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Welsh Network of Healthy School Schemes (WNHSS)

Indicators for the Welsh Network of Healthy School Schemes National Quality Award



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Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

Indicators for the Welsh Network of Healthy School Schemes National Quality Award

Audience	Local Healthy Schools Coordinators and schools participating in local healthy school schemes.
Overview	This guidance provides indicators for the Welsh Network of Healthy School Schemes National Quality Award.
Further information	Enquiries about this document should be directed to: Local Healthy Schools Coordinators.
Additional copies	Can be obtained from: Local Healthy Schools Coordinators.



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Indicators for the Welsh Network of Healthy School Schemes National Quality Award

Useful information

This document details the performance criteria for schools being assessed for the national quality award of the Welsh Network of Healthy School Schemes.

It recognises the 7 health topics that should be covered throughout a school's involvement in the scheme; and for each of these identifies important aspects of a whole school approach in the following aspects of school life: Leadership and Communication, Curriculum, Ethos and Environment, and Family and Community Involvement.

It builds on the *WNHSS Guidance for working with schools at each phase of the programme* and several underlying principles are taken into account:

- the importance of pupil participation in core areas of school life which directly affect the health and well-being of children and young people e.g. teaching and learning; environment, staff selection, pastoral care;
- the importance of the understanding and commitment to action of the whole school community;
- the existence of a positive approach to health;
- equity; and
- links to other relevant national and local programmes and policies.

Examples are given of activities which may be seen in the school as evidence for the indicators. These lists are neither exhaustive nor prescriptive, but in general assessors would expect to see at least half of these examples in place.

In Examples of specifications/activities/relevant evidence (P) indicates this is more applicable to Primary Schools and (S) indicates that this is more applicable to Secondary Schools.



In three instances detailed lists are given of actions which must be in place. These relate to Food and Fitness actions required by *the Healthy Eating in Schools regulations*; and minimum standards for hygiene derived from *Infection Prevention and Control for Childcare Settings (0-5 years) Nurseries Child Minders and Playgroups All Wales Guidance* and *Infection Prevention for Educational Settings All Wales Guidance (Public Health Wales) - (Age 5 and over)*; and a minimum standard for Substance Use and Misuse to reflect support for smoking legislation.

In addition staff health is considered as ‘development of a health promoting workplace’ under Mental & Emotional Health & Wellbeing, and is linked to the Corporate Health Standard.

The Welsh Network of Healthy School Schemes is part of the Schools for Health in Europe (SHE) Network and reflects the SHE approach. It also addresses the Welsh Assembly Government’s seven core aims and the United Nations Convention on the Rights of the Child.

Process

The indicators listed below will be assessed in a variety of ways during a schools involvement in Phase 6 of local healthy school schemes.

Local healthy school co-ordinators will work with schools to prepare portfolios of evidence¹ and will assess the indicators and note progress.

At the end of phase 6, once local healthy school co-ordinators are content that all evidence is available, an independent national assessor will be invited to assess the school by looking at documentation and visiting the school to receive a presentation by the school council or other appropriate pupil group, to have a pupil-led tour of the school, and to take the opportunity to speak to school staff. A suggested timetable will be provided in advance of the visit.

Schools submitted for independent assessment should be able to demonstrate ALL indicators, and assessors will meet with the local healthy school scheme co-ordinator to discuss the evidence provided. During the school visit the assessor will be looking for a whole school approach to health which is embedded and understood by all.

¹ Evidence may include policies, training records, school prospectus, annual report to parents, letters to parents, relevant sections of the School Development Plan, Estyn report, timetables, schemes of work, magazines/newsletters/website, and school council minutes.



In addition to the specific indicators, the assessors will expect to see evidence of relevant links being made to the school effectiveness framework. It is expected that evidence provided for school effectiveness framework self-evaluation will incorporate healthy schools work.

Assessment for the national quality award will only be undertaken once a school has reached Phase 6 of the local healthy school scheme, after 8-9 years of active involvement.

Types of Evidence

During an assessment evidence will be presented in any one of three ways. All forms of evidence are of equal validity. Each form of evidence supports and supplements the others. At least one piece of evidence is required *per criteria and per indicator*, but this can be in any one of the three forms. At least one piece of **documentary** evidence should be available for each *criterion*. A description of these 3 forms of evidence is outlined below:

1. **Observed** – Observed evidence is that which the assessors see during their time at the school. It includes break and lunch provision, breakfast club, outdoor areas etc. The tour of the school is essential, as it enables the assessors to gain a perspective and understanding of the functioning of the school.

During the tour of the school assessors will look at a variety of aspects of school life such as whether or not teachers are acting as exemplar role models to the children; whether the toilets are appropriate (e.g. toilet doors intact, soap available); the canteen provision; hygiene promotion through the display of hand-washing posters etc. The tour will also help the assessor to ascertain that school policies are shaping and supporting practice, while noting that on occasion observed practice may be superseding the policy.

Schools are asked to be flexible about the places to be visited during the tour of the school. The assessors will ask to visit a variety of areas of the school, and these may or may not be part of the planned tour, particularly if an issue has arisen during the assessment. For example, if the assessors are taken to a newly renovated toilet provision they may ask to see 'older' toilets around the school as well.

