

This is a copy of the criteria for the Healthy Schools' Bristol Ideal Award

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





1. Bristol Ideal Specialist Award

Welcome to the Bristol Healthy Schools' Bristol Ideal Award

What is the Bristol Ideal Award?

The Bristol Ideal award is a set of standards for schools to follow to tackle domestic and sexual violence in Bristol, promote healthy relationships, respect and gender equality.

The standards focus on:

- prevention, making a lasting impact on preventing domestic and sexual abuse
- identifying and supporting pupils, families and staff who might be victims

Is this the right award for us?

Typically schools decide a topic of focus based on health need. The School Health Data packs provided by Bristol City Council/ Healthy Schools provide a good insight and schools may also have their own data and insight.

How long does it take?

Each Specialist award takes up to a year but it may take only a few months if you already have 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.

If you would like a word version of all the criteria and guidance for reference, please visit our [website](#).

At any point, you can email us for help or further guidance on 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!

Important Note

Throughout the document we use the term DSVVA which stands for domestic and sexual violence and abuse. This is a broad umbrella term covering a variety of different issues including:

- Domestic abuse and violence (e.g between parents, between family members, child to parent abuse, parent to child, within young people's relationships)
- Female Genital Mutilation
- So called honour based violence
- Forced marriage
- Hate crime
- Trafficking and sexual exploitation (including child sexual exploitation: CSE)
- Peer-to-peer sexual violence and sexual harassment

As well as these, we expect schools to tackle these related issues:

- sexual bullying
- homophobia
- sexism

Leadership

Our school has leadership for both the prevention of, and response to, all forms of domestic and sexual violence and abuse (DSVA*).

1. We have a member of staff that has been nominated by the Head Teacher/ Chair of Governors as the DSVVA Champion for our school

Yes

No

2. Please tell us:

Champion's name:

Champion's email address:

The key focus of the Bristol Ideal is preventing future DVSA, therefore a core part of their work must focus on taking a leadership role in creating an environment where positive attitudes towards gender equality and healthy relationships will be fostered across the whole school. Additionally, the Champion’s role needs to include supporting the school to identify and support those who have or are experiencing DVSA.

We can confirm that all staff and governors have:

- | | Yes | No |
|--|--------------------------|--------------------------|
| a. Been informed who the school champion is | <input type="checkbox"/> | <input type="checkbox"/> |
| b. This is reminded annually or when new staff start | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Been briefed about the Bristol Ideal project and are committed to achieve the standards | <input type="checkbox"/> | <input type="checkbox"/> |

d. Briefly outline how information and support for Bristol Ideal has positively and sensitively been communicated with the wider school community

4. We have relevant, up to date, policies or agreed procedures in place relating to DVSA, healthy relationships and gender equality.

- Yes
 No

5. Our safeguarding policy includes a statement/ section on:

- | | Yes | No |
|---|--------------------------|--------------------------|
| DVSA (including within Young Peoples relationships) | <input type="checkbox"/> | <input type="checkbox"/> |
| Female Genital Mutilation | <input type="checkbox"/> | <input type="checkbox"/> |
| So called honour based violence, forced marriage and hate crime | <input type="checkbox"/> | <input type="checkbox"/> |

	Yes	No
Trafficking and sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>
Peer-to-peer sexual violence and sexual harassment (There is a gov doc that provides guidance on this)	<input type="checkbox"/>	<input type="checkbox"/>
Anti –bullying (must include sexual, sexist, homophobic and transphobic bullying)	<input type="checkbox"/>	<input type="checkbox"/>
Relationship and Sex Education	<input type="checkbox"/>	<input type="checkbox"/>
Equalities and Accessibility (with specific mention of gender and sexuality equality)	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with disclosures and referral protocols to confidential support and advice for pupils and staff	<input type="checkbox"/>	<input type="checkbox"/>

The Safeguarding in Education team can provide support with this work and are contactable via: safeguardingineducationteam@bristol.gov.uk

If policies are already in place, these must have been created or revised within 2 years of application for this award.

Example policies available on the [Domestic Abuse topic page](#) of Healthy Schools.

School culture

As part of that culture we also take seriously, recognise and address all forms of gender based violence, abuse, harassment and exploitation across the whole school population.

6. Our school has a culture which promotes healthy relationships, respect between pupils and respect for diversity, gender and sexuality equality.

Yes

No

Please provide 2-3 examples of how this culture is promoted to pupils and staff.

Example: referencing this in your school statement, creating a display, integrating message into school values, integrating message/ values across the school curriculum, school assemblies, having a themed week etc.

7. Please provide examples of how this culture is promoted to your wider school community.

Example: letters home, information on website/displayed at school, assemblies, parents evening, events, etc.

Organisations such as Women's Aid and Safe Lives often have information about recent campaigns on their websites.

e.g. [Operation Encompass](#) and [Spotlight3](#) and [Forewarned is Forearmed](#).

