

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](#)





Bristol Ideal Award

*Improving safety and support for pupils, staff and families affected
by domestic abuse and sexual violence*

Opening note to readers

Please be aware that the following document contains sensitive topics like domestic abuse and sexual violence. Please take care of yourself and take time if you need it. If you or someone you know is affected by abuse or violence, current or historic, you can access support services through organisations such as:

- [Next Link](#) (0800 4700 280, open 8.30am – 5.30pm Monday to Friday and 9.30am – 1pm Saturday)
- [SARSAS](#) (0808 801 0456 or 0808 801 0464)
- The freephone, 24-hour [National Domestic Abuse Helpline](#) (0808 2000 247)
- Always call 999 in an emergency.

What is the Bristol Ideal Award?

The Bristol Ideal Award is a set of standards for educational provisions to follow to improve their approach to important issues such as domestic abuse, sexual violence, and healthy relationships. The award represents a commitment to safeguarding pupils and staff, with an aim of preventing unhealthy behaviours in the next generation. There is an emphasis on participation, and this version of the award was co-designed with children and young people's participation groups in Bristol. In addition, we want children and young people to take a leading role in delivering the Bristol Ideal Award in their settings.

How long will it take?

Depending on what practices you already have in place, it may take a few months to one year. There is guidance provided throughout. This will help you make sense of what we are asking for and signpost you to helpful documents. For example, we might ask you to review your learning resources and in this case we have included links to relevant websites.

At any point, you can email us for help or further guidance on healthy.schools@bristol.gov.uk

IMPORTANT: we will only accept online submissions.

Bristol Healthy Schools Essential Award

We encourage settings to complete the [Essential Award](#), which focuses on supporting pupils' mental health and wellbeing, healthy school food and increasing pupils' physical activity. Signing up will also give you access to our newsletter where we can keep you informed of new resources and upcoming training on a variety of topics.

You can sign up by filling out the first page of the [Essential Award application](#) on the Healthy Schools website. Otherwise, contact healthy.schools@bristol.gov.uk for more information.

Online system

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 questions ask for written answers via a text box. Some of the questions have tick boxes, i.e. a yes/no response. Where the answer is no, there is a chance to explain why at the end of the award. For multiple choice questions, there will always be an option to select "other" and provide a written explanation.

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.

Evaluation and results

To pass this award, you will need to answer yes, or provide satisfactory justification of why you have answered no, to multiple choice questions, and provide good descriptions of what your school is doing in the longer free text questions.

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.

Important note

To gain more information, guidance and resources for schools on the definition of domestic abuse, and preventing and addressing domestic violence and abuse, please visit the Bristol Healthy Schools topic page on Domestic Violence and Abuse.

Establishing a Healthy Schools Foundation

The Healthy Schools team encourage all schools to sign up to the Essential Award before completing Specialist Awards. The Essential Award covers key health and wellbeing topics and sets the foundations for creating a healthy and happy school. You can sign up on the Healthy Schools website by filling out the first page of the Essential Award application. By completing the Mental Health and Wellbeing Specialist Award, you will have already made some progress towards the Essential Award.

1. Have you achieved or are you “working towards” the Bristol Healthy Schools Essential Award? ('Working towards' the Essential Award means that you have started the online application and you are implementing the criteria.

- Yes
- No

Establishing a Healthy Schools foundation

These initial steps involve completing a brief self-assessment and making sure that you have established a foundation for your healthy school’s work. This foundation will provide you with a support network, leadership, and strategic focus, all of which will strengthen your successes.

Before proceeding with the application, it's important to complete the initial self-assessment. This short survey is designed to:

- act as a benchmarking tool to determine your current status.
- provide a quick overview of where you might focus your efforts.
- identify areas where the healthy schools team can provide extra support.

[Please click here to fill in the short Bristol Ideal Award Initial Self-Assessment.](#)

The answers to this survey will not be used in your final assessment. The information will only be used at the start of your process to highlight where we can be of support. Your honest responses are greatly appreciated as they will help us better understand your starting point.

2. Whilst establishing your Healthy Schools foundation or working on the Essential Award, have you completed the following?

	YES	NO
Our School Improvement Plan has a section on improving health and wellbeing.		
We have a Healthy Schools Coordinator.		

We have established a Healthy Schools Steering Group. The Groups meets at least 3 times a year and has a wide representation.		
We have a pupil 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.		
Our school has taken part in the Bristol Pupil Voice Survey or/and we commit to taking part in the next round (2024).		

