

Camden and Islington Health and Wellbeing Review

School Name	St Jude and St Paul's	Date	5.10.16
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Health and wellbeing lead	Name: Joy Ashwin-Carter / Amanda Holohan	Position Deputy Head / Learning Mentor
Headteacher	Name: John Pearson-Hicks	
Governing body representative	Name: Nik West	Position Chair of the Children, Families and Community Committee

Please check each box to indicate this review has been approved by:

Headteacher	<input checked="" type="checkbox"/>
Governing body representative	<input checked="" type="checkbox"/>

<p>Please give 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</p> <p><i>(Could be taken from the school's aims, mission statement, prospectus or website)</i></p>	<p>We have a vision to be an inspirational school delivering excellence in learning by being creative, rigorous, and inclusive grounded in Christian faith and preparing children for life. 'Therefore encourage one another and build one another up' <small>Thessalonians 5:11</small></p> <p>It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We strive to be a caring community with values built on mutual trust and respect for all. Forgiveness is an integral part of life at St Jude and St Paul's.</p>
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<p>Please describe the changes you have made as a result of completing this review and meeting the criteria</p>	<p>We have organised for staff to attend level 2 food and hygiene courses (6 December 2016 & 11 January 2017 – booked through Islington LA)</p> <p>The school no longer awards sweets as prizes.</p> <p>Parents have been asked to consider portion sizes and healthy options for birthday celebrations in school.</p>
<p>Please describe one piece of work that has made a real difference to the health and well-being of your pupils or their families</p>	<p>We have initiated the ‘Daily Mile’ throughout the school. Now all pupils are running each day, using their pedometers to understand how their fitness is improving.</p>

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)
1	Healthy school / health and wellbeing	Amanda Holohan	Learning Mentor
2	Pastoral care	John Hicks Amanda Holohan Tracey Batchelor	Headteacher Learning Mentor SENCO
4	Behaviour including bullying	Joy Ashwin-Carter Amanda Holohan	Deputy Head Learning Mentor
5	Online safety	Katie Horton	Computing Coordinator

6	PSHE education (PSHEE)	Joy Ashwin-Carter Amanda Holohan	Deputy Head Learning Mentor
7	School food provision (throughout the day)	Kerry Johnson	Office Manager
8	Food technology (cooking skills and nutrition)	Amanda Holohan Carol Parker	Learning Mentor Teaching Assistant
9	Physical activity, PE and sport	Joy Ashwin-Carter	Deputy Head

Policies

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

Policy	Date policy last agreed (to meet criteria must be within 3 years)	Notes
Anti-bullying (this can be part of behaviour policy)	February 2015	
Behaviour (statutory)	Sept 2015	
Safeguarding and child protection (statutory and reviewed annually)	Sept 2015	
Drugs (including drug education, managing drug related incidents and a statement about the school's smoke free policy)	May 2014	This is due to be reviewed by the governing body in 2016-17 academic year.
Online safety	October 2016	
Whole school food	October 2016	
Physical activity (including PE, sport in and out of the curriculum and travel to and from school)	PE April 2016 Phys Act October 2016	
Sex and relationship education (statutory)	May 2015	
Special educational needs (statutory – SEN information report should be updated annually)	March 2016	
Supporting pupils with medical conditions (statutory)	Feb 2016	

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

Reviewed and consulted with staff, School Council and Governors.

#	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 PSHEE to all year groups in line with national guidance <u>For secondary schools:</u> Please describe how your PSHEE programme is organised on your timetable <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	☒		
	The programme of study includes:- <ul style="list-style-type: none"> • A comprehensive sex and relationship education (SRE) curriculum 	☒		
	<ul style="list-style-type: none"> • A comprehensive drug, alcohol and tobacco education curriculum 	☒		
	<ul style="list-style-type: none"> • Emotional health and wellbeing/mental health including resilience 	☒		
	<ul style="list-style-type: none"> • Staying safe and managing risk 	☒		
	<ul style="list-style-type: none"> • Tackling prejudice and understanding difference and diversity 	☒		
1b	Monitors and evaluates PSHEE provision to ensure the quality of teaching and learning Please describe how you monitor and evaluate PSHEE: <div style="border: 1px solid black; padding: 5px;"> <p>All teachers have a planner where they write where each topic on the scheme has been taught. Once a half term – assessment sheets are collected from each class. Consult and check with PSHE advisor.</p> </div>	☒		
1c	Assesses pupils' progress and achievement in PSHEE Please describe your assessment of PSHEE: <div style="border: 1px solid black; padding: 5px;"> <p>All pupils have a PSHE folder to keep their work – this travels up through the school. Teachers use PSHE Ed. & Citizenship assessment sheets (Healthy Schools Assessment Tool kit) – 1 a half term – during assessment week.</p> </div>	☒		

