



Camden (and Islington) Health and Wellbeing Review

School Name	Royal Free Childrens Hospital School	Date	11/6/18
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Role in school	Name (for the Health and Wellbeing Lead please also include the main job title)	Please check each box once the final review has been approved:
Health and wellbeing lead		<input type="checkbox"/>
Headteacher	Alex Yates	<input type="checkbox"/>
Governing body representative		<input type="checkbox"/>

Please describe how you have involved your school community in completing the health and wellbeing review (eg staff, pupils, parents, governors)	With the involvement of staff; the support of the local authority; by consultation with governors and also pupils have a voice through pupil voice sessions
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Please give a short quote which demonstrates the school's commitment to creating and managing a positive environment which supports and enhances physical and emotional health and wellbeing and promotes positive values <i>(Please show where this has been taken from eg school's aims, mission statement, prospectus or website)</i>	From our school website: Our whole school approach to being a Healthy School involves working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which developments and improvements are embedded in a systematic way. These processes contribute to the physical and emotional development of all members of the school community.
Please describe the changes you have made as a result of completing this review and meeting the criteria	n/a

<p>Please describe one piece of work that has made a real difference to the health and wellbeing of your pupils or their families</p>	<p>Our work towards implementing our gold award with regard to healthy eating for pupils and emotional wellbeing</p>

CAMDEN CAN PLEDGE – for Camden Schools.

As part of renewing Healthy Schools Recognition, we are asking Camden schools to sign up to the **Camden Can Pledge**. The Camden Can Pledge is a set of actions that schools, businesses and community organisations commit to make to help people who live and work in Camden lead healthier lives.

Making your pledge

To make your pledge, please identify one action your school can do to **support healthy eating** and one action to **encourage and enable physical activity** for children, young people and/or families and submit them to the [Camden Can Website](#).

You will then be included on the online list of Camden Can Pledge organisations and you will receive a certificate and sticker to recognise your commitment. Support will also be available from the Camden Health and Wellbeing Team to help you achieve your pledge.

Confirmation of our commitment

We have submitted our Pledge on the Camden Can website:

Our two actions are:

Healthy Eating:
 To increase to number of pupils eating a healthy breakfast each morning

Physical Activity:
 To make attendance at after school physical education lessons compulsory

Staff responsible for health and wellbeing

All should have appropriate status, support, continuing professional development and provide clear leadership and management of their area of work, including policy development.

	Name of staff member(s) responsible	Job title of staff member(s)
Healthy school / health and wellbeing	Michael Kelly	Senior Teacher
Designated Safeguarding Lead	Victoria Hanton	Senior Teacher
Pastoral care	Michael Kelly	Senior Teacher
Behaviour including bullying	Alex Yates	Head Teacher
Online safety	Victoria Hanton	Senior Teacher
PSHE education	Mike Kelly	Senior Teacher
School food provision (throughout the day)	Susan Caesar	School Administrator
Food technology (cooking skills and nutrition)	N/A	N/A
Physical activity, PE and sport	John Howley	Senior Teacher

Policies

All policies should be in line with current guidance, reviewed at least every 3 years, monitored, and evaluated for impact

Policy (to be recognised as a Healthy School all these policies must be in place)	Date policy last agreed (to meet criteria must be within 3 years)	Notes
Anti-bullying (this can be part of behaviour policy)		Review Date Feb 2020
Behaviour (statutory)		Review Date Sep 2018
Safeguarding and child protection (statutory and reviewed annually)		Review Date Dec 2018
Drugs (including drug, alcohol and tobacco education, managing drug related incidents and a statement about the school's smoke free policy)		Review Date May 2020
Online safety		Review Date Nov 2018
Whole school food		Review Date Jun 2020
Physical activity (including PE, sport in and out of the curriculum and travel to and from school)		Review Date Sep 2018
Sex and relationship education (statutory)		Review Date June 2019
Special educational needs (statutory – SEN information report should be updated annually)		Review Date Nov 2018
Supporting pupils with medical conditions (statutory)		Review Date Sep 2018

Please describe the consultation and dissemination process including who has been consulted

Staff and pupils and Parents (who can also access policies via the website)

