

**This is a copy of the criteria for the Healthy  
Schools' Essential Award**

**Please use this as a guide only as we will only  
accept online submissions, via our  
[website](#)**





# Essential Healthy Schools Award

## 1. Welcome to the Bristol Healthy Schools Essential Award

### What is the Essential Award?

The Essential Award begins with a focus on establishing the necessary infrastructure for Healthy Schools, such as having a Healthy Schools Lead and Steering Group in place. It then moves on to key actions that will improve PSHE, increase physical activity, create a positive food environment, and promote good mental health and wellbeing. These are the actions which we consider to be fundamental in creating a healthy and happy school.

### How long does it take?

You have up to a year to complete the Essential Award, but it may be possible to complete it in a few months if you have already good practice in place.

### How does the online system work?

Throughout your journey you can log in and out as many times as you like, updating your evidence as you go. Your email address becomes your login.

Please keep saving your changes as you go.

Most of the criteria require a Yes/No response, others ask for more detail via a text box. We never ask you to upload documents or provide additional evidence. Only this form is needed.

**IMPORTANT:** Do not click the back button at the top left of your browser as you complete the form. To go back to the previous section, click 'previous page' at the bottom of the survey.

### **Do I get guidance?**

Yes, there is guidance throughout. This will either help you make sense of what we are asking for or signpost you to helpful documents. For example, we might ask you to write a policy about something. In that case, we have provided you with an example policy and that should save you time.

At any point, you can email us for help or further guidance on [healthy.schools@bristol.gov.uk](mailto:healthy.schools@bristol.gov.uk).

### **How do I know if I've passed?**

To pass this award, you need to be able to answer 'yes' or 'correct' to every question (other than the text box questions) as they are all essential. If you answer 'no' or 'incorrect' to any question, you will have the opportunity, at the end of the application form, to tell us why and what you are doing to work towards these criteria.

We will consider your response, but it may be that you need some extra time to put the required practice in place and should re-submit once you have done so. We will support you to achieve this.

We aim to advise you, via email, of the outcome of your application within 3 weeks of submitting. The outcome will either be 'Pass' or 'Further work and/or clarification needed'. If the latter, we will provide you with feedback and guidance about what you need to do to pass.

If you do not pass the first time, you can re-submit your application as many times as you need, although we hope that the guidance is clear enough that this won't be necessary.

Good luck!

## 2. About your school

Full name of school: \*

Contact details: \*

Name of person  
completing form

\*

Role in school

\*

Email address

\*

Type of school: \*

- ☐ Mainstream
- ☐ Special
- ☐ Alternative
- ☐ Independent

Which phase are you applying for: \*

- ☐ Primary school
- ☐ Infant school
- ☐ Junior school
- ☐ Infant AND Junior school
- ☐ Secondary
- ☐ Primary AND Secondary school

Please note, you can apply for one award to cover more than one phase (e.g., primary and secondary if you are an all-through school or part of an academy). If you are doing this, you will need to ensure that your answers fully reflect both phases. Equally, you can apply for separate awards for each phase. Please contact us if you need guidance:

[healthy.schools@bristol.gov.uk](mailto:healthy.schools@bristol.gov.uk).

## 3. Establishing a Healthy School infrastructure

Your first step will be to focus on establishing an infrastructure for your Healthy Schools work. This infrastructure will provide you with a support network, leadership, and strategic focus, all of which will strengthen your successes.

You are welcome to use our baseline surveys to establish where you might want to focus your efforts and find out where you are before/after you work through the criteria. **These surveys are optional.** If you use our online versions, you can request the results from our team [healthy.schools@bristol.gov.uk](mailto:healthy.schools@bristol.gov.uk).

Survey links:

- [Primary Pupils' Survey](#): Primary settings can do a “hands up” survey, in a year 2 class and a class from their choice of year 4, 5 or 6.
- [Secondary Pupil' Survey](#): Secondary settings can send this survey to pupils to complete individually.
- [Staff Wellness Survey](#): Settings can send this survey to all staff to complete individually.

Printable copies are available on our website: [www.bristol.gov.uk/bristol-healthy-schools/healthy-schools-awards/essential-award/essential-award-supporting-documents](http://www.bristol.gov.uk/bristol-healthy-schools/healthy-schools-awards/essential-award/essential-award-supporting-documents)  
Taking part in the Bristol Pupil Voice Survey can also help you identify where to focus your efforts and track trends over time. This is covered in question 10.

Many of the below requirements have appeared in past versions of Healthy Schools so you may have some of this in place already.