#	Curriculum planning and teaching Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
1d	Has a planned programme to teach online safety which is monitored, evaluated and where pupil progress and achievement is assessed	☑		
1e	Teaches a planned programme of cooking and nutrition (in the early years, key stages 1, 2, and 3) that meets national curriculum guidance The programme of study includes:-	☑		
	<ul style="list-style-type: none"> • Cooking skills 	☑		
	<ul style="list-style-type: none"> • Healthy eating using the Eatwell Guide 	☑		
	<ul style="list-style-type: none"> • Oral health 	☑		
	<ul style="list-style-type: none"> • Planning and budgeting 	☑		
	<ul style="list-style-type: none"> • Food safety 	☑		
	<u>For primary schools</u> The curriculum includes at least three cooking opportunities for each pupil in each year	☑		
1f	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 education: <div style="border: 1px solid black; padding: 5px;"> Deputy Head/Learning Mentor sets target dates for lessons throughout the year. The lessons are booked in for the whole year. Cookery lessons should match the class curriculum map. All classes are teaching a cookery lesson each term, following the 'cooking matters' toolkit. Photographs are taken during cooking lessons. Staff evaluate lessons after they have done them. </div>	☑		
1g	Assesses pupil progress and achievement in cooking and nutrition education Please describe your assessment of cooking and nutrition education: <div style="border: 1px solid black; padding: 5px;"> Children are given questions, short quizzes on food safety and healthy eating and teachers assessing the children's understanding and knowledge. </div>	☑		

#	Curriculum planning and teaching Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
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</p> <p>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>All teachers teach PE. We also have a dance coach one day a week. All classes have two lessons a week. Autumn Term 2016: Football coaches from Arsenal for 12 weeks for KS2, Tennis coaches for KS1</p> </div>	<input checked="" type="checkbox"/>		
	<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)</p> <p>Please describe how PE is organised in the timetable:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="checkbox"/>		
1i	<p>Monitors and evaluates PE provision to ensure the quality of teaching and learning</p> <p>Please describe how you monitor and evaluate PE:</p> <div style="border: 1px solid black; padding: 5px;"> <p>The PE lead monitoring the planning and provision during the school year through: teacher and pupil interviews, monitoring the teacher's planning, and observing lessons.</p> </div>	<input checked="" type="checkbox"/>		
1j	<p>Assesses pupil progress and achievement in PE</p> <p>Please describe your assessment of PE:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Staff assess PE against the national curriculum and report to parents annually.</p> </div>	<input checked="" type="checkbox"/>		
1k	<p>The curriculum for each year group is clearly displayed on the school website (in line with DfE statutory guidance):</p>	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> • Cooking and nutrition within D&T 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> • PE 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> • PSHEE 	<input checked="" type="checkbox"/>		

New programme of PSHEE given to staff to choose their appropriate half-termly topics. These will be evaluated using assessment sheets. Amanda to monitor these for each class each half-term.

#	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: International evening, sports day, Christmas fair, assemblies and performances, religious services/celebrations, School trips, Stay and play group, Parent Volunteers	<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 (eg tackling prejudice-based 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: Health and Wellbeing team ran SRE parent workshops, MHARS workshops			
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 checked="" type="checkbox"/>		

What ideas do you have to further develop your work with parents?

Continued workshops so parents who have missed them can catch up, possibly invite parents into lessons.

	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 your systems for establishing appropriate support: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">Any adult who identifies a need will consult with the pastoral support team and can make a referral. The child protection officer / pastoral support team will then take appropriate action, possibly by involving external agencies. The school highlights specific issues through the curriculum age appropriately. School also flag issues to secondary schools as part of the transition work.</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 with other professionals to identify pupils' health and wellbeing needs and provide effective support and refer where appropriate Has arrangements in place to work with relevant services in the following areas:	<input checked="" type="checkbox"/>		
	• Healthy weight	<input checked="" type="checkbox"/>		
	• Mental health	<input checked="" type="checkbox"/>		
	• Domestic violence and abuse	<input checked="" type="checkbox"/>		
	• Parental substance misuse	<input checked="" type="checkbox"/>		
	• Immunisations	<input checked="" type="checkbox"/>		

