parent workshops School nurse/Family nurse involvement</p> <p>In support of Fresh Start Wales, work with parents regarding not smoking in cars when children are present.</p>

	9.4 The expertise of parents and /or members of the community is used to support curriculum or non curriculum activities if appropriate.	
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals	<p>10.1 The school provides clear guidelines on the appropriate use of visiting contributors, which complies with national and/or local advice.</p> <p>10.2 Appropriate outside agencies and individuals support the development of policies, programmes and curriculum.</p> <p>10.3 Any contribution is planned, complies with policy, is evaluated and the work followed up.</p>	School nurse/Family nurse involvement
11. Smoking on school premises	11.1 School grounds to be smoke free.	
	11.2 All tobacco policies should include mention of e-cigarettes , such that their use is not permitted on school premises or grounds.	

ENVIRONMENT

Criteria	Indicators	Examples of specific actions/activities
Leadership and Communication		
<p>1. A document showing evidence of a whole school-approach to caring for the environment</p>	<p>1.1 School has a series of action plans in place for improving the school and the wider environment.</p> <p>1.2 Action plans created by a working group which includes pupils e.g. eco-group.</p> <p>1.3 Monitoring and reviewing procedures in place.</p> <p>1.4 Complementary role of action plans and curriculum evident.</p> <p>1.5 Indicators below demonstrate implementation of action plans.</p>	
<p>2. Engagement with, and response to specific local/national initiatives and environmental and social issues</p>	<p>2.1 Schools can evidence links with other local/national awards, programmes and initiatives.</p> <p>2.2 Schools engage with and support community initiatives that improve the environment local to the school.</p>	<p>Eco-schools, Green schools, Forest schools ESDGC Appropriate Fairtrade products available</p>

<p>3. Commitment to whole staff training on environmental issues</p>	<p>3.1 Teachers receive training appropriate to their role in the school.</p> <p>3.2 Support staff receive appropriate training e.g. LSA, lunchtime supervisors, OSHL leaders.</p> <p>3.3 Training is cascaded and influences practice.</p>	
Curriculum		
<p>4. Environmental activities covered by Foundation phase, N.C and PSE</p>	<p>4.1 Schemes of work identify environmental activities, including cross-curricular links, and reflect action plans.</p> <p>4.2 Curriculum resources used reflect current guidance.</p> <p>4.3. Consistent messages are provided/mixed messages are avoided in relation to environmental issues.</p>	
<p>5. Out of school hours learning incorporates environmental activities</p>	<p>5.1 A broad time-table of activities in place, appropriate to all pupils in the school.</p>	<p>Gardening clubs</p>

	5.2 Consistent messages are provided/ mixed messages are avoided in relation to environmental issues e.g ensuring recycling, not using plastic or paper cups.	
Ethos and Environment		
6. Pupil participation	6.1 Evidence of pupil involvement in identification and evaluation of actions 6.2 Evidence of examples of environmental activities in which pupils are actively involved.	
7. Staff participation	7.1 Evidence of staff not in the core healthy schools team involved in programmes and initiatives. 7.2 All staff support school practice.	
8. School environment, ethos and the informal curriculum	8.1 The school shows a commitment to making the school environment pleasant, safe and sociable.	Murals Welcoming foyer No graffiti Signage for visitors Shaded seating areas

	<p>8.2 The school demonstrates a commitment to sustainable development values.</p> <p>8.3 The school contributes to a reduction in carbon emissions.</p>	<p>Notice boards Pupils' work displayed Outdoor classrooms Playground markings Recycling programmes Water-saving schemes Energy-saving schemes Paper-saving schemes Water coolers Refillable bottles Composting School gardens/allotments Walking and cycling initiatives</p>
Family and Community Involvement		
<p>9. Involvement of families and community</p>	<p>9.1 Parents/Carers and governors are well informed and understand the importance of environmental initiatives in the school.</p> <p>9.2 The school offers the opportunity for families and the wider community to be involved in, and contribute to, activities related to improving the school environment.</p> <p>9.3 Links made with local community organisations and business to support environmental activities.</p>	<p>Litter-picking in the community Community recycling schemes</p>

