Developing A Whole School Approach to Health & Wellbeing

–mapping and development tool

Good health, wellbeing and resilience are vital for all our children now and for the future of society
- **Public Health England March 2018**

A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life
- **DfE November 2018**

Name of school:

Area 1: Leadership, management and policies that support and promote a whole school approach to health & wellbeing.

Good Practice Criteria				Notes and action points	
A member of the senior leadership team who has a strategic lead for health and wellbeing.					
A member of staff with responsibility for PSHE education including statutory RHE/RSHE.					
The school has a Senior Mental Health Lead who has had additional training to undertake the role e.g. the DFE funded School Senior Mental Health Lead training.					
A member of staff with responsibility for healthy eating including the statutory DFE Standards for School Food (2015) catering and curriculum.					
A named governor (or equivalent) for health and wellbeing.					
The following policies in place (either stand-alone or within another policy): • Relationships Education and Sex Education. • Safeguarding including Child Protection • Confidentiality • Behaviour • Anti-bullying • PSHE • Drugs, Alcohol and Smoking (including education) • Sun Safety • School Food Policy • Physical Activity (not just PE) • School Travel plan • Visitors to School (including use of outside speakers in lessons and assemblies) • Health and Wellbeing (including staff) • Supporting Pupils with Medical Conditions and Administration of Medicines • Online Safety					BRONZE
Good Practice Criteria				**Notes and action points**	
There is evidence that the following policies are implemented within the school:					S

- Relationships Education and Sex Education.
- Safeguarding including Child Protection
- Confidentiality
- Behaviour
- Anti-bullying
- PSHE
- Drugs, Alcohol and Smoking (including education)
- Sun Safety
- School Food Policy
- Physical Activity (not just PE)
- School Travel plan
- Visitors to School (including use of outside speakers in lessons and assemblies)
- Health and Wellbeing (including staff)
- Supporting Pupils with Medical Conditions and Administration of Medicines
- Online safety

Good Practice Criteria				Notes and action points
To achieve a **GOLD AWARD** the school should identify a main health and wellbeing priority and develop and implement new projects, practices and interventions to target the priority using a whole school approach and incorporating all seven areas. Example health priorities might include healthy weight, oral health, physical activity, emotional resilience, keeping safe or positive relationships.				GOLD

Reference and Guidance Documents

DEPARTMENT FOR EDUCATION

Mental health and behaviour in schools

Relationships, sex & health education (RSHE) in schools

Pastoral care in the curriculum

Bullying at school

Teaching online safety in schools

Education for a Connected World - a framework to equip children and young people for digital life

Digital Resilience framework

Supporting pupils at school with medical conditions

Reducing school workload

School Food Standards

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

Senior Mental Health Leads Training

OFSTED

Schools Inspection Handbook for September 2021

Inspection of the Protected Characteristics Including RSHE Teaching

Review of Peer-Peer Sexual Abuse in Schools and Colleges

PUBLIC HEALTH ENGLAND

Guidance to Increase Physical Activity among Children and Young People in Schools and Colleges

Promoting children and young people's emotional health and wellbeing - A whole school and college approach

SLOUGH SCHOOL HEALTH & WELLBEING PROJECT

School Health & Wellbeing Project I Resources

📄 PDF

Resources 6 –
GUIDANCE & POLICY

PSHE ASSOCIATION

PSHE programme of study 2020 for KS1-5

PSHE planning framework for pupils with SEND

Drug & Alcohol Education - resource packs KS1-4

Primary & Secondary PSHE Assessment Guides (members only)

Working with External Contributors to PSHE Education

SEC ED

Best Practice - booking a PSHE speaker

SEX EDUCATION FORUM

External Agencies and RSE

LEADERSHIP AND MANAGEMENT

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

- Staff consistently report high levels of support for wellbeing issues.

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.

- Engagement opportunities are focused and purposive.

- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.

- Engagement opportunities are focused and purposive.

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Area 2: An ethos, culture and environment that values and promotes respect, diversity and health & wellbeing.