2. **Documentary** – Written evidence such as policies, signs, photos, pupil work, teaching plans etc. This material provides a detailed picture of how health and wellbeing are protected and promoted in and through the school. The contents of the evidence files usually consist of policies, curriculum documents, relevant excerpts of the school improvement plan and other relevant school documents. Certain elements of the written evidence can be made available to assessors to take away from the assessment to be used when writing the assessment report.



3. **Narrative** – This form of evidence includes discussions with any individuals and groups whose role impacts on pupil wellbeing. Assessors will expect to speak to representative s of the school council and/or pupil groups, staff members, the management team, the governing body, parents, and other professionals that have contact with the school on wellbeing related issues e.g. local community policeman, school nurse, cook etc. Where outside stakeholders are brought in to school to help teach certain topic areas and are part of the assessment process, clear links should be evidenced between the input of that person and how it contributes to the continuing taught curriculum.

Narrative evidence provides a further opportunity to verify the school's good practice and for stakeholders to offer further evidence about how the school is an exemplar healthy school. Assessors are also able to more fully discuss any areas of interest with the key people involved and raise any issues that may require further consideration.

References:

WNHSS Guidance for working with schools at each phase of the programme, 2008, Welsh Assembly Government
The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013
Infection Prevention Guidance (in nurseries)
Guidelines on Infection Prevention and Control in Early Years Settings All Wales Guidance (Public Health Wales 2014)
Infection Prevention for Educational Settings All Wales Guidance
Corporate Health Standard www.healthyworkingwales.com
Schools for Health in Europe Network www.schoolsforhealth.eu
Welsh Assembly Government seven core aims <http://new.wales.gov.uk/topics/childrenyoungpeople/publications/568736/?lang=en>
United Nations Convention on the Rights of the Child www.unicef.org/crc/
Welsh Government guidance Sex and relationships education in schools