	<p>9.4 The expertise of parents and /or members of the community is used to support curriculum or non curriculum activities if appropriate.</p>	
<p>10. Involvement and collaboration with outside statutory and voluntary agencies and individuals</p>	<p>10.1 Appropriate outside agencies and individuals support the development of action plans, programmes and curriculum.</p> <p>10.2 Any contribution is planned, evaluated and the work followed up.</p>	

SAFETY

Criteria	Indicators	Examples of specific actions/activities
Leadership and Communication		
<p>1.Safe School Policy or items in other policies, including Child Protection Policy & Procedures</p> <p>(NB this is in addition to statutory requirements for a health and safety policy which will be monitored by inspection)</p>	<p>1.1 Policies in place which cover child protection, sun safety, internet safety, first aid, administration of medication, road safety and safety in other environments relevant to school location, educational visits, food safety, playground safety, clearly defined procedures for lone working.</p> <p>1.2 Monitoring and recording procedures in place.</p> <p>1.3 Complementary role of policy and curriculum evident.</p> <p>1.4 Indicators below demonstrate implementation of policy.</p>	<p>Use of Sunsmart guidelines and materials (from Cancer Research UK)</p> <p>Support for immunisation programmes.</p>
<p>2. Commitment to whole staff training on safety issues</p>	<p>2.1 Teachers received appropriate training.</p>	

	<p>2.2 Support staff receive appropriate training e.g. LSA, lunchtime supervisors, OHSL leaders.</p> <p>2.3 Training is cascaded and influences practice.</p>	
<p>3. Engagement with, and response to, specific local/national initiatives and environmental and social issues</p>	<p>3.1 School takes-up opportunities offered to be involved in a range of local/national initiatives.</p> <p>3.2 Schools engage with and support community initiatives.</p>	<p>Kerbcraft Road Safety week Walk-to-School week Sun Safety week Crucial Crew/Dangerpoint Megadrive (S) Safe communities Safe Routes to School</p>
Curriculum		
<p>4. Safety covered by Foundation phase, N.C and PSE</p>	<p>4.1 Schemes of work identify safety, including sun safety, internet safety, first aid and safe environments, and reflect policy.</p> <p>4.2 Curriculum resources used reflect current guidance.</p>	<p>Heartstart/St John/Red Cross Cycling proficiency Food hygiene certification Police All Wales School Liaison Core Programme Internet safety e.g. Thinkuknow.co.uk,</p>

		Jenny's Story
5. Out of school hours learning and educational visits take account of safety issues	<p>5.1 Risk assessment evident.</p> <p>5.2 A range of activities in place that take account of safety issues, e.g. first aid, food hygiene training, procedures for educational visits.</p>	<p>Heartstart/St John/Red Cross</p> <p>Cycling proficiency</p> <p>Food hygiene certification</p>
Ethos and Environment		
6. Pupil participation	<p>6.1 Evidence of pupil involvement in the identification and evaluation of actions</p> <p>6.2 Evidence of examples of safety initiatives in which pupils are actively involved</p>	<p>Junior road safety officers</p> <p>Playground rules</p>
7. Staff participation	7.1 Evidence of staff not in the core healthy schools team involved in programmes and initiatives.	

	7.2 All staff support school practice.	
8. School environment, ethos and the informal curriculum	8.1 Procedures in place to ensure safety of pupils and staff.	Lockers for bags Fridges for lunchboxes and/or food cooked in school School travel plan CCTV/lighting Information displayed regarding immunisations.
Family and Community Involvement		
9. Involvement of families and community	<p>9.1 Parents/carers and governors are well informed and understand the importance of safety initiatives in the school.</p> <p>9.2 Links made with local community organisations and business to support the safety agenda, e.g. road safety.</p> <p>9.3 The expertise of parents and /or members of the community is used to support curriculum or non curriculum activities if appropriate.</p>	
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals	10.1 Appropriate outside agencies and individuals support the development of policies, programmes and curriculum e.g. road safety teams, school/family nurses, police.	

