



# Healthy Schools - Annual Review Completion Ideas

## Compiled by Hertfordshire Healthy Schools Team

### Summary

The Annual Review covers the following elements of the Whole School Approach:

- Leadership & Management and Managing Change including Governors
- Policy Development
- Learning and Teaching, Curriculum Planning and Resourcing
- School Culture and Environment
- Giving Children and Young People a Voice
- Provision of Support Services for Children and Young People
- Staff's Continuing Professional Development Needs, Health and Welfare
- Partnerships with Parents/Carers and Local Communities (covers parental support and community access from Extended Services)
- Assessing, Recording and Reporting Children and Young People's Achievement

The Annual Review links to a number of national frameworks including:

- National Healthy School Status
- School Ofsted Evaluation Form
- Extended Services
- Forthcoming Children & Young People Well-being Indicators

# 1 Leadership & Management and Managing Change including Governors

1.1	<p><b>How does the school provide clear leadership to create and manage a positive environment, which enhances emotional and physical health and wellbeing in school?</b></p> <p><b>Does this involve a school governor?</b></p>			
Mission Statement	<p><i>Please enter evidence from your Mission Statement to support this and/or attach the document.</i></p>			
Prospectus	<p><i>Please enter evidence from your Prospectus to support this and/or attach the document.</i></p>			
Staff and C&YP well-being projects	<p><i>Please enter evidence from your C&amp;YP well-being projects to support this and/or attach any relevant documents.</i></p> <p>Questionnaires, quotes from 1 to 1s with line managers, School Council, School governor responsible, evaluations from courses/events CYP &amp; staff photo evidence, list of projects - buddying, counsellor, parent support worker, Herts wellbeing programme (staff wellbeing)</p>			
Other	<p><i>Please enter evidence from other projects to support this and/or attach any relevant documents.</i></p> <p>Counselling in schools, anti-bullying work + accreditation. Look at this section again after you've filled in the form to help.</p>			
	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators

Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	4.2	6 - Leadership and Management		

1.2 Name the member of staff responsible for the following:				
Area of Responsibility	PSHE education (PSHE in primary)		<i>Please enter the named member of staff.</i>	
	Healthy Eating including all current standards		<i>Please enter the named member of staff.</i>	
	Physical Activity		<i>Please enter the named member of staff.</i>	
	Emotional Health and Well-being		<i>Please enter the named member of staff.</i>	
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.4, 2.1, 3.1, 2.6, 2.7, 4.2	6 - Leadership and Management	A varied menu of activities	

1.3 Name the member of the Senior Leadership Team who is the strategic lead for the following:				
Area of Responsibility	PSHE education (PSHE in primary)		<i>Please enter the named member of the senior leadership team.</i>	
	Healthy Eating including all current standards		<i>Please enter the named member of the senior leadership team.</i>	
	Physical Activity		<i>Please enter the named member of the senior leadership team.</i>	
	Emotional Health and Well-being		<i>Please enter the named member of the senior leadership team.</i>	
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.4, 2.1, 3.1, 4.2	6 - Leadership and Management	A varied menu of activities	

<b>1.4 How does the school identify C&amp;YP in challenging circumstances?</b> <b>Which groups have been identified?</b> <b>What support is provided for these identified groups?</b>			
Your approach to identifying groups	Please describe your approach. <u>Quantitative</u> - What data used - Health Related Behaviour Questionnaire (HRBQ), bullying figures, free school meal data (FSM), children looked after, ethnic groups, SDQ (strengths + difficulties questionnaire) drug screening toolkit. General knowledge of families - those with children as young carers, had a bereavement or family break-up. Pupil monitoring + tracking systems, IEPs, PEPs. <u>Qualitative</u> - SENCO gathering data + planning further work, role of form tutor, pastoral team, Head of Year's mission statement Data from school nurse/health visitor/children's centre		
Identified groups and the support provided  Please continue on a separate sheet if required.	Identified Group	Support Provided	
	Please describe the identified group e.g. G+T learners, Pakistani boys KS3, KS4 girls, children with ADHD, traveller children, refugees,	Please describe the support provided Counselling, family learning sessions, support with form-filling, peer mentoring, buddying, resilience programme	
	looked after children, children of substance misuse parents, BME pupils, Free school meals, yr 7 pupils feeling less safe, young carers,		
	bereaved children and young people, children & young people with eating disorders, key stage 4 girls opting out of P.E., bullying data (children		
	who have been bullied and children who have bullied, attendance and exclusion data groups) special educational needs and disabilities (SEND) pupils, FSM, white working class boys		
	NHSS Criteria	SEF (03/09)	Extended Services
	C&YP Well-being Indicators		

Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	4.1	6 - Leadership and Management	Swift and easy access to a range of specialist services	

**1.5 How does the school ensure all families feel able to access services and provision?**

*Please describe your approach.*

Family Support Workers, extra noticeboards, electronic newsletters + text alerts. Strong links with extended schools co-ordinators (ESCOs) + children support workers + Partnership Development Managers (PDMs - they oversee the ssco and plt's), open door policy, coffee morning drop-in sessions, questionnaires, liaison social workers, family learning opportunities, transition info sessions, websites, parent forums, surgery sessions, use the PTA friends to promote message, link governors

Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	4.1	6 - Leadership and Management	Swift and easy access to a range of specialist services	

## 2 Policy Development

2.1 How does the school monitor C&YP's menus and food choices to inform policy development and provision, in line with current guidance?				
<p><i>Please describe your approach.</i></p> <p>School meal uptake, Midday supervisory assistants (MSA) observations, packed lunch policy, questionnaires, school food trust (SFT) guidelines + evaluations, pupil choice menu, Healthy eating workshops for children, parents + staff, Governor link/meetings, parent/pupil surveys, Ofsted questionnaire, HRBQ</p> <p>School Council interviews, cooking sessions, curriculum time - science, DT, PE,</p> <p>After school clubs (ESCO/PDMs)</p>				
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	2.8	2 -Views of learners, parents/ carers, community and other stakeholders	Any food provided by Extended Services needs to be covered by Food Standards	

2.2 Give a brief description of the school's consultation and review process in developing the school's policies this year.				
<p><i>Please describe your consultation and review process.</i></p> <p>Questionnaires - staff + parents</p> <p>School Council - pupils' views</p> <p>School nutrition action group (SNAG) set-up - review existing, find out views, plan changes + consult, implement, review, amend</p> <p>Assemblies, focus groups, students as researchers</p>				
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	2.8	2 -Views of learners, parents/ carers, community and other stakeholders	Any food provided by Extended Services needs to be covered by Food Standards	

2.3 When in the last three years were the following policies last reviewed?				
Policy dates	Policy	When was the policy last reviewed (dd/mm/yyyy)		When is the policy next due to be reviewed (dd/mm/yyyy)
	PSHE education			
	SRE			
	Drugs			
	Confidentiality Policy / Statement			
	Safeguarding *			
	Equalities scheme (inclusion)			
	Physical Activity			
	Anti-bullying			
	Visitors			
	Behaviour and rewards			
	Food policy			
	Travel plan			
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.5, 1.7, 2.3, 3.1, 3.2,3.3, 3.7,4.2, 4.6, 4.9	6 - Leadership and Management		

### 3 Learning and Teaching, Curriculum Planning and Resourcing

3.1 How does the school monitor and evaluate PSHE education provision to ensure the quality of teaching and learning?				
<p><i>Please describe your approach.</i></p> <p>Classroom observation, peer assessment, group assessment, work scrutinies, planning, pupils work + progress, staff inset, staff questionnaires</p> <p>Focus groups, meeting with Heads of Departments, assemblies, School Council</p>				
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.2, 1.3	5 - Quality of provision		

3.2 How does the school ensure structured physical activity for all of its C&YP in or outside the school curriculum, in line with current guidance?				
<p><i>Please describe your approach.</i></p> <p>2 hours in school, 3 hours outside. School Council Questionnaires, variety on offer - range + pupils view, MSA + pupil (play leads) training, review of resources available, involve parents in delivering activities. P.E. School sport and young people (PESSYP)- Survey, Sports Partnership monitoring, Active Mark</p>				
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	3.3, 3.4	5 - Quality of provision	A varied menu of activities	