1. Our School Improvement Plan has a section on improving health and wellbeing and this is a standing item year on year.

- ☐ Yes  
☐ No

2. We have a Healthy Schools Coordinator.

- ☐ Yes  
☐ No

Typically, this person would lead on Healthy Schools awards and related activities. Schools that are successful in implementing a whole-school approach to health and wellbeing have an overall lead who is supported by a wider steering group (see below) of staff, governor(s), member(s) of SLT, teacher(s), pastoral staff, parent(s) and/or school nurse(s). We recommend that the Healthy Schools lead is a member of SLT to ensure senior level buy-in and effective decision-making, but it is not a requirement.

3. Name of Healthy Schools Coordinator.

4. Email address for Healthy Schools Coordinator.

5. We have established a Healthy Schools Steering Group:

- ☐ Yes  
☐ No

6. The Healthy Schools Steering Group meets at least 3 times a year (ideally more).

- ☐ Yes  
☐ No

7. The Healthy Schools Steering Group has wide representation including, but not limited to: governor(s), member(s) of SLT, teacher(s), pastoral staff, parent(s) and/or school nurse(s).

- ☐ Yes  
☐ No

Note that it is the statutory responsibility of the Governing Body to manage school food specifically. The School Food Plan have produced a [guide](#) for Governors, which covers their role in school food.

Please note that school nurses should be represented in this group but will not necessarily be able to attend every meeting.

8. We have a pupils' Healthy Schools Team with representation from across the year groups OR We have included Healthy Schools as a standing item for every School Council meeting.

- ☐ Yes  
☐ No

#### 4. Putting best practice in place

9. We have launched our Healthy Schools work to the whole staff body, including showing staff the Healthy Schools [film](#).

- ☐ Yes  
☐ No

This is important in celebrating the fact that you are working on Healthy Schools. It helps get the whole school on board and creates momentum. The Healthy Schools film outlines why this work is important and what role everyone will play. Using the film means you don't have to produce your own separate presentations (although you are welcome to). \*Please

note that some changes have been made since the creation of the film. It is now a two-tiered model and has a reduced focus on PSHE due to the new statutory guidance on RSHE.

10. Our school has taken part in the Pupil Voice Survey within the last 2 years and commits to taking part in the next round OR We haven't taken part in the Pupil Voice Survey within the last 2 years but commit to taking part in the next round (due 2024).

- ☐ Yes  
☐ No

11. We have a clear process in place to identify and support pupils who are at risk of, or experiencing, poor physical and/or mental health.

- ☐ Yes  
☐ No

Your school nurse can help you with this in terms of providing direct support to pupils, identifying clear care pathways and signposting to appropriate services. Consider what you would do if a child presented with a physical or mental health issue or was deemed as 'at risk' of either. Always consider wider health and social needs rather than isolated health issues.

Schools should follow best practice on safeguarding, consent and confidentiality. More information can be found in [Working Together to Safeguard Children](#) and [Keeping children safe in education](#).

12. We have a good understanding of the health and wellbeing needs of our school population.

- ☐ Yes  
☐ No

13. Please outline the methods used to develop an understanding of the health and wellbeing needs of your school population.

These could include:

- Pupil Voice survey/ report
- School Health Data Profile, provided by Public Health
- Discussions with school nurses

- Pupil questionnaires on mental health and wellbeing e.g. the Stirling Children's Scale (for ages 8-15) and Warwick-Edinburgh Wellbeing Scale (for ages 13 and over), both of which recommended by Public Health England
- School data about health and wellbeing and target groups e.g. behaviour and exclusion data, attendance data, safeguarding data, and data on specific groups including children in care, children with SEND and children entitled to free school meals.
- Feedback from staff

The Anna Freud Centre has produced: '[Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges](#)'. This contains guidance for primary and secondary schools on developing an understanding of mental wellbeing in schools.

14. We monitor pupils at risk of developing (and those already showing signs of) poor physical and mental health

- ☐ Yes
- ☐ No

15. We have appropriate strategies and interventions in place to support pupils at risk of, or already showing signs of, poor health and wellbeing

- ☐ Yes
- ☐ No

16. Please briefly describe some of the strategies and interventions you have in place to identify those at risk of, or already showing signs of poor health and wellbeing.

17. We regularly communicate with parents/carers about our Healthy Schools work.

- ☐ Yes
- ☐ No

Keeping parents/carers informed about your Healthy Schools work is important in gaining their support. If they understand why you're making changes, they're more likely to get behind that change.