Good Practice Criteria				Notes and action points	
The whole school community are involved in developing and implementing a whole school approach to health and wellbeing and are made aware of the school's commitment to it.					BR

The school's ethos indicates a commitment to a whole school approach to health and wellbeing.					
Good Practice Criteria	🟩	🟧	🟥	**Notes and action points**	
The school promotes health and wellbeing in a range of ways throughout the school, as well as in the classroom, including mental and emotional wellbeing, healthy eating and physical activity.					**SILVER**
The school promotes inclusiveness, respect and diversity in a range of ways throughout the school and reflects the Equality Act 2010 and protected characteristics in the curriculum and resources.					
The school's environment promotes the health and wellbeing of pupils and staff in a range of ways.					
Good Practice Criteria	🟩	🟧	🟥	**Notes and action points**	
To achieve a **GOLD AWARD** the school should identify a main health and wellbeing priority and develop and implement new projects, practices and interventions to target the priority using a whole school approach and incorporating all seven areas. Example health priorities might include healthy weight, oral health, physical activity, emotional resilience, keeping safe or positive relationships.					**GOLD**

Reference and Guidance Documents

PUBLIC HEALTH ENGLAND

Promoting children and young people's emotional health and wellbeing - A whole school and college approach

OFSTED

Inspection of the Protected Characteristics Including RSHE Teaching

DEPARTMENT FOR EDUCATION

Promoting and Supporting a Whole School Approach to Mental Health & Wellbeing in Schools & Colleges

Mental health and behaviour in schools

Relationships, sex & health education (RSHE) in schools

Pastoral care in the curriculum

Bullying at school

NATIONAL CHILDREN'S BUREAU

A whole school framework for emotional well-being and mental health

ANNA FREUD CENTRE (Mentally Health Schools/Schools in Mind)

5 Steps to Mental Health & Wellbeing Framework

Ofsted School Inspection Handbook

BEHAVIOUR AND ATTITUDES

- an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

PERSONAL DEVELOPMENT

- Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

- Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

- Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

- Inspectors will use a range of evidence to evaluate personal development, including: pupils' understanding of the protected characteristics and how equality and diversity are promoted.

- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

Area 3: Early identification and targeted support for health & wellbeing issues including pastoral care, school-based interventions, signposting and referrals.

Good Practice Criteria				Notes and action points	
The school has links with outside agencies/locality initiatives relevant to the health and wellbeing of pupils and staff.					**BRONZE**
PSHE/RSHE curriculum is in place and includes all requirements of the DfE RSHE Statutory Guidance and recommendations from the Ofsted Review of Sexual Abuse in Schools and Colleges.					
The school has a Senior Mental Health Lead who has had additional training to undertake the role e.g. the DFE funded School Senior Mental Health Lead training.					
Dedicated webpages on school website with sources of support for parents/carers and pupils.					
The school has at least one of the following in place to offer targeted support to pupils within school:					
Mental Health First Aid trained staff member(s)					
Implemented a peer mentor / peer buddying system					
Involvement with the Young Health Champions programme					
Adopted the 'Choices' Programme in school					
An in-setting counselling service					
ELSA trained support staff					
School Nurse drop-in sessions					
Targeted support provided by the Slough Integrated Support Service – Educational Psychology Team					
Targeted support provided by SEBDOS					
Targeted support provided by Aik Saath					
Other targeted support in place – please give details					
Good Practice Criteria				**Notes and action points**	
The school has a Wellbeing Team or similar which involves a range of staff and includes outside agencies working in the school.					**SILVER**
All school staff have received training to enable them to recognise pupils who might be experiencing mental and emotional wellbeing difficulties and require additional support. All staff are aware of the process if a pupil is identified as requiring support.					

The school has developed a graduated approach to promoting and supporting pupil wellbeing and has made identified a range of local and national agencies to provide in-school support or for referral/signposting. The graduated approach addresses the four aspects for supporting and promoting mental health and wellbeing as identified in the DFE document Mental Health and Behaviour in Schools: prevention, identification, early targeted support and access to specialist support.					
The school records the assessment of wellbeing needs, wellbeing action plan and evaluation of outcomes, for pupils identified as requiring support.					
All pupils are given the opportunity to develop emotional and mental wellbeing self-care skills such as emotional literacy, resilience and mindfulness.					