#	Curriculum planning and teaching Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
1a	Teaches a planned programme of PSHE education to all year groups in line with national guidance Please describe how your PSHE education programme is organised on your timetable <div style="border: 1px solid black; padding: 2px;">Weekly timetabled session + work in collective time once a week</div>	<input checked="" type="checkbox"/>		
	The programme of study includes:-	<input checked="" type="checkbox"/>		
	• A comprehensive sex and relationship education (SRE) curriculum	<input checked="" type="checkbox"/>		
	• A comprehensive drug, alcohol and tobacco education curriculum	<input checked="" type="checkbox"/>		
	• Emotional health and wellbeing/mental health including resilience	<input checked="" type="checkbox"/>		
	• Staying safe and managing risk	<input checked="" type="checkbox"/>		
	• Tackling prejudice and understanding difference and diversity	<input checked="" type="checkbox"/>		
1b	Monitors and evaluates PSHE education provision to ensure the quality of teaching and learning Please describe how you monitor and evaluate PSHE education: <div style="border: 1px solid black; padding: 2px;">Observations, Evaluation Sheets, Every Child Matters Profile for every pupil</div>	<input checked="" type="checkbox"/>		
1c	Assesses pupils' progress and achievement in PSHE education Please describe how you assess PSHE education: <div style="border: 1px solid black; padding: 2px;">Every Child Matters Profile for every pupil, termly reports to parents</div>	<input checked="" type="checkbox"/>		
1d	Has a planned programme to teach online safety which is monitored, evaluated and where pupil progress and achievement is assessed	<input checked="" type="checkbox"/>		
1e	Teaches a planned programme of cooking and nutrition (in the early years, key stages 1, 2, and 3) that meets national curriculum guidance and UK Government recommendations The programme of study includes:-	<input type="checkbox"/>	n/a	
	• Cooking skills	<input type="checkbox"/>	n/a	
	• Healthy eating using the Eatwell Guide	<input type="checkbox"/>	n/a	

#	Curriculum planning and teaching Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
	<ul style="list-style-type: none"> Oral health 	<input type="checkbox"/>	n/a	
	<ul style="list-style-type: none"> Planning and budgeting 	<input type="checkbox"/>	n/a	
	<ul style="list-style-type: none"> Food safety 	<input type="checkbox"/>	n/a	
	<p><u>For primary schools</u> The curriculum includes at least three healthy cooking opportunities for each pupil in each year</p>	<input type="checkbox"/>	n/a	
1f	<p>Monitors and evaluates cooking and nutrition education to ensure the quality of teaching and learning Please describe how you monitor and evaluate cooking and nutrition:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="checkbox"/>	n/a	
1g	<p>Assesses pupil progress and achievement in cooking and nutrition education Please describe how you assess cooking and nutrition:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="checkbox"/>	n/a	
1h	<p>At key stages 1 and 2: teaches a planned programme providing at least two hours of high quality PE per week in the curriculum for all pupils Please describe how PE is organised in the timetable and who teaches PE in your school:</p> <div style="border: 1px solid black; padding: 5px;"> <p>PE has one timetabled lesson per week plus compulsory after school sessions. It happens in the school Gymnasium and is lead by qualified trainers paid for by the school</p> </div>	<input type="checkbox"/>	n/a	
	<p>At key stages 3 and 4: teaches a planned programme providing a minimum of 90 minutes of high quality PE per week in the curriculum for all pupils (aiming for at least two hours) Please describe how PE is organised in the timetable:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Compulsory lessons during school time and after school in Hospital Gymn</p> </div>	<input checked="" type="checkbox"/>		
1i	<p>Monitors and evaluates PE provision to ensure the quality of teaching and learning Please describe how you monitor and evaluate PE:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Through learning walks and observation</p> </div>	<input checked="" type="checkbox"/>		
1j	Assesses pupil progress and achievement in PE	<input checked="" type="checkbox"/>		

#	Curriculum planning and teaching Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
	Please describe how you assess PE: <div style="border: 1px solid black; padding: 2px;">Through observation and discussions with trainers</div>			
1k	The curriculum for each year group is clearly displayed on the school website (in line with DfE statutory guidance):	<input type="checkbox"/>		
	<ul style="list-style-type: none"> Cooking and nutrition 	<input type="checkbox"/>	n/a	
	<ul style="list-style-type: none"> PE 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> PSHE education 	<input checked="" type="checkbox"/>		