***Find out more about the Pupil Voice Survey 2024 and register [here!](#)**

1. Participation

The Bristol Ideal Award should be pupil-led (but supported by school staff). When we consulted with children and young people, they provided some ideas on how this could be done:

- Pupil-led group, with a senior member of staff as a champion.
- Tutor/class discussions with a representative from each tutor/class to feed into a larger group.
- Suggestion boxes (anonymous).
- Student led assemblies.
- Online school platforms.

We encourage settings to review their current provision regarding issues around:

- domestic abuse
- sexual violence
- sexual harassment
- healthy relationships
- safeguarding

The review could cover aspects such as:

- the physical environment (including displays)
- culture
- staff and pupils' knowledge
- how learning is delivered

We also encourage this to be pupil led. An initial review can help improve your understanding of the feelings that staff and pupils have of safety in both school buildings (including toilets) and grounds. It will help you to better understand where you might promote equality, healthy relationships, and respect for diversity.

Case study example: A Bristol primary school created a 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. This is a great example of something that could be included as part of the audit.

3. We ensure there are a range of ways for pupils to voice their opinions and influence decisions for the Bristol Ideal award.

Yes

No

4. Please list some of the mechanisms you have in place to ensure pupils can influence changes made to the physical environment, culture, or how learning is delivered, in relation to Bristol Ideal topics.

5. 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. We make sure that pupils are informed about the changes that are made based on their feedback. This is done through, for example:

- assemblies
- letters
- group meetings
- school newsletters/social media
- other (please outline below)

Resources

- [A Guide to Establishing Participation Groups in Education Settings](#)
- Contact [Integrate UK](#) for a range of free training and resources.
- [Are You Okay Workshop Report](#)

2. Setting environment

2.1. Physical environment

Children and young people we consulted with told us about what made spaces safe and unsafe to them.

Safe

- Coping spaces (e.g., music room) *
- Supervised
- Comfortable/quality
- Visible/open
- Harmonious
- Diversity/inclusion
- Accessible
- Orderly/rules/system
- Quiet
- Calm
- Lighting
- Clean

Unsafe

- Hostile (bullying, racism, sexism, etc.)
- Unsupervised
- Noisy
- Crowded
- Transport/travel
- Bathrooms
- Graffiti (offensive words)
- Disorderly
- Dark
- Unclean

** A large number of the children and young people that we consulted with told us that they feel most safe when they have a specific space to go to, such as a music or art room that can be made comfortable and is open. We recommend as a result, that if your setting has space for it, to designate a “coping” space.*

7. Based on the above and any feedback from your pupils, what three changes will you make to your setting’s physical environment to make it a safer space?

Change 1	
Change 2	
Change 3	

8. Are the posters and signposting information in your school reviewed and updated annually?
(Tick box)

Yes

No

Resources

- Feedback from children and young people regarding training in the 2021 [Are You Okay Report](#) (advertise local and face-to-face support as well as online-based services)
- See local services' websites for more information (e.g., [Next Link](#), [The Green House](#), [SARSAS](#), [Off the Record](#), [1625 Independent People](#), [The Bridge SARC](#), [Integrate UK](#))
- See national services' websites for more information (e.g., [Kooth](#), [NSPCC](#), [Refuge](#), [Women's Aid](#))

2.2. Culture

9. Our setting has a zero-tolerance approach to abuse and violence, and a culture that promotes healthy relationships, consent, respect between pupils and respect for diversity and inclusion.
(Tick box)

Yes

No

9a. This zero-tolerance approach is promoted internally to pupils and staff, by: (please tick all that apply)

- referencing this in your school/college statement
- creating a display
- integrating message into school/college values
- integrating message/ values across the school/college curriculum
- assemblies
- having a themed week
- RSHE lessons on consent
- healthy relationships policies that address sexist, homophobic and racist abuse
- interventions such as restorative justice (looking at impact on victim)
- campaigns the school take part in
- creating visibility of minority groups (e.g., in posters)
- tackling gender stereotypes
- Other (please outline below)

9b. This zero-tolerance approach is promoted externally to the wider school/college community via: (please tick all that apply)

- letters home
- information on website/displayed at school/college
- assemblies
- parents evening
- events
- other (please outline below)

Resources:

- See [Bristol Pupil Voice Survey Results \(2022\)](#) for statistics on topics such as: domestic abuse, sexual violence, mental health, and wellbeing, bullying etc.
- Contact [Integrate UK](#) for a range of free training and resources
- See the Bristol Healthy Schools Website
- See the NSPCC website for advice and guidance for parents

2.3. Policies

We encourage schools to review their policies to make sure they are thorough and clear around the following issues.