3.3 How does the curriculum for the following subjects meet the needs of C&YP in the school at this time and in line with current guidance:				
PSHE education including SRE and Drug Education	<p><i>Please describe how your curriculum in this area meets the needs of C&amp;YP. If PSHE education is via drop down days then be aware that this does not meet the healthy schools programme.</i></p> <p>Surveys, questionnaires + spoken to CYP + ensure curriculum is meeting needs. Cross referenced with QCA end of key stage statements, KS3 statements for wellbeing, the primary review statements - Jim Rose, SEAL. Resilience monitoring + evaluation forum, SRE audit, HRBQ, school nurse core offer workshops, School Council, learning walks</p>			
Healthy Eating	<p><i>Please describe how your curriculum in this area meets the needs of C&amp;YP. Learning about Healthy Eating and planning healthy meals should include understanding the different types of food in the context of a balanced diet (using the Balance of Good Health), and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables.</i></p> <p>Curriculum - balanced diets, tasting</p> <p>Cooking sessions, assemblies, parent talks, food hygiene, healthy eating/lifestyle days/weeks</p>			
Physical Activity	<p><i>Please describe how your curriculum in this area meets the needs of C&amp;YP.</i></p> <p>Variety of activities, audit + non-competitive, staff training, HRBQ, planned progression, 5hr core offer, correct equipment for tasks, PDMs, vulnerable groups, KS4 girls, obese, Jim Rose, KS3+4 curriculum</p>			
Emotional Health and Wellbeing including Anti-bullying, SEAL and opportunities to explore feelings	<p><i>Please describe how your curriculum in this area meets the needs of C&amp;YP.</i></p> <p>Resilience, silver group for SEAL circle time</p> <p>Feelin' Good Week, School nurse core offer workshops, Managing stress / anxiety at transition / exams, UK Resilience Programme, other workshops dependent on need EG self esteem &amp; body image / girl bullying</p> <p>Learning walks, focus groups, peer support, assemblies</p>			
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.1, 1.2, 1.9, 1.11, 2.9, 3.3, 4.3	5 - Quality of provision		

## 4 School Culture and Environment

### 4.1 What measures does the school take to involve and engage all (especially vulnerable C&YP and those with accessibility issues, staff and parents/carers)? How does the school culture and environment engage the whole school community?

*Please describe your approach.*

Does the school comply with 'Implementing the disability Discrimination Act in Schools and early Years Settings' have they made 'reasonable adjustments'. Lunch clubs if children have transportation issues. Family learning, school led support groups, School/class Council, PTA friends

Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	3.4, 3.8, 4.2, 4.4, 4.5	1 - Characteristics of the school	Parenting support, swift ad easy access to a range of specialist services	

### 4.2 How do the whole school environment, physical activity spaces and emotional environment, including the eating environment and playgrounds, promote/support appropriate behaviours?

*Please describe how appropriate behaviours are promoted/supported by your school environment.*

Displays, reminders of rules + mission statement - do all know about it? Is the eating environment inviting - how has it been improved? - top table, noise, queuing, SNAG, cleanliness

Questionnaires, HRBQ - do pupils feel safe? MSA training, Huff & Puff, behaviour policy, rewards

Rewards for positive social behaviours e.g. Praise on a postcard, culture supports openness and seeking help, peer support programmes, visual reinforcement and motivation such as posters, bully box or worry box

Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	2.5	4 - Personal Development and Well-being	A varied menu of activities	

4.3 How does the school ensure easy access to free, clean and palatable drinking water?				
<p><i>Please describe your approach.</i></p> <p>Water bottles, drinking water in classroom, water fountains outside/accessible at playtimes</p> <p>Plenty of water available at lunchtime (not just 1 cup, jugs on table)</p>				
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	2.10	4 - Personal Development and Well-being		