We recommend being positive and proud; celebrate the work that you are doing, normalise conversations about health and wellbeing and showcase the pupil's involvement e.g. sharing pictures of them cooking or running the daily mile.

Here are some ideas:

- Have a regular slot for Healthy Schools news in your newsletter
- Share updated policies / build clear guidance on e.g. healthy packed lunches, into your new starters pack
- Provide advice, guidance and resources (e.g. leaflets), via book bags, on the website, via school social media and at open evenings/ new parent events
- Get involved in key calendar dates/ campaigns e.g. World Mental Health Day

18. We ensure that there are a range of mechanisms in places for pupils to express their views and influence decisions about health and wellbeing in school.

☐ Yes

☐ No

**Helpful guidance on pupil participation includes:**

- <https://www.education-ni.gov.uk/publications/circular-201414-pupil-participation-0>
- <https://education.gov.scot/improvement/Documents/learner-participation.pdf>
- [www.bristol.gov.uk/council-and-mayor/mayor-of-bristol/bristol-city-youth-council-and-youth-mayors](http://www.bristol.gov.uk/council-and-mayor/mayor-of-bristol/bristol-city-youth-council-and-youth-mayors)
- [www.bristol.gov.uk/council-and-mayor/mayor-of-bristol/bristol-city-youth-council-and-youth-mayors](http://www.bristol.gov.uk/council-and-mayor/mayor-of-bristol/bristol-city-youth-council-and-youth-mayors)

19. Please describe some of the mechanisms in place that enable pupils to express their views and influence decisions on health and wellbeing in school.

20. Please explain how you ensure the inclusion of all voices. Consider the most vulnerable and least vocal pupils, and how you ensure fair representation in terms of equality groups.

21. Please provide 1-2 examples of changes made as a direct result of pupil feedback and how this was reported back to the school community.

## 5. Focusing on Personal, Social and Health Education (PSHE)

### PSHE Education

Most of the PSHE education became compulsory for all schools in September 2020. This covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4 and Health Education from key stage 1 to 4. This is sometimes referred to as RSHE. RSHE now covers approximately 80% of the PSHE curriculum.

This part of the award is not assessing what schools should be delivering as part of the new RSHE duty, but to ensure schools are providing a PSHE programme that is responsive to the needs of its pupils and ensuring delivery of high-quality lessons and practice. Details of the new statutory duty and supporting resources can be found [here](#).

Bristol Healthy Schools' supports the [PSHE Association](#) recommendations as follows:

"The most effective model of delivery for PSHE education is a sequenced, spiral programme that builds on prior learning as pupils progress through school. And like any other school curriculum subject, it needs regular curriculum time – at least an hour a week ideally" (PSHE Association 2022).

The PSHE Association no longer accredit whole programmes for PSHE with their [quality mark](#). While the PSHE Association recognise the value that whole programmes can offer a foundation for designing a PSHE curriculum, they state that teachers should tailor the curriculum to meet pupils needs. Therefore, the PSHE Association will now only recommend educational resources on specific subjects and not whole programmes.

Other models can be used to supplement discrete lessons with dedicated curriculum time. These include:

- PSHE integrated within other subjects
- Whole school and extended timetable activities
- Cross-curricular projects
- One-to-one or small group support and guidance on specific areas of learning and development
- Learning through involvement in the life of the school and wider community

These opportunities should be planned, monitored, and evaluated. Pupils should be involved in this process, through influencing provision from the start as well as having a say in how learning develops.

22. PSHE is delivered in every year group, on a weekly or equivalent basis.

- ☐ Yes  
☐ No

23. We use education resources that are [quality assured by the PSHE Association](#) as part of our PSHE education.

- ☐ Yes  
☐ No

Please name some of the resources

24. How are PSHE topics covered in other areas of the curriculum, and how do teachers work together on this to ensure joined up working?

For example, relationships are explored in English through literature, drug related issues explored in drama, etc.

## 6. Increasing physical activity

25. Please select which school phase your application covers as the next section contains different questions depending on which phase you are applying for \*

- ☐ Primary (including Infant and/or Junior school)  
☐ Secondary school  
☐ Both

### Focusing on physical activity at primary-level

26. All pupils, in every year group, receive at least 2hrs of PE a week throughout the school year

- ☐ Yes  
☐ No

27. Every pupil has access to a minimum of 30 minutes moderate to vigorous physical activity per day, at no cost to pupils. At least 3 days a week the activity strengthens muscles and bones

- ☐ Yes  
☐ No

The UK Chief Medical Officer recommends that all children and young people should engage in at least 60 minutes of:

- moderate to vigorous intensity physical activity per day;
- schools should cover at least 30 minutes of this and;
- must do more to encourage children to be active.