If you are delivering any national or city wide campaigns in school, you can also link with [Bristol Zero Tolerance](#) or [BAVA](#).

8. Please explain how you ensure any volunteers and contracted staff (sports coaches, after school/breakfast club) are clear on your school's policy and your expectation regarding their behaviour and attitude and language in relation to promoting gender equality and healthy relationships.

9. We support staff training and development opportunities to ensure that our staff understand and feel confident responding to all forms of DSVA, abusive behaviour, sexism, homophobia and sexual harassment and to promote healthy relationships.

- Yes
- No

10. Please list all staff training on these topics in the last 2 years and provide staff name, course, training provider.

Guidance: At least 1 member of staff to have attended BCSB specific advanced relevant training (e.g. BCSB training on Domestic Abuse and Child Protection or equivalent or Safeguarding in Education Domestic Abuse Train the Trainer).

You can book on their website. For advice or recommendations of training, you can contact the Safeguarding in Education team.

11. We have a clear and well communicated policy on reporting any worrying language or behaviour e.g. name calling, jokes, cat calling, and inappropriate touching.

- Yes
- No

School environment

Our school has an environment which promotes healthy relationships, respect between pupils and for diversity, gender and sexuality equality.

12. We have consulted with staff and pupils to:

- | | |
|--|----------------------------------|
| a. better understand their feelings of safety both in school buildings (including toilets) and grounds | Tick
<input type="checkbox"/> |
| b. better understand where we might better promote equality, healthy relationships and respect for diversity | <input type="checkbox"/> |

We're looking for schools to create and maintain a safe, nurturing and stimulating learning environment (buildings and grounds) that contribute to the Social, Moral, Cultural and Spiritual (SMSC) development needs of all pupils and that actively promote healthy relationships and equality.

Consider how you better understand those feelings of safety in relation to the specific themes of the Bristol Ideal (DSVA, healthy relationships and gender and sexuality equality).

Our suggestion is undertaking a staff and pupil audit of some or all of the following: the physical school environment, displays around the building, images used in newsletters and promotion, library books and resources (consider Letterbox Library for a more diverse range of characters and narratives), the curriculum content (for example, when pupils study space, are you working to ensure that case studies of those working in the field are diverse and representative)?

Your aim is to ensure that by the end of this work, your settings use of resources are free from bias and promote respect, healthy relationships and diversity more generally.

Examples: A Bristol primary school created an pupil Equality Team who assessed books in the library for gender stereotyping and advised the Head teacher on the books they felt should be removed.

13. We have acted upon pupil feedback to improve their feelings of safety on site

- Yes
 No

a. Please report on any actions that have been taken in response to feedback.

DSVA, Healthy Relationships and Gender and Sexuality Equality

Our school delivers high quality teaching around DSVA, healthy relationships and gender and sexuality equality.

14. Do you currently hold the Healthy Schools 'Essential' Award and/ or Healthy Schools 'PSHE' award? *

- Yes
 No
 Not Sure

DSVA, Healthy Relationships and Gender and Sexuality Equality (part 2).

15. We have a whole school programme of study for PSHE Education (including RSE)

- Yes
 No

This programme:

	Yes	No
a. delivers PSHE to every year group in the school	<input type="checkbox"/>	<input type="checkbox"/>
b. shows a spiral curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. teaches age appropriate PSHE and RSE lessons	<input type="checkbox"/>	<input type="checkbox"/>

For lesson plans/ resources, visit our [PSHE topic page online](#).

16. Our PSHE/ RSE programme of study is delivered as discrete lessons, ideally once a week (or equivalent). Please use the box below to list the timetabling of PSHE per year group.

DSVA, Healthy Relationships and Gender and Sexuality Equality (part 3).

17. An audit has been run to ensure our school curriculum is covering topics around respect, consent, healthy relationships, gender and sexuality equality and, where appropriate, DSVA.

Yes

No

a. Please provide feedback on how the audit went and any changes made as a result. If you found that nothing needed changing, please also state that.

18. We offer 6 or more RSE lessons per academic year, per year group, written formally into the school timetable. This will be a differentiated scheme of work for Key Stage 1 – 4.

Yes

No

[The PSHE Association Curriculum Framework](#) can be used to provide a framework for the content at each year group around healthy relationships. It illustrates what is age appropriate through a spiral-curriculum. The PSHE Association also provides recommended resources such as [Disrespect NoBody](#) and [Expect Respect Toolkit](#) of lessons.

19. Report all PSHE/ RSE related training that the staff have attended in the last two years

Training might focus on the teaching of the subject, or gaining knowledge about the topics that are learnt about in PSHE. This can include any centrally held training, in-school training, whole school in-service days, consultation visits and coaching.