## 5 Giving Children and Young People a Voice

<b>5.1</b>	<b>What systems, processes and procedures are in place to ensure all C&amp;YP's views are reflected in each of the following:</b>			
<b>Curriculum planning</b>	<p><i>Please describe your systems, processes and procedures.</i></p> <p>Policy review with School Council, school self-evaluation cycles, SEF, whole school targets, liaison with student voice, student parliament, Head Boy/Girl</p>			
<b>Learning and teaching</b>	<p><i>Please describe your systems, processes and procedures.</i></p> <p>As above mentoring</p> <p>Evaluations at end of lesson, lesson observations - School Council</p> <p>Pupil interview panels for new staff</p>			
<b>The whole school environment</b>	<p><i>Please describe your systems, processes and procedures.</i></p> <p>School council - budget observations, photos, questionnaires, informal feedback</p>			
<b>Personal development and well-being</b>	<p><i>Please describe your systems, processes and procedures.</i></p> <p>SEAL, feelings boards, circle time, use of SDQ / my life in school checklist / self esteem scale / HRBQ / bully hot spot map or other to seek pupil views to shape future arrangements, pupils given choices and involved in planning support for themselves</p>			
<b>Links</b>	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.11, 2.4, 2.11. 3.5	2 - View of learners, parents/carers, community and other stakeholders		

**5.2 How has the school involved and considered the needs of all CY&P, including those who are less vocal and visible?**

*Please describe your approach.*

School Council, suggestion boxes, questionnaires, circle time activities, buddying systems, Twitter, email, texts, mentoring

Pyramid groups / nurture groups for quiet / withdrawn pupils, support for pupils pushing themselves too hard, safe haven lunch clubs, Working with Mencap or BME focused organisation for example

Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.8, 4.1, 4.4	2 - View of learners, parents/carers, community and other stakeholders	Swift and easy access to a range of specialist services	

**5.3 What opportunities are there for C&YP to develop responsibility and build confidence and self-esteem?**

*Please describe the opportunities available.*

School Council, out of school opportunities to lead - concerts, my money week, House system, running their own fruit shop (healthy eating and economic wellbeing)

Community work, buddying, mentoring, Young Enterprise, eco schools, SNAGs, sports/play leaders

Volunteering, community work and partnerships, in school responsibilities and roles e.g. prefect, peer supporter, workshops for identified groups according to need e.g. girls with low self esteem, rewarding achievement relative to individual ability

Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	4.8	2 - View of learners, parents/carers, community and other stakeholders	A varied menu of activities	

## 6 Provision of Support Services for Children and Young People

<b>6.1</b>	<b>What arrangements are in place to refer C&amp;YP to specialist services who can give professional advice on matters such as contraception, sexual health, loss and bereavement, mental health and drugs?</b>			
Contraception	<i>Please describe the arrangements in place.</i> sexual health, Youth Connexions, school nurse, local voluntary organisations, counselling			
Sexual health	<i>Please describe the arrangements in place.</i> as above			
Loss and bereavement	<i>Please describe the arrangements in place.</i> Counselling, Local hospice bereavement programme or Space ★			
Mental Health	<i>Please describe the arrangements in place.</i> CAMHS via BST or school nurse, Early Intervention service, TaMHS (Watford only) Educational Psychologist, Counselling in Schools Service, community counselling organisation, art therapists			
Drugs	<i>Please describe the arrangements in place.</i> A-DASH, Herts Drugs Ed Forum, youth connexions, FRANK, PCSO			
<i>Please continue on a separate sheet if required</i>				
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.6, 1.8, 4.4	4 - Personal Development and Well-being 5 - Quality of provision		

6.2 What mechanisms are in place for C&YP, parents/carers and staff to access advice confidentially?				
Children & Young People	<p><i>Please detail the arrangements in place.</i></p> <p>School nurse, voluntary sector organisation drop-in, help lives in planners, diaries + around school, posters around schools CAF, CAMHS</p>			
Staff	<p><i>Please detail the arrangements in place.</i></p> <p>Headteacher helpline, unions, Carewell programme, posters around school</p>			
Parents / Carers	<p><i>Please detail the arrangements in place.</i></p> <p>Parentline plus, parent info officers, parent support workers, displays at school School nurse, vicar, MECS</p>			
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	4.4	4 - Personal Development and Well-being 5 - Quality of provision		