[Physical activity for children and young people: 5 to 18 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/physical-activity-for-children-and-young-people)

Moderate to vigorous exercise is exercise that makes you breathe harder and your heart beat faster. Guidance can be found [here](#). Examples include PE, supervised/ structured lunchtime activities, forest school (if physically active), active lessons, the [Daily Mile](#), [10 minute Shake Ups](#) and [Wake Up, Shake Up](#). Activities that strengthen muscles and bones include swinging on playground equipment, hopping and skipping, and sports such as gymnastics or tennis. Before and after school activities can be used if all pupils are involved. The activities can be indoors and outdoors, should be accessible to all and cost nothing for pupils.

[Public Health Change4Life](#) has some excellent ideas and free resources to support schools in becoming more active. Healthy Schools can also support you. One of the quickest and easiest ways to increase children's physical activity at school, as recommended by the Government's Child Obesity Plan, is to implement a [Daily Mile](#) run.

28. Please complete the table below for one year group to demonstrate that you meet the above requirements

	For you to complete
Year group and term e.g. Year 3, Summer Term	
Monday e.g. 15min Daily Mile, 1 hour PE (outdoor)	
Tuesday e.g. 15min Daily Mile , 30 minutes gardening as part of forest school	
Wednesday e.g. 15min Daily Mile , 10 minute Change4Life 'shake up' at 11am and 30 minute active lunchtime (using play equipment) led by HTAs.	
Thursday e.g. 15min Daily Mile, 1 hour PE (indoor)	
Friday e.g. 15min Daily Mile , 15 minute physical activity game as part of science lessons	

29. We are promoting active travel by:

- ☐ Holding a Modeshift STARS Bronze award, or higher
- ☐ Working with Modeshift STARS team towards Modeshift STARS bronze award or higher

**OR**, we are prompting active travel by achieving at least 5 of the following initiatives:  
(please tick all that apply in your school)

- ☐ School takes part in Walk to Schools Week
- ☐ Schools runs Road Safety lessons (Road Safety Kit Loan available from Active Travel team)
- ☐ School has Pavement Professors/Trailblazers (Pedestrian training for Years 1&2 and practical one-off road safety sessions available)
- ☐ Schools runs "Be Bright Be Seen" activities
- ☐ Dr.Bike /cycle maintenance sessions
- ☐ Park and Stride (Active Travel team can provides support to make travelling actively easier for parents that have to drive)
- ☐ Cycle training for pupils and/or staff
- ☐ Scooter storage is available
- ☐ Walking bus is in place
- ☐ School takes part in Sustrans Big Pedal
- ☐ Bike to work scheme is available for staff
- ☐ School takes part in National Clean Air Day
- ☐ School has an active travel policy
- ☐ School teaches the health and environmental benefits of active travel
- ☐ Other walking/scooting initiatives
- ☐ Other cycling initiatives
- ☐ Other Air quality initiatives

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### Focusing on physical activity at secondary-level

26. All our pupils, in every year group, throughout the year, receive

	Yes	No
at least 2 lessons of PE a week in KS3	<input type="checkbox"/>	<input type="checkbox"/>
at least 1 lesson at KS4	<input type="checkbox"/>	<input type="checkbox"/>

## Get pupils moving more

Physical activity shouldn't just be focused on PE and schools can build activity into the day in many different ways. Physical activity has a positive impact on both physical and mental health and so can be particularly helpful during times of stress, such as exam periods. You are encouraged to review current provision for physical activity and work to improve and increase this across the whole school and extended school day. Involving the whole school community, including pupils, will help you get this right and embedded, so that it isn't just a one-off.

Ideas include:

- Challenging staff to make lessons more active
- Offering activity opportunities during break times
- Enhancing your lunch and after school sports and activity provision
- Implementing the [Daily Mile](#)

Real examples from local schools include opening up an unused outdoor space for skateboarding, opening the sports hall at break time for table tennis, disallowing pupil's access to lifts to encourage use of stairs, offering yoga or dance sessions during lunch and challenging the maths department to consider cross-curricular opportunities.

You should offer a variety of physical activities for pupils to take part in, including both traditional sports and fun games and activities integrated into all aspects of school life. The latter can be particularly helpful in encouraging wide participation, particularly with inactive pupils. There should be a focus on reducing inactivity and supporting all pupils to reach the recommended minimum of 1 hour physical activity a day.