	10.2 Any contribution is planned, evaluated and the work followed up.	
--	---	--

HYGIENE

Criteria	Indicators	Examples of specific actions/activities
Leadership and Communication		
1. Hygiene procedures in place	<p>1.1 Evidence of procedures in line with recommendations in Mind the Germs (nurseries) or Teach Germs a Lesson (primary and secondary schools), which are monitored and reviewed.</p> <p>1.2 Clear roles and responsibilities identified.</p>	
2. Commitment to whole staff training on hygiene related issues	<p>2.1 Teachers receive appropriate training.</p> <p>2.2 Support staff receive appropriate training e.g. LSA, lunchtime supervisors, OSHL leaders.</p> <p>2.3 Training is cascaded and influences practice.</p>	
3. Engagement with, and response to, specific local/national initiatives and environmental and social issues	<p>3.1 Schools take-up opportunities offered to be involved in a range of local/national initiatives.</p> <p>3.2 Schools show flexibility to respond to locally identified</p>	<p>Designed to Smile National Smile Week Local tooth-brushing and hand-washing initiatives Food hygiene training</p>

	issues.	for pupils.
Curriculum		
4. Hygiene covered by Foundation phase, N.C and PSE	<p>4.1 Schemes of work identify hygiene issues.</p> <p>4.2 Curriculum resources used reflect current guidance.</p> <p>4.3 Consistent messages are given/mixed messages are avoided in respect of hygiene.</p>	
5. Out of school hours learning and educational visits take account of hygiene issues	<p>5.1 Procedures in line with recommendations in Mind the Germs (nurseries) or Teach Germs a Lesson (primary and secondary schools), which are monitored and reviewed.</p> <p>5.2 Clear roles and responsibilities identified.</p> <p>5.3 Opportunities utilised to include hygiene messages in OSHL, e.g. in Cymru Cooks and Primary School Free Breakfast Initiative.</p>	

	5.4 Consistent messages are given/mixed messages are avoided in relation to hygiene.	
Ethos and Environment		
6. Pupil participation	6.1 Evidence of pupil involvement in identification and evaluation of actions. 6.2 Evidence of pupil involvement in hygiene issues that arise as part of other work, e.g. fruit tuck shops, water on desks, and issues raised by school councils.	
7. Staff participation	7.1 Evidence of staff not in the core healthy schools team involved in programmes and initiatives. 7.2 All staff support school practice.	
8. School environment, ethos and the informal curriculum	8.1 Consistent messages are given/Mixed messages are avoided.	

	8.2 Clear guidance in relation to hygiene is displayed where appropriate, e.g. hand hygiene, kitchen hygiene, personal hygiene, food and drink storage, fruit tuck shops, and storage of toothbrushes.	
Family and Community Involvement		
9. Involvement of families and community	<p>9.1 Parents/carers and governors are well informed and understand the importance of good hygiene for themselves and the pupils.</p> <p>9.2 The expertise of parents and /or members of the community is used to support curriculum or non curriculum activities if appropriate.</p>	
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals	<p>10.1 Appropriate outside agencies and individuals support the development of policies, programmes and curriculum e.g. school/family nurses, community dental service.</p> <p>10.2 Any contribution is planned, evaluated and the work followed up.</p>	

Minimum Hygiene Standards

11. Minimum standards for hygiene

11.1 Pupils and staff have access at all times to school toilets that are well ventilated, have functioning locks, and are cleaned regularly.

11.2 Liquid soap and warm water are provided in toilets for pupils and staff.

11.3 Toilet paper is provided in toilets for pupils and staff.

11.4 Paper towels/hand-dryers are provided in toilets for pupils and staff.

11.5 Guidance is displayed for pupils and staff on when and how to wash hands.

11.6 Appropriate sanitary disposal facilities exist for female staff and pupils in both primary and secondary schools.

11.7 Pupil toilets are monitored regularly.

11.8 Guidance displayed regarding fruit tuck shop hygiene.

	<p>11.9 Pupils wash hands before serving in fruit tuck shops.</p> <p>11.10 Water coolers are cleaned and maintained regularly.</p> <p>11.11 If a water-on-desks policy is in place, then there are clear procedures for washing water bottles.</p> <p>11.12 Staff room cleanliness is maintained, e.g. of microwave.</p> <p>11.13 Parents are provided with guidance on safety of lunch boxes.</p> <p>11.14 Parents are provided with guidance on illness absence.</p> <p>11.15 If school has been assessed under the Food Standards Agency's Food Hygiene Rating Scheme, then a rating of 4 or more has been achieved.</p> <p>11.16 School is involved in Designed to Smile, if it has been invited to take part.</p>	<p>Washing up rota</p> <p>Healthier lunchboxes, healthier pupils leaflet</p>
--	--	--