	Support for vulnerable children Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
	<ul style="list-style-type: none"> Participate in the national child measurement programme (primary) 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Participate in fluoride varnish programme if offered to your school (primary) 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Smoking cessation (secondary) 	<input type="checkbox"/>		
	<ul style="list-style-type: none"> Substance misuse and alcohol (secondary) 	<input type="checkbox"/>		
	<ul style="list-style-type: none"> Contraception and sexual health (secondary) 	<input type="checkbox"/>		
3c	Has an effective system to address bullying, including:-			
	<ul style="list-style-type: none"> Reporting of concerns by pupils/parents 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> A consistent approach when responding to bullying 	<input checked="" type="checkbox"/>		
	Our incident/referral form records bullying by type	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Racist Sexist Homophobic/Biphobic/Transphobic (HBT) SEN/disability Against religion/belief 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
	Please include any other type of bullying you record eg appearance, ability:			
	Appearance, ability, protective characteristics			
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?

Continue to support vulnerable families by hosting workshops and identifying vulnerabilities. The school is also currently reviewing its Disability Accessibility Plan (Autumn 2016 – Tracy Batchelor/SENDco)

	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"/>		
	No smoking is permitted in sight of school	<input checked="" type="checkbox"/>		
4b	Has opportunities for all pupils to take part in at least 1 hour of high quality physical activity outside PE lessons, every week	<input checked="" type="checkbox"/>		
	Has a range of lunch time and after school clubs and activities	<input checked="" type="checkbox"/>		
	Has a system in place to monitor and evaluate the participation of pupils	<input checked="" type="checkbox"/>		
4c	In the playground pupils participate in and enjoy a range of activities including:-			
	<ul style="list-style-type: none"> • Quiet activities 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> • A variety of energetic activities and sport 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> • Effective supervision and support 	<input checked="" type="checkbox"/>		
	Please describe the opportunities for children to take part in structured and/or unstructured physical activities before and after school: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Dance club, football club, netball, rounders, rugby, gardening, athletics, gymnastics, fencing </div>			
4d	School lunches meet the statutory DfE food standards by either:			
	<ul style="list-style-type: none"> • School lunches are provided by Caterlink 	<input checked="" type="checkbox"/>		
	OR, if not in the school contract			
	<ul style="list-style-type: none"> • Has completed the checklist for school lunches and meets the requirements  <p>School Lunches Checklist - March 2016</p>	<input checked="" type="checkbox"/>	Checklist sent with this document.	
	<ul style="list-style-type: none"> • Your completed checklist has been sent to your Local Health and Wellbeing Team 	<input type="checkbox"/>		

	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
4e	All food other than lunch also meets the statutory DfE food standards:			
	<ul style="list-style-type: none"> The school has completed the food other than lunch checklist and meets the requirements 	☒		
	 <p>School food other than lunch Checklist -</p> <ul style="list-style-type: none"> Your completed checklist has been sent to your local Health and Wellbeing Team 	☒		
	<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. 	☒		
	<ul style="list-style-type: none"> Sweets including chocolate are not permitted (in line with DfE school food standards) 	☒		
	<ul style="list-style-type: none"> Food is not offered as a reward 	☒		
	<ul style="list-style-type: none"> Food served at birthdays and other celebrations is consistent with whole school food messages about healthy eating 	☒		
	<p>Please describe your approach for food at birthdays and celebrations:</p> <div data-bbox="174 1110 1409 1200" style="border: 1px solid black; padding: 5px;"> <p>Newsletter praised parents for mini portions and healthier choices: fruit drinks/small cakes and healthy options.</p> </div>			
4f	Has a welcoming eating environment that encourages positive social interaction including:			
	<ul style="list-style-type: none"> Promoting healthy food choices 	☒		
	<ul style="list-style-type: none"> Availability of free water 	☒		
	<ul style="list-style-type: none"> Appropriate queuing arrangements 	☒		

	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"> Adequate time available to choose (purchase if applicable) and eat meal 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Non-stigmatisation of pupils who are eligible for free school meals 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Social dining 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Cleanliness 	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> Consideration of the needs of foundation stage 	<input checked="" type="checkbox"/>		
4g	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"> Knows the proportion of children who are eligible who take up their FSM entitlement <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">100%</div>	<input checked="" type="checkbox"/>		
	<ul style="list-style-type: none"> 85-100% of pupils entitled to FSM take up their entitlement (those schools not achieving this must show a 10% year on year increase in uptake). If this % is less than 85% please describe how you will encourage and support more pupils and their families to take up this entitlement. <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Office staff meet parents and discuss this when completing the induction paperwork.</div>	<input checked="" type="checkbox"/>		
4h	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;">Competitions about who has the healthiest packed lunch, no sweets or fizzy drinks. This is reiterated every time a school trip letter is sent home.</div>			
	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"/>		