Pupils should also be consulted to find out what they like and don't like, what they'd like to see offered and what barriers they might be facing in accessing physical activity, which will be particularly helpful in supporting the least active pupils to access these activities. You might also like to include families.

27. We have worked to maximise opportunities for physical activity, throughout the school day, including during lessons.

- ☐ Yes
- ☐ No

The UK Chief Medical Officer recommends that all children and young people should engage in at least 60 minutes of;

- moderate to vigorous intensity physical activity per day
- schools should cover at least 30 minutes of this and
- must do more to encourage children to be active

(HM Government, 2017)

28. Please provide 2-3 examples of how and when physical activity has been increased during the school day, outside of PE.

29. We are promoting active travel by:

- ☐ Holding a Modeshift STARS Bronze award, or higher
- ☐ Working with Modeshift STARS team towards Modeshift STARS bronze award or higher

**OR**, we are prompting active travel by achieving at least 5 of the following initiatives: (please tick all that apply in your school)

- ☐ School takes part in Walk to Schools Week
- ☐ Schools runs Road Safety lessons (Road Safety Kit Loan available from Active Travel team)
- ☐ School has Pavement Professors/Trailblazers (Pedestrian training for Years 1&2 and practical one-off road safety sessions available)
- ☐ Schools runs "Be Bright Be Seen" activities
- ☐ Dr.Bike /cycle maintenance sessions
- ☐ Park and Stride (Active Travel team can provides support to make travelling actively easier for parents that have to drive)
- ☐ Cycle training for pupils and/or staff
- ☐ Scooter storage is available
- ☐ Walking bus is in place
- ☐ School takes part in Sustrans Big Pedal
- ☐ Bike to work scheme is available for staff
- ☐ School takes part in National Clean Air Day
- ☐ School has an active travel policy
- ☐ School teaches the health and environmental benefits of active travel
- ☐ Other walking/scooting initiatives
- ☐ Other cycling initiatives
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## Focusing on physical activity at primary and secondary level (for through schools applying for BOTH phases)

### Primary level (through-school only)

26. All pupils, in every year group, receive at least 2hrs of PE a week throughout the school year.

- ☐ Yes  
☐ No

27. Every pupil has access to a minimum of 30 minutes moderate to vigorous physical activity per day, at no cost to pupils. At least 3 days a week the activity strengthens muscles and bones.

- ☐ Yes  
☐ No

The UK Chief Medical Officer recommends that all children and young people should engage in at least 60 minutes of:

- moderate to vigorous intensity physical activity per day;
- schools should cover at least 30 minutes of this and;
- must do more to encourage children to be active.

(HM Government, 2017)

Moderate to vigorous exercise is exercise that makes you breathe harder and your heart beat faster. Guidance can be found [here](#). Examples include PE, supervised/ structured lunchtime activities, forest school (if physically active), active lessons, the [Daily Mile](#), [10 minute Shake Ups](#) and [Wake Up, Shake Up](#). Activities that strengthen muscles and bones include swinging on playground equipment, hopping and skipping, and sports such as gymnastics or tennis. Before and after school activities can be used if all pupils are involved. The activities can be indoors and outdoors, should be accessible to all and cost nothing for pupils.

[Public Health Change4Life](#) has some excellent ideas and free resources to support schools in becoming more active. Healthy Schools can also support you. One of the quickest and easiest ways to increase children's physical activity at school, as recommended by the Government's Child Obesity Plan, is to implement a [Daily Mile](#) run.



28. Please complete the table below for one year group to demonstrate that you meet the above requirements

	For you to complete
Year group and term e.g. Year 3, Summer Term	
Monday e.g. 15min Daily Mile, 1 hour PE (outdoor)	
Tuesday e.g. 15min Daily Mile , 30 minutes gardening as part of forest school	
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## Focusing on physical activity at primary and secondary level (for through schools applying for BOTH phases), part two

### Secondary level (through-school only)

26. All our pupils, in every year group, throughout the year, receive

	Yes	No
at least 2 lessons of PE a week in KS3	<input type="checkbox"/>	<input type="checkbox"/>
at least 1 lesson at KS4	<input type="checkbox"/>	<input type="checkbox"/>

### Get pupils moving more

Physical activity shouldn't just be focused on PE and schools can build activity into the day in many different ways. Physical activity has a positive impact on both physical and mental health and so can be particularly helpful during times of stress, such as exam periods. You are encouraged to review current provision for physical activity and work to improve and increase this across the whole school and extended school day. Involving the whole school community, including pupils, will help you get this right and embed it so it isn't just a one-off.