Explanation for D / O / N = Documentary / Observed / Narrative



FOOD AND FITNESS



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Leadership and Communication				
1. Food and Fitness Policy (with implementation reflected in criteria 2-11)	1.1 Policy in place which follows national and local guidance with monitoring and review procedures in place. 1.2 Policy is supported by governors and shows involvement by pupils and has been developed by the school council or pupil working group.	Food and Fitness School Nutrition Action Group (SNAG)		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
2. Commitment to whole staff training on food and fitness related issues	2.1 All staff receive relevant training. 2.2 Training has influenced practice.	Take up opportunities for qualifications and accreditation Community food and nutrition skills New initiatives introduced since training		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
<p>3. Engagement with, and response to, specific local/ national initiatives and environmental and social issues</p>	<p>3.1 Schools take-up opportunities offered to be involved in local and/ national initiatives.</p> <p>3.2 Schools should be eligible for NQA if they are participating in the core element of the Designed to Smile programme with children aged 3-5, inclusive brushing 5 days per week. As a minimum this will include children in Nursery and Reception classes, but may also include children in Year 1.</p>	<p>Urdd competitions Food co-op Cymru Cooks/Get Cooking Oral health initiatives e.g. National Smile Week; Designed to Smile Healthy food promotional days/events Local procurement Local recycling Use of appropriate Fairtrade products, PESS Dragon Sport/5x60 30,40,50 club (P) Walking Bus (P) Top Start (P) The Class Moves! (P) Transition events Free breakfast Bike it Walk to School Week</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Curriculum				
4. Food and Fitness covered by Foundation phase, N.C and PSE	<p>4.1 Schemes of work reflect policy and identifies cross curricular links to physical activity, oral health and nutrition, including the links between food and fitness and mental and emotional health and well-being.</p> <p>4.2 Curriculum resources used reflect current guidance.</p> <p>4.3 The school is committed to providing 2 hours of quality physical activity provision per week for every pupil.</p> <p>4.4 Consistent messages are provided and mixed messages are avoided in relation to diet, oral health and physical activity e.g. by not using promotional campaigns, branded products or unhealthy food and drink as rewards.</p>	<p>Health related exercise</p> <p>Appropriate reward schemes</p> <p>Overview of where food and fitness is implemented in planning and curriculum</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
<p>5. Out of school hours learning incorporates food and fitness skills and activities</p>	<p>5.1 A broad time-table of activities in place, appropriate to all pupils in the school.</p> <p>5.2 Consistent messages are provided and mixed messages are avoided in relation to diet, oral health and physical activity e.g. by not using promotional campaigns, branded products or unhealthy food and drink as rewards.</p>	<p>Appropriate reward schemes Cooking clubs e.g. Cymru Cooks/ Get Cooking/Cooking on a budget Links with local sports clubs</p> <p>Snacks/drinks where provided support The Healthy Eating in Schools Regulations</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Ethos and Environment				
6. Pupil participation	6.1 Evidence of examples of food and fitness initiatives in which pupils are actively involved. 6.2 Evidence that pupils involved in evaluation of actions. 6.3 Evidence of pupil involvement in discussions with caterers regarding school food provision.	SNAG School Food and Fitness assemblies Change in food provision Designing healthy lunchboxes Sports day Do more pupils use improved facilities/provision		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
7. Staff participation	7.1 Evidence of all staff involved in, and/or support programmes and initiatives.	Physical and food activities available to all staff Staff and pupils drinking water and eating fruit Race for life		
8. School environment, ethos and the informal curriculum	8.1 School provides an environment in which breastfeeding is seen as the norm. 8.2 All staff are encouraged to demonstrate behaviours consistent to food and fitness policy e.g. drinking water, eating fruit, participating in 30/40/50.	UNICEF UK baby friendly initiative www.unicef.org.uk/BabyFriendly/ Dolls not always with bottles Recycling Composting Vegetable garden/allotment Toothbrushing scheme (P) Appropriate reward schemes Playground markings and zoning (P) Playground buddy scheme (P) Active play (P) Traditional playground games (P) Access to open areas		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	<p>8.3 Environment encourages physical activity.</p> <p>8.4 Canteen/dining room is a pleasant, sociable environment.</p>	<p>Walking bus (P) Cycle racks (well used) Activity/fitness trails Playground equipment Access to free water Improvements made</p> <p>Pre ordering systems Staggered intake Sitting with friends regardless of packed/cooked lunch</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	<p>8.5 Lunchtime is organised to allow adequate time for all pupils to select and eat meals in a civilised environment with a minimum of queuing.</p> <p>8.6 In secondary schools measures are in place to encourage pupils to stay on site and to effectively use facilities.</p> <p>8.7 Information is available for parents regarding free school meal entitlement, and uptake is actively encouraged. Measures are in place to prevent stigmatisation of free-school-meal pupils.</p> <p>8.8 School food policy is evident on school trips.</p>	<p>Extra serving points/eating areas Healthy vending Off site restrictions Online facilities to fill in forms No differentiation in canteen between paid and free entitlementent <i>Cross reference to Personal Development and Relationships indicator 7.2</i></p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Family and Community Involvement				
9. Involvement of families and community	<p>9.1 Parents/carers are well informed and understand the importance of policy on good nutrition and physical activity for themselves and the pupils.</p> <p>9.2 The school offers the opportunity for families and the wider community to be involved in, and contribute to curriculum or non curriculum activities related to food and fitness if appropriate.</p> <p>9.3 Links made with local community organisations, sports' clubs and business to support the food and fitness agenda.</p>	<p>Parents' evenings Health fairs Farm visits Lunchboxes</p> <p>Involvement in cooking days, sports days</p> <p>Supermarkets/local food shops Restaurants/chefs Sports and leisure Local parks</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals	<p>10.1 Appropriate outside agencies, clubs and individuals support and complement the development of policies, programmes and curriculum.</p> <p>10.2 Any contribution is planned, complies with policy, is integrated, evaluated and the work is followed up.</p>	<p>Links with local clubs Physical activity promotional activities Sports Wales Public health dieticians/ Appetite for life staff School catering service</p> <p>Curriculum planning</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Minimum Food and Drink Provision				
11. Food and drink provision	<p>11.1 All food and drink offered throughout the school day is consistent with the Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013 ('Healthy Eating in Schools Regulations').</p> <p>11.2 Water is available free of charge and in a suitable location (not in toilets), and consumption is actively promoted.</p> <p>11.3 Fresh fruit, vegetables, water and milk are the only items offered at primary school break times.</p> <p>11.4 School actively encourages the provision of healthy lunchboxes by providing information to pupils and parents.</p>	<p>Fruit tuck shop Water on desk scheme Appropriate Fair Trade products Free & subsidised milk scheme Primary School Free Breakfast Initiative (P) Healthy food promotional days/events Clued up on Food Breastfeeding covered in curriculum (S) Eatwell plate Play to learn Tuck shop Enterprise Fair-trade</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	<p>11.5 Vending machines comply with guidance in 'Think Healthy Vending' and the 'Healthy Eating in Schools Regulations'.</p> <p>11.6 In schools where Young Enterprise scheme is promoted, pupils are given guidance on the appropriateness of any enterprise such that it does not undermine the 'Healthy Eating in Schools Regulations'.</p> <p>11.7 Schools actively discourage the efforts of fast-food vans/delivery services to sell food to staff or pupils during the school day, or immediately before and after the school day.</p>			