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

10. Our safeguarding policy includes statements/sections on the following... (Tick box)

Response to abuse, including sexist, homophobic, transphobic, and racist abuse	Yes	No
Support for pupils with Special Educational Needs and Disabilities	Yes	No
Domestic abuse, including: - Definitions/types of abuse - Abuse in young people's relationships	Yes	No

Equalities and Accessibility (with specific mention of gender, sexuality, and disabilities)	Yes	No
Female Genital Mutilation	Yes	No
Online safety	Yes	No
Relationship and Sex Education	Yes	No
Safeguarding policies, including: - Responding to disclosures - Referral pathways - Escalations routes for concerns about pupils or staff (including whistleblowing) - Response to abuse and taking action - Confidentiality - Whistle	Yes	No
Sexual violence, including: - Peer to peer abuse - Sexual harassment - Child sexual abuse	Yes	No
So called honour-based violence, forced marriage, and hate crime	Yes	No
Trafficking and sexual exploitation	Yes	No
Trauma Informed Practice	Yes	No

11. We have policies in place that clearly outline how the school and staff should respond to any domestic abuse and sexual violence experienced or perpetrated by staff, volunteers, or pupils.
(Tick box)

Yes

No

Resources

- See the Bristol City Council Healthy Schools Hub website for information and guidance
- Read more about these topics on [Keeping Bristol Safe Partnership's webpage](#) on Policies, Procedures, and Information for Professionals
- See the [Safeguarding in Education](#) website for guidance
- For resources around FGM and other issues, contact [Integrate UK](#)
- [Principles for Trauma-Informed System \(bristolsafeguarding.org\)](#)

3. People

3.1. Leadership

12. Our setting has nominated a member of staff who leads on the Bristol Ideal Award, who is working with pupils towards the award, and has briefed another member of staff who can step in/support as required (Tick box)

Yes

No

13. Bristol Ideal Award Lead

Name	
Email address	
Alternative contact's name	
Alternative contact's email address	

14. We confirm that all staff and governors are...

14a. informed who the Bristol Ideal Lead is and are reminded annually or when new staff start.

Yes

No

14b. briefed about the Bristol Ideal project and are committed to achieve the Standard

Yes

No

3.2. Training and recruitment

15. Please list the domestic abuse, sexual violence, and trauma-informed practice related training that staff have attended in the last two years. This can include any centrally held training, in-setting training, whole school/college in-service days, consultation visits and coaching. It can also include training for RSHE/PSHE. Please include training title and year that the training took place.

16. We ensure that any volunteers and contracted staff (e.g., sports coaches, after school/breakfast club, building contractors) are clear on our settings policy and our expectation regarding their behaviour, attitude, and language in relation to promoting gender equality and healthy relationships.

Yes

No

17. When we consulted with children and young people, they told us that safe adults in schools are...

- Relatable/open/friendly
- Confidential/trustworthy
- Authority/responsibility
- Good listener
- Non-judgemental

We ensure that these qualities are valued in our recruitment process.

Yes

No

Resources:

- See the Bristol City Council Healthy Schools Hub website for training information
- See the [Keeping Bristol Safe Partnership training](#) webpage for training in Bristol
- See [NSPCC](#)'s website for free training and support around delivering relationships education
- Feedback from children and young people regarding training in the 2021 [Are You Okay Report](#) (including children and young people to inform training)
- Contact [Integrate UK](#) for a range of free training and resources

3.3. Staff wellbeing

18. We promote internal, local, and national DSVA services to all staff (including pastoral staff, lunch time supervisors, other non-teaching staff, etc.) and ensure they are aware of referral pathways, through for example:

- publicising helpline numbers and useful websites on the staff intranet
- on notice boards
- in toilets
- through staff wellbeing initiatives

- other (please expand below).

19. We ensure that staff know who the first point of contact is within the setting if they need to discuss issues around their own experience of domestic violence.

Yes

No

Resources

- See local services' websites for more information (e.g., [Next Link](#), [SARSAS](#), [Victim Support](#), [The Bridge SARC](#))
- See national services' websites for more information (e.g., [Refuge](#), [Women's Aid](#))

3.4. Pupils' wellbeing

20. We promote internal, local, and national DSVAs services to pupils and ensure they are aware of referral pathways (e.g., publicising helpline numbers and useful websites on the intranet, on notice boards, in toilets).

Yes

No

20a. Please list agencies pupils are signposted and/or referred into:

21. When we consulted with children and young people, they told us that they would be put off talking to someone about an issue because of...

- Not trusting how it would be handled
- Worries about getting involved
- Having no one to go to

- Wouldn't talk to anyone
- Not all children knew who their DSL is
- Most children didn't want to meddle
- Fear of repercussions
- Issues seldom followed-up

Please explain how you ensure that pupils know who the first point of contact is within their setting if they need to discuss issues around experiences of domestic violence.