Ideas include:

- Challenging staff to make lessons more active
- Offering activity opportunities during break times
- Enhancing your lunch and after school sports and activity provision
- Implementing the [Daily Mile](#)

Real examples from local schools include opening up an unused outdoor space for skateboarding, opening the sports hall at break time for table tennis, disallowing pupil's access to lifts to encourage use of stairs, offering yoga or dance sessions during lunch and challenging the maths department to consider cross-curricular opportunities.

You should offer a variety of physical activities for pupils to take part in, including both traditional sports and fun games and activities integrated into all aspects of school life. The latter can be particularly helpful in encouraging wide participation, particularly with inactive pupils. There should be a focus on reducing inactivity and supporting all pupils to reach the recommended minimum of 1 hour physical activity a day.

Pupils should also be consulted to find out what they like and don't like, what they'd like to see offered and what barriers they might be facing in accessing physical activity, which will

be particularly helpful in supporting the least active pupils to access these activities. You might also like to include families.

27. We have worked to maximise opportunities for physical activity, throughout the school day, including during lessons.

- ☐ Yes
- ☐ No

The UK Chief Medical Officer recommends that all children and young people should engage in at least 60 minutes of moderate to vigorous intensity physical activity per day schools should cover at least 30 minutes of this and must do more to encourage children to be active. (HM Government, 2017)

28. Please provide 2-3 examples of how and when physical activity has been increased during the school day, outside of PE

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- ☐ Other cycling initiatives
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## 7. Focusing on Mental Health and Wellbeing (MHWB)

30. We have a named member of the senior leadership team who has lead responsibility for mental health and wellbeing.

- ☐ Yes
- ☐ No

To meet best practice, the lead must ensure that efforts to promote mental health and wellbeing are accepted by the whole school community and embedded successfully in all aspects of school life. Their role includes linking the school with expertise; championing organisation-wide practices and skilling-up the wider workforce.

31. Name and position of Mental Health and Wellbeing Lead.

32. Please outline briefly what you do to ensure that staff mental health and wellbeing is supported in your school.

It is important to prioritise the mental health and wellbeing of staff as well as pupils. Useful resources include the [Time to Change Employer Pledge](#) and the [Anna Freud staff wellbeing leaflet](#).

33. We monitor staff needs through an annual confidential mental health and wellbeing survey. We aim to have a response rate of at least 50%. All responses are reviewed and addressed by the Mental Health and Wellbeing Lead. Actions that arise from this survey are reported to the wider workforce and governors.

- ☐ Yes
- ☐ No

There are a range of staff mental health and wellbeing surveys available, including free ones, such as the Government's [workplace health needs assessment](#).

You are also welcome to use the Healthy Schools [Staff Wellness Survey](#). If you use the online version of this survey, you must request the results from our team: [healthy.schools@bristol.gov.uk](mailto:healthy.schools@bristol.gov.uk)

A printable version is available on our website: [www.bristol.gov.uk/bristol-healthy-schools/healthy-schools-awards/essential-award/essential-award-supporting-documents](http://www.bristol.gov.uk/bristol-healthy-schools/healthy-schools-awards/essential-award/essential-award-supporting-documents)

34. We have an anti-bullying policy (this may be part of a wider behaviour policy, or a separate policy) that complies with the following criteria:

- Based on a trauma-informed approach
- Describes a clear process for recording, reporting and responding to bullying incidents
- Includes a pupil-friendly version that has been widely shared with pupils (and ideally developed with them)
- Shared widely with the whole school community, including parents, with an easy to find link on the school website

☐ Yes

☐ No

35. Please provide 1-2 examples (anonymous) of specific action taken on bullying and its impact so far.

Government advice on preventing and tackling bullying is available [here](#).

Information on developing a trauma-informed approach is available [here](#). [Brighton Council's guidance on behaviour in schools](#) is an example of best practice in developing a trauma-informed approach.

The [Anti-Bullying Alliance](#) provides guidance and an example policy [here](#). They also offer the [All Together Programme](#) for schools to use for free, which includes free resources, training and a pupil bullying survey.