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MENTAL AND EMOTIONAL HEALTH AND WELL BEING



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Leadership and Communication				
<p>1. Appropriate Policies & Strategies in place:</p> <ul style="list-style-type: none"> • Anti Bullying Policy and Strategy • Positive Behaviour Management Policy • Equalities policy/ plan • Safeguarding • Bereavement policy • Self evaluation document • Staff handbook, staff health policy, mission and vision <p>(with implementation reflected in criteria 2-11)</p>	<p>1.1 Policies and strategies in place which follow national & local guidance, and involve pupils if appropriate.</p> <p>1.2 Policies and strategies include clear referral guidance that whole school community is aware of, including self referral to counselling services.</p> <p>1.3 Monitoring & review procedures in place.</p> <p>1.4 Governors support policy.</p>	<p>Good behaviour evident around the school</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
2. Commitment to whole staff training on mental and emotional health and well being related issues	2.1 All staff receive relevant training. 2.2 Training has influenced practice.	Safeguarding Counselling Values Nurture group Circle time Positive behaviour management Initiatives introduced since training Strategies in place		
3. Engagement with, and response to, specific local/ national initiatives and environmental and social issues	3.1 Schools take-up opportunities offered to be involved in a range of local/national initiatives. 3.2 Schools show flexibility in the programme of study to respond to locally identified issues.	Anti bullying initiatives School-based Counselling service Mental Health Day Therapeutic approaches such as play therapy, music therapy or drama therapy Nurture Groups Pupil support groups Parenting programmes Responding to surveys Acting on advice from health professional specific need identified		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Curriculum				
4. Mental and emotional health and well being covered by Foundation Phase, N.C & PSE	4.1 Schemes of work and lesson planning identify a range of aspects of mental and emotional health and well being and reflect specified policy. 4.2 Curriculum resources used reflect current guidance.	PSE curriculum SEAL Nurture programmes		
5. Out of school hours learning incorporate activities which are inclusive and promote increased self esteem and well being	5.1 A broad time-table of activities in place, appropriate to all pupils in the school.	Pyramid club List of clubs/activities		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Ethos and Environment				
6. Pupil participation	<p>6.1 School has an effective school council which adheres to national guidance.</p> <p>6.2 School council meetings are informed by, and disseminated to, other pupils e.g. via class councils.</p> <p>6.3 Active pupil participation in core areas of school life and initiatives which directly affect the health and well-being of children and young people e.g. teaching and learning, environment, staff selection, pastoral care.</p> <p>6.4 Evidence of pupil involvement in evaluation of actions.</p>	<p>Good School Council feedback mechanisms Selection process for pupil representatives School Council notice/ display board Negotiated class rules Negotiated reward schemes Buddy schemes Self referral to counselling services (S)</p> <p>Pupil voice Listening to learners Ambassador programme</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
7. Staff participation	7.1 Evidence of all staff, involved in the development of positive mental and emotional health and well being e.g by supporting whole-school action such as sanctions and rewards, and Circle Time.	Behaviour management		
8. School environment, ethos and the informal curriculum	<p>8.1 The Vision/Mission Statement, Aims and Prospectus refer to the mental and emotional health and well-being of the pupils and staff.</p> <p>8.2 The school provides a pleasant, safe and sociable environment.</p> <p>8.3 Pupils and staff have access to counselling services.</p>	<p>Welcome/induction pack for pupils Transition programme Buddy/Peer mentoring scheme Circle Time Golden Rules Golden Time Suggestion/worry boxes</p> <p>Relevant signage Notice boards Colourful displays</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	<p>8.4 Appropriate services are signposted to pupils.</p> <p>8.5 The school has an induction programme for staff, governors and pupils which communicates the school ethos.</p> <p>8.6 The school provides opportunities for both staff and pupils to be involved in activities to promote the self esteem and well being of themselves and others.</p> <p>8.7 The school supports and educates pupils to develop communication and social skills to enable them to explore, express and manage their feelings and to empathise with others.</p>	<p>Childline Anti bullying School nurse</p> <p>Protected PPA Performance management</p> <p>Playground rules Conflict resolution Circle time</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Family and Community Involvement				
9. Involvement of families and community	<p>9.1 Parents/carers are well informed and understand the importance of mental and emotional health and well being for themselves and their children.</p> <p>9.2 Evidence of working with parents to gain a whole school approach to promoting mental and emotional health and well being issues.</p> <p>9.3 Evidence of the provision of advice for parents, pupils and families on how to deal with bullying incidents and reporting procedures.</p>	<p>Home school tasks Parent assemblies</p> <p>Awareness of policy and procedures Information sent home</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	<p>9.4 The school offers opportunities for families, governors and the wider community to be involved in, and contribute to, the daily life of the school.</p> <p>9.5 The school supports the community.</p> <p>9.6 The expertise of parents and/or members of the community is used to support curriculum or non curriculum activities.</p>	<p>Examples of involvement Open door</p> <p>Charity work Working with the elderly</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals	<p>10.1 Schools engage with a variety of agencies to support pupils and staff and help support the development of policies, programmes and curriculum.</p> <p>10.2 Any contribution is planned, complies with policy, is integrated, evaluated and the work is followed up.</p>	<p>Equalities officer Counselling Education psychologists Support networks</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Development of a Health Promoting Workplace				
11. The development of a health promoting workplace which recognises the importance of support for physical, mental and emotional health and well being	11.1 All staff are consulted and involved in the development of a health-promoting workplace. 11.2 Appropriate programme of training/learning and development in place for all staff, to support the development of a health-promoting workplace. 11.3 Protected PPA time and appropriate work area. 11.4 Staff consider staff room facilities to be adequate.	Corporate Health Standard Investors in People Staff stress-management and other health-related policies Stress management training Staff health days Staff fitness activities and links to local leisure centres Use of Quality Circle Time Items on staff meeting agenda Staff social events Staff room Tea/coffee facilities Changing facilities		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	11.5 Appropriate services are signposted and Staff have access to specialist services including Occupational Health and counselling. 11.6 Evidence of procedures in place to address work-life balance.	Staff notice board Staff well being policy Open door policy Flexible working arrangements Length of staff meetings/ parent evenings		