## 7 Staff's Continuing Professional Development Needs, Health and Welfare

7.1 Please list the CPD opportunities that school staff have accessed, for the following:	
PSHE education including SRE, financial capability and Drug Education	<p><i>Please list the CPD opportunities.</i></p> <p>CSF courses, external organisations, National CPD Programme, personal finance group (pfeg), SEAL, Resilience training</p>
Healthy Eating	<p><i>Please list the CPD opportunities.</i></p> <p>Food hygiene training level 1 + 2, food in school training for primary teachers, nutrition training, staff meeting up date on healthy eating issues</p>
Physical Activity	<p><i>Please list the CPD opportunities.</i></p> <p>Training on equipment &amp; safety, PDMs, TOPS training, Saracens &amp; Watford FC support</p>
Emotional Health and Well-being	<p><i>Please list the CPD opportunities.</i></p> <p>Provided by DS, Multi Agency Psychology Service, CAMHS, TaMHS (Watford only), Protective Behaviours, Seasons for Growth, Safeguarding, Integrated practice</p>
Safeguarding (child protection and Anti-Bullying)	<p><i>Please list the CPD opportunities.</i></p> <p>Child protection officers</p> <p>School nurse - allergies, first aid, epi-pens, self-injury, restraint training</p>

<p><b>Pastoral care</b></p>	<p><i>Please list the CPD opportunities.</i></p> <p><b>Pastoral teams</b></p> <p><b>Outside organisations - Samaritans etc.</b></p>			
<p><b>SEAL</b></p>	<p><i>Please list the CPD opportunities.</i></p> <p><b>CSF - focus on TAs, MSAs</b></p>			
<p><b>Mental Health</b></p>	<p><i>Please list the CPD opportunities.</i></p> <p><b>See EHWB</b></p>			
<p><b>Links</b></p>	<p><b>NHSS Criteria</b></p>	<p><b>SEF (03/09)</b></p>	<p><b>Extended Services</b></p>	<p><b>C&amp;YP Well-being Indicators</b></p>
	<p>1.10, 2.2, 3.6, 3.9, 4.7</p>	<p>6 - Leadership and Management</p>		

7.2 How does the school encourage staff to develop and maintain a healthy lifestyle to enable them to be positive role models?				
<p><i>Please describe your approach.</i></p> <p>Access to gym facilities</p> <p>Free use of hall for sport classes i.e. staff Pilates</p> <p>Access to a complementary therapist on school site</p> <p>Links to local gym - reduced fees</p> <p>Occasional early leave (1 per ½ term, health covers + staff leave at 2 pm)</p> <p>Info - smoking cessation</p> <p>Charity + social events</p>				
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.6, 4.4	6 - Leadership and Management		

7.3 How does the school identify staff CPD needs?				
<p><i>Please describe your approach.</i></p> <p>1-1 line management meetings, questionnaires/audits, lesson observations</p> <p>Performance management</p> <p>Awareness of changes to curriculum/agendas - need for update in training</p> <p>Open door policy from the Head, so staff can access them + discuss needs</p>				
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	3.10	6 - Leadership and Management		

## 8 Partnerships with Parents/Carers and Local Communities (covers parental support and community access from Extended Services) Assessing, Recording and Reporting Children and Young People's Achievement

8.1 Please list the external agencies that support the school's programme for the following:				
PSHE education, including SRE and Drug Education	Healthy Eating	Physical Education	Emotional Health and Well-being	Other
<p><i>Please list each partner organisation.</i></p> <p>Consortium support + agencies, Lions, charities SEAL, Adolescent Drug &amp; Alcohol Service for Herts (A-DASH), Youth Justice Teams, Parental Drug Awareness Service (PDAS), School nurse, police community support officers (PCSO) / youth crime reduction officers (YCRO's)</p>	<p><i>Please list each partner organisation.</i></p> <p>Healthy Schools team, Herts catering, School health, SFT, Food in schools, Herts Adult &amp; Family Learning Service (HAFLS) (Family Learning), Study Support &amp; out of school hours learning) SSOSHL, Health promotion, Herts Groundwork trust, PCT Dieticians / Nutritionists</p>	<p><i>Please list each partner organisation.</i></p> <p>PDMs, local gyms, sports clubs, trainers, Saracens, Watford FC, SSOSHL, Playing for Success, SSP, PDM, SSCO's, PLT, Youth Sport Trust, Herts Ready for Winners (2012), Specialist Sports Colleges, Herts University, Herts Sports Partnership, School travel, Primary Link teachers,</p>	<p><i>Please list each partner organisation.</i></p> <p>Youth Connexions, Youth Justice, PCSO/YCRO, CAMHS, Early Intervention Service, School Nurse, Voluntary Sector Organisations EG Relate, Multi Agency Psychology Service (MAPS) (BST / EP), Multi Agency Support Team (MAST), Herts Mediation, Advocacy Service, Community Counselling, Counselling in school service,</p>	<p><i>Please list each partner organisation.</i></p> <p>ESCO's, Parent support workers, Children's centres, Personal Finance Education Group, Herts Constabulary, ESC outreach, MECS, HAFLS, SSOSHL, Looked after children's teams, Behaviour &amp; Attendance team, Attendance Improvement Officers, Carers in Herts - young carers, Parentline plus, SSOSHL, SEND including gifted &amp; talented, PCSO's / YCRO's, Change 4 Life,</p>
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.7, 1.8, 3.6, 4.4	7 - Overall Effectiveness	Parental support and community access	