36. All relevant staff receive training to increase their knowledge and skills in mental health and wellbeing.

☐ Yes

☐ No

37. Please list some of the recent mental health and wellbeing CPD opportunities that have been taken up by staff.

Bristol's Primary Mental Health Specialists offer [training](#) on a range of issues relating the mental health and wellbeing. They also run workshops on mental health at the locality based Multi-Agency Network (MANs) meetings. If you would like to be on the MANs email list please contact:

Caroline Donald (South Bristol): [caroline.donald@bristol.gov.uk](mailto:caroline.donald@bristol.gov.uk)

Karen Pain (East central): [karen.pain@bristol.gov.uk](mailto:karen.pain@bristol.gov.uk)

Laura Harris (North Bristol): [laura.harris@bristol.gov.uk](mailto:laura.harris@bristol.gov.uk)

**[MindEd](#) is a free government funded e-learning platform with training resources about children and young people's mental health aimed at professionals, young people and their families.**

Schools may also wish to join the [Anna Freud Schools in Mind network](#) which provides up-to-date and accessible information and [resources](#) for schools.

## 8 Focusing on the food and drinks environment

38a. Our school has completed a review of all food provided by the school and on site services across the whole school day (breakfast clubs/ mid-morning break/ tuck shops/ school lunch and after school clubs) to ensure that they adhere to the National School Food Standards. As part of this, any provider of meals (i.e. breakfast, mid-morning break, lunch, tea) will have achieved Bristol Eating Better School's Award (Silver) OR the Soil Association Food for Life School's Award (Bronze).

☐ Yes

☐ No

38b. Please list all of your providers of school meals (i.e. breakfast clubs, mid-morning break, school lunch and after schools clubs, as appropriate) and confirm what level of Bristol Eating Better Schools Award OR the Soil Association Food for Life Schools Award they have achieved.

Ensure you download the most recent version as the [National School Food Standards](#) are sometimes updated. The main body that provide advice are [School Food Plan](#).

Note that it is the statutory responsibility of the Governing Body / Trustees to ensure that the School Food Standards are met so you will need to engage them in this process. The School Food Plan have produced a [guide for Governors](#), which covers their role in school food. If your school food is supplied by outside agencies, the school is responsible for ensuring that the school food standards are met.

The [Bristol Eating Better Award](#) is a scheme developed and operated by Bristol City Council to reward and promote food businesses that are committed to providing healthier menus and supporting the environment. It has recently been adapted for schools and incorporates the School Food Standards. We are keen that all Bristol school caterers or meal providers achieve the [Bristol School's Eating Better Award](#) (Silver or Gold) to ensure best practice and consistency across schools.

However, if your school caterer already has the Soil Association's Food for Life Schools Award (Bronze), this is sufficient for meeting this criterion, but they should be encouraged to also achieve the Bristol School's Eating Better Silver Award.

39. We support healthy packed lunches and snacks by encouraging parents to avoid adding confectionery to packed lunches by promoting healthier lunch box ideas.

☐ Yes

☐ No

This criterion is about encouraging parents/ carers to provide healthy packed lunches rather than asking schools to monitor packed lunches. Good communication and a strong policy are key to success. Example packed lunch policies and advice on talking to parents are available in the 'Get Help' section of the [School Food Plan](#).

[Better Health – Healthier Families](#) and [Food a Fact for Life](#) have lots of healthy packed lunch ideas and tips that you can signpost parents to.

If you chose to incentivise healthy packed lunches, it is important to ensure that similar incentives are given to pupils eating school dinners, such as stickers for eating fruit and vegetables. We also recommend that packed lunch and school dinners are treated equally in terms of where pupils can sit to eat and allowing both sets of pupils to eat together.

40. We support healthy snacking by ensuring that foods with added fat, sugar or salt are not provided or brought in at times other than lunchtime (fruit or vegetables are recommended).

☐ Yes

☐ No



Foods brought in or provided at times other than lunchtime should be low in added fat, sugar, and salt, and this applies across the school day to tuck shops, mid-morning break, vending machines and extra-curricular groups, clubs and activities run before or after school, e.g., sports or drama clubs, as well as breakfast and after school childcare provision which offer light meals as well as snacks.

- Examples of foods that meet this criteria include: fruit, ready to eat vegetables (like carrot, cucumber and pepper sticks), seeds and nuts (with no added salt, sugar or fat), rice cakes (with no added salt or sugar), low sugar yoghurt, hummus and fresh vegetable sticks, malt loaf, savoury muffin, fruit bread, wraps with beans and salad, bagel with cream cheese and chives. For more ideas and recipes for snacks and light meals other than lunch, please go to The School Food Plan [What Works Well Recipe Hub](#).
- Examples of foods and 'snacks' that should be avoided at times other than lunch include: savoury crackers or breadsticks, crisps, cakes, biscuits, pastries or desserts.