Resources:

- Feedback from children and young people regarding training in the 2021 [Are You Okay Report](#) (include a comprehensive list of local services)
- See [Bristol Pupil Voice Survey Results \(2019\)](#) for statistics on topics such as: domestic abuse, sexual violence, mental health and wellbeing, bullying etc. (2021-2 results are due to be published in autumn 2022)
- See local services' websites for more information (e.g., [Next Link](#), [SARSAS](#), [Off the Record](#), [1625 Independent People](#), [The Bridge SARC](#), [Integrate UK](#), [Barnardo's BASE](#), [NAOS](#), [The Green House](#))
- See national services' websites for more information (e.g., [Kooth](#), [NSPCC](#), [Refuge](#), [Women's Aid](#), [Childline](#))

4. Learning

Most of 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 also sometimes referred to as RSHE. RSHE now covers approx. 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 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](#).

From our engagement with children and young people and the report from the [Are You Okay Workshop](#), we learnt that the topics they think are most important to learn about are the following.

22. Please give at least one example of what you are doing to cover each of these topics in your teaching (either during PSHE lessons, or in other areas of the curriculum)..

22a. Identity	
22b. Mental wellbeing	
22c. Being safe	
22d. Drugs, alcohol, and tobacco (including disposable vapes)	
22e. Types of abuse/awareness raising *	
22f. Responding to abuse	
22g. Bullying	
22h. Safeguarding	

*Types of abuse could include child sexual abuse, child sexual exploitation, domestic abuse, racist abuse, sexist/misogynistic abuse and sexual harassment, homophobic abuse, transphobic abuse, ablest abuse, physical abuse, mental and emotional abuse, financial abuse and exploitation.

They also told us they wanted multiple lessons, in every year, on each topic. Some other ideas were as follows...

- Begin learning at younger ages, and continue past year 9 despite exams
- Use “proper” language (Not nicknames for things such as body parts or other sensitive topics)
- Full-day workshop for some topics

- Guest speakers
- Learning from case studies, e.g., movement (focus on prevention) following the murder of Sarah Everard

23. How do you identify emerging issues in particular those that relate to domestic abuse and sexual violence (e.g., sexting, cyber bullying, harmful online trends, a news story that is affecting pupils)?

24. Please give 1 - 2 of when you have responded to an emerging issue in the school and how this was addressed in the PSHE curriculum.

25. We ensure that PSHE lessons include signposting to domestic abuse support, school nurse drop ins, phone lines, etc.

Yes

No

26. Teachers ensure they create a safe space when covering the more sensitive or difficult topic areas in RSHE lessons, by:

- setting boundaries and ground rules at the start of a lesson
- using group agreements
- having additional staff in lessons
- ensuring there is a safe space to go to.
- other (please specify)

27. If issues are raised during or after lessons are teachers prepared/trained to respond appropriately?

Yes

No

28. We ensure that the most vulnerable children and young people (e.g., those on a child protection plan, at risk of exploitation, etc.) receive this education even if they miss that specific lesson?

Yes

No

29. We ensure that pupils with special educational needs and disabilities receive this education and can access support (e.g., accessible learning and resources).

Yes

No

Resources

- See [PSHE Association](#) and [Sex Education Forum](#) for quality assured resources
- See [Ofsted 2021 report](#) on sexual abuse in schools and colleges
- Feedback from children and young people regarding training in the 2021 [Are You Okay Report](#) (including inviting local services in to talk and offer self-referrals)
- See [Bristol Pupil Voice Survey Results \(2019\)](#) for statistics on topics such as: domestic abuse, sexual violence, mental health and wellbeing, bullying etc. (2021-2 results are due to be published in autumn 2022)
- Visit the [NSPCC](#) website for a range of free resources such as lesson plans and workshops
- Visit the [Integrate UK](#) website for a range of free resources such as videos and assemblies

5. Closing questions

5.1. What are you most proud of?

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

31. How has being involved with the Bristol Ideal award changed your school's approach to domestic and sexual violence prevention?

5.2. Tell us what you think

32. If you answered 'no' or 'incorrect' to any of the questions, please tell us why you are not able to comply with this criterion 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...

33. 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?

34. Please confirm that you have answered all the questions in this survey.

Yes

No

If no, please go back through the survey and check that all answers are complete.
If required, please contact healthy.schools@bristol.gov.uk for support.

Well done!

If you have any queries or questions, you can email Bristol Healthy Schools at healthy.schools@bristol.gov.uk

We want to acknowledge and thank the youth groups that we consulted with:

- Children in Care Council
- Broomhill Junior School Year 6's
 - The Youth Council
 - Young Carers Voice