PERSONAL DEVELOPMENT AND RELATIONSHIPS



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Leadership and Communication				
1. Sex and Relationships Education Policy (with implementation reflected in criteria 2-9)	1.1 Policy in place which follows national and local guidance. A primary school must provide a graduated, age-appropriate programme, but a school will not be penalised if a large proportion of parents withdraw their child. 1.2 Policy developed by a working group involving school staff and governors. 1.3 Policy includes clear referral guidance that whole school community is aware of. 1.4 The school provides a clear framework for all staff that enables a safe learning environment e.g. to prohibit incidents involving inappropriate internet sites, materials or activities.	SRE policy Cross reference to other policies Membership list Child protection/ Safeguarding link Internet policy Code of conduct Ground rules		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	<p>1.5 In schools consideration has been given to involving older pupils in policy development.</p> <p>1.6 Policy is disseminated to all members of the school community including parents and visitors involved in delivery.</p> <p>1.7 Monitoring policies and procedures with a clear review date not exceeding 3 years.</p>	<p>How have pupils been involved?</p> <p>Website Open evenings Briefings</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
2. Commitment to whole staff training on personal development and relationships related issues	2.1 All staff involved in the delivery of the programme receive specific training and support in the delivery of programmes and dealing with sensitive issues. 2.2 Training has influenced practice. 2.3 Named member of staff leads on SRE and school staff are involved in delivery.	New lesson plans New approaches		
3. Engagement with, and response to, local/national initiatives, environmental and social issues	3.1 School shows flexibility to respond to locally and nationally identified issues.	Drop-in clinics (S) School-based Counselling service C-Card schemes (S) Awareness of local and national issues additional learning needs		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Curriculum				
4. Personal development and relationship education covered by Foundation Phase, N.C and PSE	4.1 Schemes of work identify a skills based programme of study that is developed to progress through the year groups and reflect good practice advice, including conception and birth at KS2. 4.2 Curriculum resources used reflect current guidance.	Schemes of work and planning Planned use of CD 'Making Sense of Growing Up and Keeping Safe' (P) Planned use of CD Sense, Sex and Relationships (S) Theatre in Education groups Use of peer educators Diocese approved programme		
Ethos and Environment				
5. Pupil participation	5.1 Evidence of pupils' views being taken into account regarding what is taught and how.	Questionnaires Focus groups evaluation sheets		
6. Staff participation	6.1 All staff are familiar with policy, including referral guidelines.			



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
7. School environment, ethos and the informal curriculum	<p>7.1 The school provides good access to a range of resources within the school and provides secondary pupils with appropriate local information and sources of support.</p> <p>7.2 The school provides an environment in which breastfeeding is seen as the norm.</p>	<p>Drop-in clinics (S) School-based counselling service List and details of services</p> <p>Cross reference to Food and Fitness Indicator 8.2</p>		

Family and Community Involvement

8. Involvement of families and community	<p>8.1 Parents/carers are well informed and understand the importance of policy on SRE.</p> <p>8.2 The school offers information through planned events, the provision of literature or inviting parents into the school to view resources and discuss the SRE programme.</p>	<p>Parent resource for CD 'Making Sense of Growing Up and Keeping Safe' (P) School nurse/Family nurse involvement Investors in Families Parental feedback</p>		
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Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	<p>8.3 Parents/carers are supportive of a well planned programme of study.</p> <p>8.4 The expertise of parents and/or members of the community is used to support curriculum or non curriculum activities if appropriate.</p> <p>8.5 Parents/carers with concerns are offered opportunities for advice and discussion with a named individual.</p>			



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
<p>9. Involvement and collaboration with outside statutory and voluntary agencies and individuals</p>	<p>9.1 If outside visitors are used, the school provides clear guidelines on the appropriate use of visiting contributors which complies with national/local advice.</p> <p>9.2 Appropriate outside agencies and individuals support and complement the development of policies, programmes and curriculum, e.g. by the provision of resources, and not being the sole provider.</p> <p>9.3 Any contribution is planned, complies with policy, is integrated, evaluated and the work is followed up.</p>	<p>School nurse/ Family nurse involvement Theatre groups</p> <p>How contributions enrich the curriculum</p> <p>Schemes of work and planning</p>		