Examples of foods that should be avoided throughout the school day include: confectionary, cereal bars, processed fruit bars, sweets, chocolate bars or chocolate coated products. You should encourage parents to follow this guidance as far as possible.

We have provided you with a short statement below that you might like to use or adapt as guidance for parents/carers, depending on pupil age and phase. This could be for your website, newsletter, parent/carer letters or new starter pack:

*We are proud to be a Healthy School*

*We are working with the Healthy Schools Programme to improve the food and drink we offer. As part of this work we have a policy of only allowing healthy drinks – water and milk – and healthy snacks with no added salt, sugar and fat (fruit or vegetables are recommended)*

*The great news is that we provide water for free throughout the day for all children and fruit and veg for FREE for anyone in years R-2. We ask that parents of older children provide only healthy snacks with no added salt, sugar and fat (fruit or vegetables are recommended). No other break time snacks will be allowed within school.*

*In addition to this we teach children about making healthier choices through our PSHE and DT curriculum. We have a pupil's Healthy School team and they help develop new and fun ideas to keep us healthy and well.*

A note about nuts: Be allergy aware – information about food allergies and developing an allergy plan is available from [www.allergyuk.org](http://www.allergyuk.org) Nuts, especially peanuts, can cause severe allergic reactions in some children and all settings should have an allergy plan in place.

You can find information at: [www.allergyuk.org/information-and-advice/for-schools](http://www.allergyuk.org/information-and-advice/for-schools)



41. We avoid using food and drinks as a reward. (For example, for good behaviour or as a prize).

☐ Yes

☐ No

Alternative ideas for birthday celebrations include having a 'Golden Chair' for the birthday person to sit on, a class sing-along or special birthday hat. If parents want to bring something in for the class to share, you could ask for non-food items only, such as stickers to share.

42. We are working towards providing and encouraging healthier and more sustainable options for occasions, such as birthday celebrations with pupils and staff, events, meetings, and fundraising activities in school?

☐ Yes

☐ No

The Healthy Schools team have produced a [Healthy Fundraising Ideas Pack](#) to help you achieve this. You will need to work with your PTA to get them on board. Ideas include swapping your cake bake for a sale of plants and veg from your school veg patch or homemade gifts from pupils or having a family fun run or teachers vs. parents football match.

43. We are a water and milk only school.

☐ Yes

☐ No

For facts about the importance of water in our diets, including recommended amounts across different age groups, visit the [Association of British Dieticians website](#).

We recommend that teachers encourage pupils to drink and stay hydrated throughout the school day and have a tap, refill station or water fountain where students can fill up their own bottles with tap water.

44. We provide a free/low cost breakfast for pupils who need it, either on an individual basis or through a breakfast club. This must comply with the National School Food Standards and be demonstrated by the breakfast club achieving Bristol Eating Better School's Award (Silver)

☐ Yes

☐ No

Ensuring no child goes to school hungry is a Mayoral priority in Bristol. The focus is on providing and establishing a free or low-cost breakfast for those in need as this can have a

positive impact on both food poverty and learning through the school day. These are different to childcare-based, paid-for, breakfast clubs.

The British Dietetic Association [notes](#) that missing breakfast can increase feelings of hunger later in the day, meaning more likelihood of unhealthy snacking. Eating breakfast can also improve mental performance, concentration and mood.

For new or existing breakfast clubs wishing to combat food poverty, please get in touch with [FareShare South West](#) who deliver surplus food directly to schools across Bristol. This project is aligned to [Feeding Bristol's](#) strategy and objectives to ensure that no child goes hungry in the city.

## What are you most proud of?

45. Please tell us about something you are particularly proud of in relation to your school's approach to improving the overall health and wellbeing of your school community:

## Your feedback

46. If you answered 'no' or 'incorrect' to any of the questions, please tell us why you are not able to comply with this criteria at present, what the barriers are, what steps you are taking to work towards being able to comply and when you expect this to be possible (if at all). We will consider your response when we review your application. Please state clearly which criteria/ question(s) your answer refers to, including the section heading and question number.

47. To help us improve, please give us some feedback on this award, e.g. What was your experience of completing it? Was it clear what was required? What did you think of the criteria? Does anything need to change?

48. If you have anything further you would like to add or any unanswered questions, please write these here

Please confirm that you have answered all the questions in this survey \*

☐ Yes

☐ No

Please go back through the survey and check that all answers are complete.