	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
	Inappropriate food/ drink will be confiscated and returned to parents. Child will be provided with an alternative			
4i	Has easy access to free, clean and palatable drinking water (not within the toilets)	☒		
	Encourages and promotes water consumption Please describe your approach Encouraged to bring a bottle of water. We sell bottles with the school logo. Water is allowed on desks and is encouraged for staff and children.	☒		
4j	Has well-embedded mechanisms in place to ensure all pupils are involved in decision-making within the school Please describe these: School council: reps from each class – meet fortnightly. Will feedback and consult with classes as appropriate. Notice board, emails, suggestion boxes all used for communication. Councillors have a surgery for other pupils. Decisions involved in: <ul style="list-style-type: none"> • Reading books for class and library • Selected stickers for sports Day • Surveys • Charities to support • Playground design Green Team: litter, planters, recycling, School Garden	☒		
	Pupil participation has influenced decision-making in the school Please provide at least two examples of this: School council wrote the school prayer in consultation with the vicar, school survey about homework.	☒		

	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
4k	Encourages participation, involvement and volunteering in the school and local community Please provide at least two examples: Fundraiser for Action Aid (children chose to do this). Green Team look after the garden. Christian Aid. Children in Need. Sports Relief	<input checked="" type="checkbox"/>		
4l	Has planned activities to support pupils' emotional health and wellbeing (<i>for example circle time, peer mentors, playground friends</i>) Please describe these: Playground peer mentor scheme, circle time, P4C, MHARS	<input checked="" type="checkbox"/>		
4m	Has planned activities to support and promote positive behaviour and safety including preventing bullying Please describe these: Anti-bullying Week, MHARS	<input checked="" type="checkbox"/>		
4n	Promotes spiritual, moral, social and cultural (SMSC) development Please describe how your school approaches this: PSHE, RE, P4C, Literacy, Topic, Collective worship, Displays, Resources, Books, voices foundation, international evening, visiting musicians, cultural trips	<input checked="" type="checkbox"/>		
4o	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)	<input checked="" type="checkbox"/>		
4p	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)	<input checked="" type="checkbox"/>		
4q	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)	<input checked="" type="checkbox"/>		

	Culture and environment Criteria to be recognised as a Healthy School	Criteria Met?	Notes	Action needed to meet criteria
	Please list at least 3 agencies you have worked with: <div style="border: 1px solid black; padding: 5px;"> Health and Wellbeing Team, Heather Vacciana, MHARS team, fire brigade, first aid from the Red Cross, police, Ben Kinsella, Junior Citizenship </div>			
4r	Staff's health and wellbeing is important and the school has activities and support mechanisms in place that demonstrate this Please describe your school's approach: <div style="border: 1px solid black; padding: 5px;"> PPA to support work-life balance – professionals to deliver specialist subjects Staff have opportunities to work part-time. Reduced fees for Islington council gym membership available and promoted. Cycle to work scheme available and used. Therapist for staff. Staff socials. </div>	☒		
4s	Relevant staff have up to date knowledge and skills, and appropriate professional development is provided, in the following areas:			
	• PSHE education, including SRE and drug education	☒		
	• Healthy eating, including cooking and nutrition skills	☒		
	• All staff teaching cooking and nutrition lessons are aware of good food safety and hygiene standards and the school's cooking and nutrition curriculum lead (food technology teacher in secondary schools) has Level 2 food safety	☒	Staff briefings	Amanda to go on training
	• All staff serving and preparing food have Level 2 food safety (eg breakfast club staff)	☒		Jill and Carol
	• PE and physical activity	☒		
	• Emotional health and wellbeing, including safeguarding and pastoral care	☒		
	• Equality and diversity	☒		
	• Online safety	☒		
	• Behaviour and safety including preventing and responding to bullying and name-calling	☒		

What ideas do you have to further develop your school's culture and environment?

Personal Best project is running from Autumn 2016 with Y4, Y5 and Y6 improving health and fitness.
October 2016: Whole school has begun 'Daily Mile' with every child running for 15 mins each day when they do not have PE. Using pedometers to encourage improvement in fitness levels.