8.2 Please list the partners that support the school in providing extended services.				
Extended Service		Partner		
<i>Service name and description</i>		<i>Please list each partner organisation.</i>		
<i>Service name and description</i>		<i>Please list each partner organisation.</i>		
<i>Service name and description</i>		<i>Please list each partner organisation.</i>		
<i>Service name and description</i>		<i>Please list each partner organisation.</i>		
<i>Service name and description</i>		<i>Please list each partner organisation.</i>		
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
		7 - Overall Effectiveness	Parental support and community access	

8.3 How does the school signpost, in appropriate languages, to key areas and appropriate information about support services within and beyond the school?				
<p><i>Please describe your approach.</i></p> <p>Parent Support Workers, ESCOs + Children’s Centres, Translation service - EMASUK.com (IT package), School website, emails + texts, newsletters + noticeboards, assemblies, learning mentors, links to community groups</p>				
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.8, 1.9, 4.4, 4.5	7 - Overall Effectiveness	Parental support and community access	

8.4 Give details of the subject and dates of sessions provided to parents/carers on health awareness, such as drugs, healthy eating, bullying, loss and bereavement, SRE?				
Subject		Date		
<i>Please enter subject name and details</i> <b>Parent talk - Healthy eating adviser</b>		<i>Please list session dates for each subject.</i> Talk to parents on healthy lifestyle + work on food labels + balanced diet		
<i>Please enter subject name and details</i> <b>Cooking - family learning</b>		<i>Please list session dates for each subject.</i> Family cooking + tasting sessions to develop skills		
<i>Please enter subject name and details</i> <b>Food hygiene training</b>		<i>Please list session dates for each subject.</i> Level 1 training for staff, parents + older (14+) pupils on food hygiene		
<i>Please enter subject name and details</i> <b>SRE core offer parents</b>		<i>Please list session dates for each subject.</i>		
<i>Please enter subject name and details</i> <b>Cyberbullying</b>		<i>Please list session dates for each subject.</i>		
<i>Please enter subject name and details</i>		<i>Please list session dates for each subject.</i>		
<i>Please enter subject name and details</i>		<i>Please list session dates for each subject.</i>		
Links	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.6, 3.8	7 - Overall Effectiveness	Parental support and community access	

## 9 Assessing, Recording and Reporting Children and Young People's Achievement

<b>9.1</b>	<b>How does the school assess and report on C&amp;YP's progress and achievement in PSHE education in line with current guidance?</b>			
<p><i>Please describe your approach.</i></p> <p>End of KS statements - QCA 1-4 Herts PSHE assessment guidance (10 yrs old), SEAL, KS3 personal wellbeing learning objectives, draft statements for PA + wellbeing, whole school assessment - yearly reports (attitudes to learning), SEF, Assess for Learning (AFL), EYFS assessment, School improvement plan, parents' evening</p>				
<b>Links</b>	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
	1.3	3 - Achievement and Standards		

<b>9.2</b>	<b>How does the school celebrate the achievements of C&amp;YP?</b>			
<p><i>Please describe your approach.</i></p> <p>Assemblies, newsletters, wall of achievement, website, prize giving, book of excellence, papers, tokens for rewards</p>				
<b>Links</b>	NHSS Criteria	SEF (03/09)	Extended Services	C&YP Well-being Indicators
		3 - Achievement and Standards		