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SUBSTANCE USE AND MISUSE



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Leadership and Communication				
1. Smoking Policy Drug and Alcohol Policy Administering Medicines Policy (with implementation reflected in criteria 2-10)	1.1 Policies in place which follow national and local guidance, show consideration of current legislation, include a commitment to smoke free grounds, and preclude the use of e-cigarettes on school premises and grounds. (Minimum Standard) 1.2 Incident response and reporting mechanisms in place. 1.3 Policy includes clear referral guidance that whole school community is aware of. 1.4 Monitoring & review procedures in place.	No smoking signage at entrance Bus companies and or contracts School transport As in policy and informed to visitors How incidents are dealt with incident forms Flowcharts List of external agencies Review dates		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	1.5 Governors and all staff support policy.	Signing off policies		
2. Commitment to whole staff training on substances related issues	2.1 All staff receive training appropriate to their role in the school. 2.2 Training has influenced practice.	Initiatives/procedures introduced since training		
3. Engagement with, and response to specific local/ national initiatives and environmental and social issues	3.1 Schools take-up opportunities offered to be involved in a range of local/national initiatives. 3.2 Schools show flexibility in the programme of study to respond to locally identified issues.	Smoking prevention programme Police All Wales School Liaison Core Programme Crucial Crew No Smoking Day activities Smoking cessation services		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Curriculum				
4. Substances covered by N.C, PSE & Foundation Phase	<p>4.1 Schemes of work that are delivered by school staff identify a range of aspects of substances and reflect policy. This includes tobacco, alcohol, solvents and other legal and illegal substances, medicines and household products.</p> <p>4.2 The curriculum develops skills to resist unwanted peer pressure.</p> <p>4.3 Curriculum resources used reflect current guidance.</p>	<p>PSE Talk Health Theatre in Education groups Peer education SEAL Lions lifeskills ASH Wales Cymru</p>		
5. Out of school hours learning which supports the substances programme and policy	5.1 Consistent messages are provided in relation to substances policies.	<p>School trips After school clubs</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Ethos and Environment				
6. Pupil participation	6.1 Evidence of examples of initiatives in which pupils are actively involved. 6.2 Evidence of pupil involvement in policy/strategy development and evaluation.	Peer education programmes No smoking day		
7. Staff participation	7.1 Evidence that all staff are involved in programmes and initiatives.	Cross curricular links Staff promoting activities e.g. No Smoking Day		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
8. School environment, ethos and the informal curriculum	8.1 The school provides good access to a range of services and resources and provides secondary pupils with appropriate local information.	Drop-in clinics (S) School-based counselling service Info re: Smoking cessation services		
Family and Community Involvement				
9. Involvement of families and community	9.1 Parents/carers are well informed and understand the importance of policy and information on substance use and misuse for themselves and the pupils. 9.2 Parents/carers are supportive of a well-planned programme of study.	Multi-agency parent workshops School nurse/ Family nurse involvement Website information Letters home and/or newsletters		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	9.3 The expertise of parents and/or members of the community is used to support and complement curriculum or non curriculum activities if appropriate.	Community police Local substance misuse agencies Professional knowledge		
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals	<p>10.1 The school provides clear guidelines on the appropriate use of visiting contributors which complies with national and/or local advice.</p> <p>10.2 Appropriate outside agencies and individuals support the development of policies, delivery of schemes of work programmes and curriculum and not being the sole provider.</p>	<p>School nurse/Family nurse involvement See policy and incident reporting</p> <p>Outside agencies enrich existing planning and schemes of work</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	10.3 Any contribution is planned, complies with policy, is integrated, evaluated and the work is followed up.			
Minimum Standards Substance Use and Misuse				
11. Minimum standards for substance use and misuse	11.1 Smoking is banned on school premises or grounds. 11.2 E-cigarettes are included in smoking policies and are treated in the same way as tobacco products.			



ENVIRONMENT



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Leadership and Communication				
1. A document showing evidence of a whole school-approach to caring for the environment (with implementation reflected in criteria 2-9)	1.1 School has a series of action plans in place for improving the school and the wider environment. 1.2 Action plans created by a working group which includes pupils e.g. eco-group. 1.3 Monitoring and reviewing procedures in place.	Eco-Schools Fairtrade ESGC Keep Wales Tidy Membership Action plan Review date		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
2. Engagement with, and response to specific local/ national initiatives and environmental and social issues	2.1 Schools can evidence links with other local/national awards, programmes and initiatives. 2.2 Schools engage with and support community initiatives that improve the environment local to the school.	Eco-Schools, Green schools, Forest schools, ESDGC Appropriate Fairtrade products available Safe routes to school Recycling Local gardening/allotments Community litter picks Improvements to local play/ recreational areas		
3. Commitment to whole staff training on environmental issues	3.1 All staff receive relevant training if available appropriate to their role in the school. 3.2 Training has influenced practice.	Eco schools Forest schools ESDGC Outdoor learning Practice implemented		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Curriculum				
4. Environmental activities covered by Foundation phase, N.C and PSE	4.1 Schemes of work identify environmental activities, including cross-curricular links, and reflect action plans. 4.2 Curriculum resources used reflect current guidance. 4.3 Consistent messages are provided/mixed messages are avoided in relation to environmental issues.	Links to 1.1 ESDGC planning Litter/waste bins Fruit waste compost Recycling facilities Walk to school Cycling		
5. Out of school hours learning incorporates environmental activities	5.1 A broad time-table of activities in place, available to all pupils in the school.	Gardening clubs		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	5.2 Consistent messages are provided/ mixed messages are avoided in relation to environmental issues e.g. ensuring recycling, not using plastic or paper cups.	Lunchtime clubs consistent with school policy with food waste, recycling etc		
Ethos and Environment				
6. Pupil participation	6.1 Evidence of examples of environmental activities in which pupils are actively involved. 6.2 Evidence of pupil involvement in the evaluation of actions.	Assemblies Pupil led projects/ competitions Eco groups evaluating energy usage		
7. Staff participation	7.1 Evidence of all staff involved in, and/or support programmes and initiatives. 7.2 All staff support school practice.	Switching off computers/ lights Saving paper schemes		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
8. School environment, ethos and the informal curriculum	<p>8.1 The school shows a commitment to making the school environment pleasant, safe and sociable.</p> <p>8.2 The school demonstrates a commitment to sustainable development values.</p> <p>8.3 The school contributes to a reduction in carbon emissions.</p>	<p>Murals, Welcoming foyer No graffiti Signage for visitors Shaded seating areas Notice boards Pupils' work displayed Outdoor classrooms Playground markings Recycling programmes Water-saving schemes Energy-saving schemes Paper-saving schemes Water coolers Refillable bottles Composting School gardens/allotments Walking and cycling initiatives</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Family and Community Involvement				
9. Involvement of families and community	<p>9.1 Parents/Carers and governors are well informed and understand the importance of environmental initiatives in the school.</p> <p>9.2 The school offers the opportunity for families and the wider community to be involved in, and contribute to, activities related to improving the school environment.</p> <p>9.3 Links made with local community organisations and business to support environmental activities.</p> <p>9.4 The expertise of parents and/or members of the community is used to support curriculum or non curriculum activities if appropriate.</p>	<p>Eco report to parents Newsletters</p> <p>Litter-picking in the community Community recycling schemes</p> <p>Local gardening business Improvement made to local areas</p> <p>Gardening club Murals/artwork School improvements</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals	10.1 Appropriate outside agencies and individuals support the development of action plans, programmes and curriculum. 10.2 Any contribution is planned, complies with policy, is integrated, evaluated and the work is followed up.			