What ideas do you have to further develop your curriculum planning and teaching?	Asking pupils which new elements they would like to see included in PSHE next year
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#	Work with parents Criteria to be recognised as a Healthy School	Criteria met?	Notes	Action needed to meet criteria
2a	Parents' and carers' involvement in school life is encouraged and there are activities organised to support this Please describe these activities: Daily contact with parents via a phone call each morning. Termly review meetings with parents and tutor	<input checked="" type="checkbox"/>		
2b	Provides opportunities for parents and carers to access information, support and advice on health and wellbeing in the following areas:-			
	• PSHE education (including SRE and drug, alcohol and tobacco education)	<input checked="" type="checkbox"/>		
	• Healthy eating, including oral health (eg cooking and nutrition)	<input checked="" type="checkbox"/>		
	• Physical activity	<input checked="" type="checkbox"/>		
	• Emotional health and wellbeing/mental health (eg preventing bullying)	<input checked="" type="checkbox"/>		
	• Online safety	<input checked="" type="checkbox"/>		
	• Immunisations	<input checked="" type="checkbox"/>		
	Please describe some of your work with parents with reference to at least two of the topics above: Information placed on website, Liaising with School nurse and home, Termly review meetings with parents			
2c	For primary schools Links with the local children's centre to provide additional support for families with children under 5 (eg displays information/timetable of activities, links for family support, refers parents for family support)	<input type="checkbox"/>	n/a	

What ideas do you have to further develop your work with parents?	We are running half termly meeting with parents after school to discuss their needs and how the school can support them
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	Support for vulnerable children Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
3a	Has a confidential pastoral support system in place which reflects current local and national guidance	<input checked="" type="checkbox"/>		
	All staff are able to identify vulnerable individuals (those pupils experiencing, or at risk of experiencing, behavioural, emotional and social difficulties)	<input checked="" type="checkbox"/>		
	Has a simple referral system; pupils and staff understand the referral system and feel confident to use it	<input checked="" type="checkbox"/>		
	Has clear systems to establish appropriate support for pupils and their families	<input checked="" type="checkbox"/>		
	Please describe how you identify, refer and provide appropriate support for vulnerable pupils): <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Morning briefings where each pupil and their needs are discussed. Weekly meetings with Tutors. Secure and rapid systems of referral with links to local CAMHS </div>			
	Has clear protocols in place to effectively work with other agencies to support individuals and their families and to monitor the support provided	<input checked="" type="checkbox"/>		
	Has effective recording of concerns and the support provided	<input checked="" type="checkbox"/>		
3b	Works effectively to identify pupils' health and wellbeing needs, provide effective support and work with other professionals where appropriate Has arrangements in place to support pupils in the following areas, including with relevant services where appropriate:	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Healthy weight Please describe the support you provide <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Specialist team available for advice and help on hand within the hospital </div>	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Participate in the national child measurement programme (primary) 	<input type="checkbox"/>	n/a	
	<ul style="list-style-type: none"> Food poverty 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Emotional health and wellbeing/Mental health Please describe the support you provide <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Work with CAMHS, use of Thinking Cards to promote CBT work for pupils, provision of fruit at </div>	<input checked="" type="checkbox"/>		

	Support for vulnerable children Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
	break times			
	• Domestic violence and abuse	<input checked="" type="checkbox"/>		
	• Parental substance misuse	<input checked="" type="checkbox"/>		
	• Immunisations	<input checked="" type="checkbox"/>		
	• Participate in fluoride varnish programme if offered to your school (primary)	<input type="checkbox"/>	n/a	
	• Smoking cessation (secondary)	<input checked="" type="checkbox"/>		
	• Substance misuse and alcohol (secondary)	<input checked="" type="checkbox"/>		
	• Contraception and sexual health (secondary)	<input checked="" type="checkbox"/>		
3c	Has an effective system to address bullying, including:-			
	• Reporting of concerns by pupils/parents	<input checked="" type="checkbox"/>		
	• A consistent approach when responding to bullying	<input checked="" type="checkbox"/>		
	Our incident/referral form records bullying by the following types:-			
	• Racist	<input checked="" type="checkbox"/>		
	• Sexist	<input checked="" type="checkbox"/>		
	• Homophobic/Biphobic/Transphobic (HBT)	<input checked="" type="checkbox"/>		
	• SEN/disability	<input checked="" type="checkbox"/>		
	• Against religion/belief	<input checked="" type="checkbox"/>		

