

**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 this 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. Collecting baseline data

Before you begin the award, you need to collect some data. This 'baseline data' helps us establish where you are now. You'll repeat this at the end of your work so that we can measure any changes or improvements made.

It is important that this survey is completed before moving on to the rest of the award.

#### What do I need to do?

- A whole-class survey:
  - Primary settings will do a hands up [survey](#), in a year 2 class AND a class from their choice of year 4,5 or 6.
  - Secondary settings need to send this [survey](#) to pupils to complete individually. This needs to be pupils from at least 1 whole class from year 8 OR 9 (KS3) AND 1 whole class from year 10 OR 11 (KS4). Please give pupils 1 week to complete.
- A staff wellness survey: Settings need to send this [survey](#) to all staff to complete individually. However, the more staff that complete it, the more reliable the data. Please give staff 1 week to complete.
- Please make every effort to ensure that the pupils and staff surveys are representative of the full range of viewpoints across the school community, including those who are less confident or able to speak up. This may require making some adjustments to the methods described above, for example, for pupils with SEND.

#### How long will it take?

##### Whole-class survey

Primary: 20 minutes

Secondary: 10 minutes

A staff survey: 5 minutes

1. We have completed the baseline survey(s):

Yes

No

## 4. Establishing a Healthy School infrastructure

Now that you've completed the baseline survey(s) your focus is 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.

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

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

Yes

No

3. 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.

4. Name of Healthy Schools Coordinator

5. Email address for Healthy Schools Coordinator

6. We have established a Healthy Schools Steering Group:

Yes

No

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

Yes

No

8. 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.

9. We have a pupil's 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

## 5. Putting best practice in place

10. We have launched our Healthy Schools work to the whole staff body, including showing staff the Healthy Schools film: <https://www.bristol.gov.uk/web/bristol-healthy-schools/about>

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).

11. 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 2021)

Yes

No

12. 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](#).

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

Yes

No



14. 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.

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

- Yes  
 No

16. 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

17. Please describe briefly 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

18. 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

19. 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.cypmhc.org.uk/resources/st\\_albans\\_youth\\_council\\_and\\_youth\\_connections/](http://www.cypmhc.org.uk/resources/st_albans_youth_council_and_youth_connections/)

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

21. 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

22. 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

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

23. Are you using the Jigsaw PSHE programme as a 'whole school initiative' (i.e. delivered in every year group, on a weekly or equivalent basis, throughout the school year, using complementary assemblies and Jigsaw assessment) Note: If you have selected 'Yes', you will skip straight to the physical activity section \*

- Yes  
 No

## 7. PSHE programme

The use of Jigsaw for PSHE is not mandatory but is recognised as good practice. If your school does not use Jigsaw and you want to explore this possibility, please contact Jigsaw directly: [office@janlevergroup.com](mailto:office@janlevergroup.com). You can also download free sample teaching materials from the [Jigsaw](https://www.jigsaw.org/) website.

24. We have a whole school programme of study for PSHE (including RSE) that meets the following criteria

	Yes	No
a. delivered to every year group	<input type="checkbox"/>	<input type="checkbox"/>
b. based on a spiral curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. age appropriate	<input type="checkbox"/>	<input type="checkbox"/>
d. delivers PSHE as discrete lessons on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>

25. Please provide us with information on the regularity of PSHE lessons delivered per year group or Key Stage (e.g. KS3 - weekly lessons / KS4 - 1 lesson every 2 weeks)

26. If you are unable to deliver regular lessons for all year groups, what are the barriers you are facing and what are you doing to overcome these?

## 8. Increasing physical activity

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

## 9. Focusing on physical activity at primary-level

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

- Yes
- No

28. 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.

The [local coordinator](#) can be contacted for support.

29. 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	

30. We have achieved Modeshift STARS Bronze award (or higher)

- Yes
- No

This must be active – so achieved in this or last academic year. Central government has provided funding for all Bristol schools to access [Modeshift STARS](#), an online programme promoting active travel and supporting schools to write a School Travel Plan. Simply create an account on the website to get started. For additional support, the Council's School Active Travel Officer can help: [activetravel.schools@bristol.gov.uk](mailto:activetravel.schools@bristol.gov.uk).

## 10. Focusing on physical activity at secondary-level

31. 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.

32. 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)

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

34. As part of the Modeshift Stars award scheme, we have completed at least 5 'travel initiatives', 2 'supporting initiatives' and a baseline travel survey, with a view to working towards the Bronze award

- Yes
- No

Central government has provided funding for all Bristol schools to access [Modeshift STARS](#), an online programme promoting active travel and supporting schools to write a School Travel Plan. Simply create an account on the website to get started. For additional support, the Council's School Active Travel Officer can help:

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



## 11. Focusing on physical activity at primary and secondary level (for through schools applying for BOTH phases)

### Primary level (through-school only)

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

- Yes  
 No

28. 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.