Examples of subject specific training could be:

- Safeguarding
- Relationship and Sex Education training
- Substance Misuse training
- Female Genital Mutilation training
- Domestic abuse training

See the Healthy Schools training [website](#)

Training is also available [Keeping Bristol Safe Partnership](#)

Unity Sexual Health provide [free training](#) on a range of courses including consent, healthy relationships and pornography

Participation

Our school is committed to meaningful pupil and parent participation around healthy relationships, gender and sexuality equality, preventing and supporting around DSVAs.

20. We regularly gain feedback about pupils' views regarding how well the school supports healthy relationships and promotes gender equality, raises awareness of DSVAs and signposts to services

Yes

No

Involving students in evaluating services, providing their views on how well the school meets their needs, how well the school supports this agenda and the quality of teaching in this field, will empower students but also ensure that you are truly meeting their needs. Questions will need to be age appropriate.

It is important to let students know what, if anything, has changed as a result of their feedback and, where appropriate, involve them in designing and implementing changes. Pay particular attention to ensure the views of a wide and representative cross section of pupils are included and that you are culturally sensitive.

Pupil feedback can be gained from:

- Pupil Voice
- Pupil Ballots or Pupil Questionnaires
- School Council Groups
- Evaluations for services

a. Please provide examples of how you have used pupils' views and feedback to make meaningful changes within your school.

Gaining feedback regularly is helpful but also consider how you might empower students further by facilitating and supporting campaigns (e.g. Stonewall's campaigns to stop homophobia) and any groups they may want to start (e.g. gender equality team / feminist network).

DVSA Services

Our school identifies DSVAs and has clear pathways and access to a choice of appropriate DSVAs services. Staff and pupils are aware of and able to access this support.

21. All our staff, including pastoral staff:

	Yes	No
have an understanding of DSVAs, including risk factors	<input type="checkbox"/>	<input type="checkbox"/>
know how to prevent DSVAs	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
know how to identify/ spot pupils/ families/ staff that may be experiencing DSVAs	<input type="checkbox"/>	<input type="checkbox"/>
know how to respond to disclosures	<input type="checkbox"/>	<input type="checkbox"/>
promote internal and external services to pupils/ families	<input type="checkbox"/>	<input type="checkbox"/>

This might be in lessons and around school. It is important to ensure pupils understand services are confidential. It is also important only to promote where appropriate, where it is safe to do so and in an age appropriate manner.

22. Our staff know how to refer to internal and/ or external services

- Yes
- No

a) Please list the agencies pupils are signposted to. These need to be appropriate, accredited agencies.

e.g. school counsellor, online counselling, school nurse, CRUSH (Next Link group work <https://nextlinkhousing.co.uk/group-programme/>), Brook in Secondary Schools <https://www.brook.org.uk/find-a-service/regions/bristol>, Unity Sexual Health Services <https://www.unitysexualhealth.co.uk/for-the-under-20s/>

b) Please explain other means used to ensure staff have a basic understanding of all forms of DSVAs and how to identify, respond to and report DSVAs.

Examples may include: staff being provided with a clear pathway document, attending safeguarding training, relevant external training within the last 2 years, information provided during induction and during regular staff briefings.

Staff Wellbeing

Our school supports staff wellbeing in relation to DVSA and related topics.

23. We actively promote internal, local and national DSVAs services to staff

Yes

No

Promote information to staff for them to access confidential support around DSVAs issues.

Examples here could include: publicising helpline numbers and useful websites on the staff intranet, on notice boards, in toilets etc., through staff wellbeing initiatives.

Services and information to signpost to:

- The free 24 Hour National Domestic Violence Helpline – 0808 2000 247
- Bristol Against Violence and Abuse [types-of-abuse](#)
- Victim Support has a [list of local services](#) including services for male victims.

Ensure that staff know who the first point of contact is within school if they need to discuss issues around their own experience of domestic violence. This person AND line managers must understand the referral pathway for sexual violence and domestic abuse.

Details of the local [pathway for sexual violence](#) is available.

24. We have policies in place that clearly outline how the school and staff should respond to any DSVAs experienced or perpetrated by staff or volunteers

Yes

No

Ensure that staff know who the first point of contact is within school if they need to discuss issues around their own experience of domestic violence. This person AND line managers must understand the referral pathway for sexual violence and domestic abuse.

25. We have policies and protocols in place to ensure employees' confidentiality is protected if they raise this issue in the workplace.

Yes

No

26. We ensure there is a private space for staff who wish to talk about sensitive issues and that time is given to allow for this

Yes

No

27. Please briefly state how all staff and volunteers have been made aware of the support/ policies in place to support staff

What you are most proud of?

28. Please tell us about something that you are particularly proud of in relation to your school's approach to domestic and sexual violence:

Tell us what you think

29. 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.

30. Finally, 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?

Well Done!