Support for vulnerable children Criteria to be recognised as a Healthy School		Criteria Met?	Notes	Action needed to meet criteria
	Please include any other type of bullying you record eg appearance, ability: <input type="text" value="Mental Health insults"/>			
3d	Promotes positive messages and information about immunisations and where to get them (eg in assemblies, distributing leaflets, red book checks, encouraging take up where appropriate, communicating consistent messages, providing information where appropriate, knowing whether children are up to date with their immunisations)	<input checked="" type="checkbox"/>		
3e	Works in partnership with school nurses to support health assessments of pupils and immunisations as appropriate	<input checked="" type="checkbox"/>		

What ideas do you have to further develop your work to support vulnerable children in your school?	Use of mentors from outside agencies in liaison with tutors
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	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
4a	Is a smoke free site (legal requirement)	<input checked="" type="checkbox"/>		
4b	No smoking is permitted in sight of school	<input checked="" type="checkbox"/>		
4c	Has opportunities for all pupils to take part in at least one hour of high quality physical activity outside PE lessons, every week Please describe these opportunities <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">We have no playground because we are a hospital school but we do have lunchtime visits to local Sensory Garden</div>	<input checked="" type="checkbox"/>		
4d	Has a range of lunch time and after school clubs and activities	<input checked="" type="checkbox"/>		
4e	Has a system in place to monitor and evaluate the participation of pupils including the least active Please describe how you encourage your least active pupils in extra-curricular physical activities <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">Out tutor in charge of Physical Education works with pupils to ensure they maximise opportunities available to them. We also pay for pupils to take part in a n outdoor activity week each year</div>	<input checked="" type="checkbox"/>		
4f	In the playground pupils participate in and enjoy a range of activities including:-			
	• Quiet activities	<input type="checkbox"/>	n/a	
	• A variety of energetic activities and sport	<input type="checkbox"/>	n/a	
	• Effective supervision and support	<input type="checkbox"/>	n/a	
4g	School lunches meet the statutory DfE food standards by either:			
	• School lunches are provided by Caterlink	<input type="checkbox"/>	n/a	
	OR, if not in the school contract • Has completed the checklist for school lunches and meets the requirements  School Lunches Checklist - March 2016	<input checked="" type="checkbox"/>		

	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
	<ul style="list-style-type: none"> Your completed checklist has been sent to the Camden Health and Wellbeing Team 	<input checked="" type="checkbox"/>		
4h	<p>The school has completed the food other than lunch checklist and meets the statutory DfE food standards</p>  <p>School food other than lunch - March 20</p> <ul style="list-style-type: none"> Your completed checklist has been sent to the Camden Health and Wellbeing Team 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Cake/bake sales before, during or after the school day, for pupils and/or parents' happen infrequently (not more than one per half term) and always include healthy options. 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Sweets including chocolate are not permitted (in line with DfE school food standards) 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Food is not offered as a reward 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Food served at birthdays and other celebrations is consistent with whole school food messages about healthy eating 	<input checked="" type="checkbox"/>		
	<p>Please describe your approach for food at birthdays and celebrations:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Due to working with pupils with eating disorders general cakes etc are available but so is fruits both fresh and dried</p> </div>			
4i	<p>Has a welcoming eating environment that encourages positive social interaction including:</p> <ul style="list-style-type: none"> Promoting healthy food choices Easily available free water Non-stigmatisation of pupils who are eligible for free school meals Social dining Consideration of the needs of early years pupils 	<input checked="" type="checkbox"/>		
		<input checked="" type="checkbox"/>		
		<input checked="" type="checkbox"/>		
		<input checked="" type="checkbox"/>		
		<input type="checkbox"/>	N/a	

	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
4j	Take up of free school meals (FSM):			
	<ul style="list-style-type: none"> Encourages families to register for free school meals 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> What percentage of pupils eat a school meal? <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 20px;">100 %</div>			
	<ul style="list-style-type: none"> What percentage of pupils who are eligible for free school meals (eg pupil premium pupils) eat a school meal <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 20px;">30%</div>	<input type="checkbox"/>		
4k	Has packed lunch guidance (including for school trips) promoting healthy eating and oral health that is consistent with DfE school food standards for school meals. Please describe your guidance	<input checked="" type="checkbox"/>		
	<div style="border: 1px solid black; padding: 2px;">Healthy options with no fizzy drinks or unhealthy snacks</div>			
4l	This guidance is given to all pupils and their parents/carers Please describe what you do if packed lunches do not follow your guidance:	<input checked="" type="checkbox"/>		
	<div style="border: 1px solid black; padding: 2px;">School will purchase alternative</div>			
4m	Has easy access to free, clean and palatable drinking water (not within the toilets)	<input checked="" type="checkbox"/>		
	Encourages and promotes water consumption Please describe your approach	<input checked="" type="checkbox"/>		
	<div style="border: 1px solid black; padding: 2px;">Water is available at all times</div>			
4n	Has well-embedded mechanisms in place to ensure all pupils are involved in decision-making within the school Please describe these:	<input checked="" type="checkbox"/>		
	<div style="border: 1px solid black; padding: 2px;">Student voice meetings when all pupils meet with Head Teacher each half term</div>			