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29. 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	

30. We have achieved Modeshift STARS Bronze award (or higher)

- Yes
- No

This must be active – so achieved in this or last academic year. Central government has provided funding for all Bristol schools to access [Modeshift STARS](#), an online programme promoting active travel and supporting schools to write a School Travel Plan. Simply create an account on the website to get started. For additional support, the Council's School Active Travel Officer can help: [activetravel.schools@bristol.gov.uk](mailto:activetravel.schools@bristol.gov.uk).

## 12. Focusing on physical activity at primary and secondary level (for through schools applying for BOTH phases), part two

### Secondary level (through-school only)

31. 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.

32. 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)

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

34. As part of the Modeshift Stars award scheme, we have completed at least 5 'travel initiatives', 2 'supporting initiatives' and a baseline travel survey, with a view to working towards the Bronze award

Yes

No

Central government has provided funding for all Bristol schools to access [Modeshift STARS](#), an online programme promoting active travel and supporting schools to write a School Travel Plan. Simply create an account on the website to get started. For additional support, the Council's School Active Travel Officer can help: [activetravel.schools@bristol.gov.uk](mailto:activetravel.schools@bristol.gov.uk)

### 13. Focusing on Mental Health and Wellbeing (MHWB)

35. 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.

36. Name and position of Mental Health and Wellbeing Lead

37. 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](#).

38. We monitor staff needs through an annual confidential mental health and wellbeing survey, which has a response rate of at least 50% has responses reviewed and addressed by the Mental Health and Wellbeing Lead, with arising actions 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](#).

39. 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

40. 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.

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

Yes

No

42. 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)

Ian Bowen (East central): [ian.bowen@bristol.gov.uk](mailto:ian.bowen@bristol.gov.uk)

Becky Bliss (North Bristol): [becky.bliss@bristol.gov.uk](mailto:becky.bliss@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.

## 14. Focusing on the food and drinks environment

43a. 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

43b. 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.



44. We support healthy packed lunches by asking parents not to include confectionery, including cereal bars, processed fruit bars, sweets, chocolate bars or chocolate coated products in packed lunch boxes

- Yes  
 No

Confectionery is not permitted by the [School Food Standards](#) and is described as; “**Confectionery**” includes chewing gum, cereal bars, processed fruit bars, non-chocolate confectionery (whether or not containing sugar), chocolate in any form (except hot chocolate), any product containing or wholly or partially coated with chocolate and any chocolate-flavoured substance. Cocoa is permitted

This criterion is about encouraging parents/ carers to provide healthy packed lunches rather than calling for a policing of 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](#).

[Change4Life](#) have lots of healthy packed lunch ideas 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.

45. 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.

For reference, here is a link to the [School Food Standards on Food provided outside of lunch](#).

Here also is a link to additional [School Food Standards which apply across the whole school day](#) including breakfasts, morning breaks, tuck shops, lunch time and after school clubs.

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)

46. We don't allow unhealthy food or drink for rewards or birthday celebrations for pupils

- Yes  
 No

Alternative ideas for birthday celebrations include having a 'Golden Chair' for the birthday girl/ boy to sit on, a class sing-a-long 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.

47. We are working towards making our fundraising activities and events as healthy and sustainable as possible

- 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.

48. 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.

49. 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 (Gold)

- 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.

## 15. What are you most proud of?

50. 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:

## 16. Your feedback

51. 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.

52. 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?

53. 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.

## 17. Final evaluation

When you feel you have completed all the criteria in this award, you are ready to do the final evaluation.

You will remember that you took baseline surveys at the beginning of the award process. This set the scene of pupil and staff experiences before you implemented Healthy Schools. You now need to re-run those same surveys, plus an extra one, so we can compare before and after and see what a difference it has made.

### What do I need to do?

- A whole-class survey:
  - Primary schools will need to do a hands up [survey](#), in a year 2 class AND a class from their choice of year 4, 5 or 6. Ideally these will be the same pupils you used at the start of Healthy Schools.
  - Secondary schools will need to send this [survey](#) to students to complete individually. This needs to be pupils from at least 1 class from year 8 OR 9 (KS3) AND 1 class from year 10 OR 11 (KS4). Ideally these will be the same pupils you used at the start of Healthy Schools. Please give pupils 1 week to complete.
- A staff wellness [survey](#). Ideally these will be the same staff members you surveyed at the start of Healthy Schools. Please give staff 1 week to complete.
- A staff [evaluation](#) of the Healthy Schools programme for you to complete (you don't need to send this to all staff although you can ask others for their views if you wish).

### How long will it take?

#### Whole-class survey

Primary: 20 minutes

Secondary: 10 minutes

A staff wellness survey: 5 minutes

A staff evaluation: 5 minutes