Good Practice Criteria				**Notes and action points**	
To achieve a **GOLD AWARD** the school should identify a main health and wellbeing priority and develop and implement new projects, practices and interventions to target the priority using a whole school approach and incorporating all seven areas. Example health priorities might include healthy weight, oral health, physical activity, emotional resilience, keeping safe or positive relationships.					**GOLD**

Resources and Sources of Support

DEPARTMENT FOR EDUCATION

Promoting and Supporting a Whole School Approach to Mental Health & Wellbeing in Schools & Colleges

Senior Mental Health Leads Training

Mental health and behaviour in schools

Pastoral care in the curriculum

Sexual Violence and Sexual Harassment between Children in Schools & Colleges

Bullying at school

CONTEXTUAL SAFEGUARDING NETWORK

Beyond Referrals - tackling harmful sexual behaviour in schools

SLOUGH SCHOOL HEALTH & WELLBEING PROJECT

Developing a graduated approach to promoting and supporting pupil wellbeing.

PDF Developing
Graduated Approach

Resource packs collating resources, training and sources of support from local and national providers.

PDF Resources 1 - CPD & TRAINING (updated 2

PDF Resources 2 - MENTAL HEALTH & W

PDF Resources 3 - ONLINE SAFETY (upd:

PDF Resources 7 - CYP INFORMATION, ADVIC

PDF Resources 8 - PARENTS+CARERS IN

PDF Resources 10 - Peer on Peer Harmful Sexu

[School Health & Wellbeing Project I Resources](#)

[School Health & Wellbeing Project I CPD and training](#)

AIK SAATH

[AikSaath.com](#)

BERKSHIRE HEALTHCARE CYP SERVICES - GETTING HELP SERVICE & MHST

[Getting Help Service - information and referrals](#)

PDF Getting Help Service and MHST.pdf

PDF Webinar Programme Summer 2021.pdf

BERKSHIRE HEALTHCARE CYP SERVICES - CAMHS

[Psychological Perspectives in Education and Primary Care (PPEPCare) training](#)

[SHaRON Platform](#)

BERKSHIRE SEXUAL HEALTH SERVICES

[Safer Sex Berkshire](#)

BUCKINGHAMSHIRE MIND – FRIENDS IN NEED, YOUNG ADULTS GROUP

PDF Friends in Need - Young Adults.pdf

FRIMLEY HEALTH & CARE (NHS)

[Children and young people's mental health training offer for professionals and volunteers](#)

[Little Blue Book of Sunshine](#)

[Online Solihull Approach Parenting Courses (including understanding your child's mental health & wellbeing)](#)

Courses are free using the access code 'PARENTING'.

Healthier Together website

KOOTH
Free, confidential online counselling and support for young people

NUMBER 22
Free, confidential counselling for young people

SLOUGH BOROUGH COUNCIL
Young People's Service

Integrated Support Service – Educational Psychology Team

Educational Psychology Team – ELSA Network

Family Information Service and Local Offer

SLOUGH TURNING POINT
Young People's Service

SOCIAL, EMOTIONAL & BEHAVIOURAL DIFFICULTIES OUTREACH SERVICE (SEBDOS)
SEBDOS

SOLUTIONS 4 HEALTH
Slough School Nursing Team

GEMS Autism & ADHD Support Service

THAMES VALLEY HOSPICE
Children and Families Team

THE SAFE PROJECT
SAFEPROJECT.org

Ofsted School Inspection Handbook

LEADERSHIP AND MANAGEMENT

- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.

PERSONAL DEVELOPMENT

- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

- Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

SEXUAL HARASSMENT, ONLINE SEXUAL ABUSE AND SEXUAL VIOLENCE

- As part of assessing safeguarding, inspectors will consider how the school handles allegations and instances of sexual harassment, online sexual abuse and sexual violence. This includes checking that the school has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions in place.

- Inspectors will also look at how schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum.

- Inspectors will expect schools to be alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children). Inspectors will also seek to understand how any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

- Inspectors will expect schools to assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and put in place a whole-school approach to address them.

- Where incidents are reported, understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the DfE's guidance, and train their staff accordingly (including teachers delivering relationships, sex and health education).

DFE MENTAL HEALTH & BEHAVIOUR IN SCHOOLS: Chapter 1- Schools' responsibilities in relation to mental health

- Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes.

- Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as: prevention, identification, early support, access to specialist support.

Area 4: The curriculum promotes health, wellbeing and social & emotional learning; delivery is supported by appropriate staff development /CPD.