	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
4o	<p>Pupil participation has influenced decision-making in the school Please provide at least two examples of this:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Pupils have a role deciding on reward for good work and design of end of year sweat shirts; who receives Jack Petchey Awards and why</p> </div>	<input checked="" type="checkbox"/>		
4p	<p>Has a wide range of enrichment activities for all pupils eg volunteering, clubs, visitors, school trips Please provide at least three examples:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Diversity Role models visitors Domestic violence worker Theatre trip to Five Guys named Mo Visiting artists Play writing course run by outside agency</p> </div>	<input checked="" type="checkbox"/>		
4q	<p>Has planned activities to support pupils' emotional health and wellbeing/mental health including behaviour, safety and preventing bullying (eg circle time, peer mentors, playground friends) Please describe these:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Pupils often asked to mentor new arrivals; collective time often uses P4C; tutor time allows pupils to discuss issues with member of staff</p> </div>	<input checked="" type="checkbox"/>		
4r	<p>Promotes spiritual, moral, social and cultural (SMSC) development Please describe how your school approaches this:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Through the curriculum and through collective time every week</p> </div>	<input checked="" type="checkbox"/>		
4s	<p>Promotes safe, active travel for pupils, parents/carers and staff (eg walk to school week, participation in TfL STARS programme, assemblies, work with the road safety team)</p>	<input checked="" type="checkbox"/>		
4t	<p>For primary schools Information on how the school PE and sport premium is spent and the impact it has had is included on the school website (statutory requirement)</p>	<input type="checkbox"/>	n/a	

	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
4u	<p>Involves professionals from appropriate external agencies and/or the local community in supporting health and wellbeing (through direct work with pupils or through advising teachers)</p> <p>Please list at least 3 agencies you have worked with:</p> <div style="border: 1px solid black; padding: 5px;"> CAMHS Tavistock Clinic Social Services Domestic Violence unit Diversity Role models </div>	<input checked="" type="checkbox"/>		
4v	<p>There are activities and support for staff's health and wellbeing including approaches to enable staff's work life balance</p> <p>Please describe these:</p> <div style="border: 1px solid black; padding: 5px;"> Regular supervision sessions from a psychotherapist Staff lead mindfulness sessions Thinking Cards </div>	<input type="checkbox"/>		
4w	<p>Relevant staff have up to date knowledge and skills, and appropriate professional development is provided, in the following areas:</p>			
	<ul style="list-style-type: none"> PSHE education, including SRE and drug, alcohol and tobacco education 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Healthy eating, including cooking and nutrition skills 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> All staff teaching cooking and nutrition lessons are aware of and implement good food safety and hygiene standards. 	<input type="checkbox"/>	n/a	
	<ul style="list-style-type: none"> The school's cooking and nutrition curriculum lead (food technology teacher in secondary schools) has Level 2 food safety. <i>Please find the link to a Level 2 Food Safety course here</i> http://www.saferfoodhandler.co.uk/purchase.php 	<input type="checkbox"/>	n/a	
	<ul style="list-style-type: none"> Where food is served at least one member of staff has level 2 food safety (e.g. breakfast club staff) 	<input type="checkbox"/>	n/a	
	<ul style="list-style-type: none"> PE and physical activity 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Emotional health and wellbeing/mental health 	<input checked="" type="checkbox"/>		

	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
	<ul style="list-style-type: none"> Equality and diversity 	☑		
	<ul style="list-style-type: none"> Online safety 	☑		
	<ul style="list-style-type: none"> Behaviour, safety and bullying 	☑		

<p>What ideas do you have to further develop your school's culture and environment?</p>	<p>Greater links to Mousetrap Foundation Charity to be able to make more visits to the theatre for our pupils during the course of the year. Plans to try to move day school pupils to new site to greater improve learning environment and opportunities for pupils.</p>
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