SAFETY



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Leadership and Communication				
<p>1. Safe School Policy or items in other policies, including Child Protection Policy & Procedures</p> <p>(NB this is in addition to statutory requirements for a health and safety policy which will be monitored by inspection)</p> <p>(with implementation reflected in criteria 2-10)</p>	<p>1.1 Policies in place which follows national and local guidance and covers; child protection, sun safety, internet safety, first aid, administration of medication, road safety and safety in other environments relevant to school location, educational visits, food safety, playground safety, clearly defined procedures for lone working.</p> <p>1.2 Monitoring and recording procedures in place including risk assessments.</p>	<p>Use of Sunsmart guidelines and materials (from Cancer Research UK)</p> <p>Support for immunisation programmes</p> <p>Accidents and incidents</p> <p>Review date</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
2. Commitment to whole staff training on safety related issues	2.1 All staff receive relevant training. 2.2 Training has influenced practice.	First aid Epi pen Internet safety Safeguarding		
3. Engagement with, and response to, specific local/ national initiatives and environmental and social issues	3.1 School is involved in a range of local and/national initiatives. 3.2 Schools show flexibility in the programme of study to respond to locally identified issues.	<i>Kerbcraft</i> Road Safety week Walk to School week Sun Safety week Crucial Crew/Dangerpoint Megadrive (S) Safe communities Safe Routes to School		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Curriculum				
4. Safety covered by Foundation phase, N.C and PSE	4.1 Schemes of work and lesson planning identify safety, including for example sun safety, internet safety, first aid and safe environments, and reflect policy. 4.2 Curriculum resources used reflect current guidance.	St Johns Ambulance/ Red Cross Cycling proficiency Food hygiene certification Road safety Personal safety Police All Wales School Liaison Core Programme Internet safety GEOP		
5. Out of school hours learning and educational visits take account of safety issues	5.1 Risk assessments are in place. 5.2 A range of activities in place that take account of safety issues, e.g. first aid, food hygiene training, procedures for educational visits.	Link to 1.2 St Johns Ambulance/ Red Cross Cycling proficiency Food hygiene certification		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Ethos and Environment				
6. Pupil participation	6.1 Evidence of pupil involvement in the planning, implementation and evaluation of actions.	Junior road safety officers Playground rules		
7. Staff participation	7.1 Evidence of all staff involved in, and/or support programmes and initiatives.	Caretaker and cleaner roles Walk to school Sun safety		
8. School environment, ethos and the informal curriculum	8.1 Procedures in place to ensure safety of pupils and staff and all staff and volunteers are DBS checked.	Lockers for bags Fridges for lunchboxes and/or food cooked in school School travel plan CCTV/lighting Information displayed regarding immunisations Lone working		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Family and Community Involvement				
9. Involvement of families and community	<p>9.1 Parents/carers are well informed and understand the importance of safety initiatives in the school.</p> <p>9.2 Links made with local community organisations and business to support the safety agenda, e.g. road safety.</p> <p>9.3 The expertise of parents and/or members of the community is used to support curriculum or non curriculum activities if appropriate.</p>	<p>Letters home Training/information for parents e.g. internet safety, road safety</p> <p>Local police, Fire and Rescue, Coastguards, RNLI</p> <p>Road safety Food safety</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals	10.1 Appropriate outside agencies and individuals support and complement the development of policies, programmes and curriculum e.g. road safety teams, school/family nurses, police. 10.2 Any contribution is planned, complies with policy, is integrated, evaluated and the work is followed up.	Safeguarding team Sustrans Schemes of work/planning		



The background features a solid blue color with several large, overlapping, white-outlined wavy shapes that resemble stylized waves or abstract patterns. A dark blue horizontal rectangle is positioned in the center of the image, containing the word "HYGIENE" in white, bold, uppercase letters.

HYGIENE



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Leadership and Communication				
1. Hygiene policy and procedures in place (with implementation reflected in criteria 2-11)	1.1 Evidence of policy and procedures in line with recommendations in <i>Infection Prevention guidance (in nurseries) or Infection Prevention for Educational Settings All Wales Guidance</i> Public Health Wales (primary and secondary schools), which are monitored and reviewed with clear roles and responsibilities identified. The Guidelines (including a check list of good practice for toilet facilities) are aimed at educational settings for pupils over 5 years. The document is intended to replace Teach Germs a Lesson. This work is a follow on from a previous document Guidelines on Infection Prevention and Control in Early Years Settings All Wales Guidance (Public Health Wales 2014) and is relevant to children under the age of 5 years. 1.2 Governors support policy.	Illness absence Water bottle hygiene Dealing with spills Head lice Washing hands		
2. Commitment to whole staff training on hygiene related issues	2.1 All staff receive training. 2.2 Training has influenced practice.	Certificates Toilet checks Hand washing posters Resources/guidance displayed		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
3. Engagement with, and response to, specific local/ national initiatives and environmental and social issues	<p>3.1 Schools take-up opportunities offered to be involved in a range of local/national initiatives.</p> <p>3.2 Schools should be eligible for NQA if they are participating in the core element of the Designed to Smile programme with children ages 3-5 inclusive brushing 5 days per week. As a minimum this will include children in Nursery and Reception classes, but may also include children in Year 1.</p> <p>3.3 Schools show flexibility to respond to locally identified issues.</p>	<p>Designed to Smile National Smile Week Catch it. Bin it. Kill it. Food hygiene training for pupils</p> <p>Dealing with outbreaks e.g. Ecoli outbreak Measles Flu</p>		
4. Hygiene covered by Foundation phase, N.C and PSE	<p>4.1 Schemes of work and lesson plans identify hygiene issues.</p> <p>4.2 Curriculum resources used reflect current guidance.</p> <p>4.3 Consistent messages are given in respect of hygiene.</p>	<p>Hand washing practice Pupils and staff adhere to hygiene procedures, handling food Lunchbox storage</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Ethos and Environment				
6. Pupil participation	<p>6.1 Evidence of pupil involvement in hygiene issues that arise as part of other work, e.g. fruit tuck shops, water on desks, and issues raised by school councils.</p> <p>6.2 Evidence of pupil involvement in evaluation of actions.</p>	<p>Hand washing impact and knowledge</p> <p>School toilets</p>		
7. Staff participation	7.1 Evidence of all staff involved in, and/or support programmes and initiatives.	Whole school approach		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
8. School environment, ethos and the informal curriculum	8.1 Clear guidance in relation to hygiene is displayed where appropriate and consistent messages are given/mixed messages are avoided e.g. hand hygiene, kitchen hygiene, personal hygiene, food and drink storage, fruit tuck shops and storage of toothbrushes.	Posters Tour of school Food hygiene checklists		
Family and Community Involvement				
9. Involvement of families and community	9.1 Parents/carers are well informed and understand the importance of good hygiene for themselves and the pupils. 9.2 The expertise of parents and/or members of the community is used to support curriculum or non curriculum activities if appropriate.	Newsletters Sickness absence Health/dental workers		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals	10.1 Appropriate outside agencies and individuals support the development of policies, programmes and curriculum e.g. school/family nurses, community dental service. 10.2 Any contribution is planned, complies with policy, is integrated, evaluated and the work is followed up.			



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
Minimum Hygiene Standards				
11. Minimum standards for hygiene	<p>11.1 Pupils and staff have access at all times to school toilets that are open, well ventilated, have functioning locks, and are cleaned regularly.</p> <p>11.2 Liquid soap, warm water and paper towels/hand-dryers are provided in toilets for pupils and staff.</p> <p>11.3 Toilet paper is provided in toilets for pupils and staff.</p> <p>11.4 Guidance is displayed near all handwashing facilities for pupils and staff on when and how to wash hands.</p>			



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	<p>11.5 Appropriate sanitary disposal facilities exist in toilets for female staff and pupils in both primary and secondary schools.</p> <p>11.6 Pupil toilets are monitored regularly.</p> <p>11.7 Guidance displayed regarding fruit tuck shop hygiene and staff/pupils wash hands before serving.</p> <p>11.8 Water coolers are cleaned and maintained regularly.</p> <p>11.9 If a water-on-desks policy is in place, then there are clear procedures for washing water bottles.</p>	<p>Contract</p> <p>Roles and responsibility</p> <p>Letters home</p>		



Criteria	Indicators below demonstrate implementation of policy	Examples of specifications/ activities/relevant evidence	Comments	D / O / N
	<p>11.10 Staff room cleanliness is maintained, e.g. of microwave.</p> <p>11.11 Parents are provided with guidance on safety of lunch boxes.</p> <p>11.12 Parents and all staff are provided with national and local guidance on illness absence.</p> <p>11.13 If school has been assessed under the Food Standards Agency's Food Hygiene Rating Scheme, then a rating of 4 or more has been achieved.</p> <p>11.14 School is involved in Designed to Smile, if it has been invited to take part.</p>	<p>Washing up rota</p> <p>Healthier lunchboxes, Healthier pupils leaflet</p> <p>Copy of certificate Which part of school has been assessed i.e. canteen, breakfast club/after school club</p> <p>What/who is involved</p> <p>Reference to 3.2</p>		