Good Practice Criteria				Notes and action points
PSHE/RSHE curriculum is in place and includes all requirements of the DfE RSHE Statutory Guidance, recommendations from the Ofsted Review of Sexual Abuse in Schools and Colleges and Equality Act 2010.				BR

Staff teaching the PSHE/RSHE curriculum receive training and other forms of CPD to support delivery of this subject area. Training should include subject knowledge and PSHE/RSHE pedagogy and good practice.				
Use of outside agencies, projects and initiatives including assemblies and presentations follow best practice and are integrated into the PSHE/RSHE curriculum not stand-alone or isolated. Teachers are fully involved to allow follow up work, questions and on-going learning and support.				
PSHE/RSHE curriculum includes opportunities for pupils to develop the awareness, knowledge and skills to enable them to recognise when they need to ask for help and how and where to get help.				
RSHE/PSHE is monitored, evaluated and assessed.				

Good Practice Criteria				Notes and action points
Staff teaching the most sensitive areas of the PSHE/RSHE curriculum have received additional training/CPD, including subject knowledge and PSHE/RSHE pedagogy and good practice, to support delivery.				
Pupils are involved in the development, monitoring and evaluation of PSHE/RSHE including resource selection and decisions about the scheduling of topics.				
Opportunities for learning outside the classroom are used effectively and demonstrate the whole school approach to PSHE/RSHE.				
Local initiatives and services are utilised to enhance the PSHE/RSHE provision following best practice: • Active Movement • School Nursing Service • The Choices Programme • School Oral Health Promotion Service (including Slough Healthy Smiles) • Aik Saath • Thames Valley Police • Slough School Sports Network • Chalvey Can • Get Berkshire Active • The Getting Help Service • PSHE Networks and School Health & Wellbeing Project • Other – please specify				

SILVER

Good Practice Criteria				Notes and action points
To achieve a **GOLD AWARD** the school should identify a main				

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health and wellbeing priority and develop and implement new projects, practices and interventions to target the priority using a whole school approach and incorporating all seven areas.

Example health priorities might include healthy weight, oral health, physical activity, emotional resilience, keeping safe or positive relationships.

Reference Documents and Resources

DEPARTMENT FOR EDUCATION

Relationships, Sex & Health Education (RSHE) in Schools

Pastoral Care in the Curriculum

Sexual Violence and Sexual Harassment between Children in Schools & Colleges

Teaching online safety in schools

Teaching About Relationships, Sex and Health – including primary and secondary teacher training modules

OFSTED

Schools Inspection Handbook for September 2021

Inspection of the Protected Characteristics Including RSHE Teaching

Review of Peer-Peer Sexual Abuse in Schools and Colleges

CONTEXTUAL SAFEGUARDING NETWORK

Beyond Referrals - tackling harmful sexual behaviour in schools

SLOUGH SCHOOL HEALTH & WELLBEING PROJECT

Resource packs collating resources, training and sources of support from local and national providers.

PDF	PDF	PDF	PDF	PDF
Resources 1 - CPD & TRAINING (updated 2	Resources 2 - MENTAL HEALTH & W	Resources 3 - ONLINE SAFETY (upd	Resources 4 - RSE & PSHE (updated 4.12.	Resources 10 - Peer on Peer Harmful Sexu

School Health & Wellbeing Project I Resources

School Health & Wellbeing Project I CPD and training

SEX EDUCATION FORUM

Whole School Approach RSE Audit Tool

RSE Curriculum Design Tool

Monitoring RSE - the basics

RSE Curriculum review guide for pupils with SEND

External Agencies and RSE

CHURCH OF ENGLAND EDUCATION OFFICE

Information, guidance and resources including policy templates for developing RSHE in a CofE school

CATHOLIC EDUCATION SERVICE

Information, guidance and resources including policy templates for developing RSHE in a catholic school

PSHE ASSOCIATION

PSHE programme of study 2020 for KS1-5

PSHE planning framework for pupils with SEND

Drug & Alcohol Education - resource packs KS1-4

Primary & Secondary PSHE Assessment Guides (members only)

PSHE Teacher Questionnaire

PSHE Pupil Questionnaires KS2-5

Working with External Contributors to PSHE Education

SEC ED

Best Practice - booking a PSHE speaker

ACTIVE MOVEMENT

Active Movement KS 1 & 2

Active Movement KS 3 & 4

ENGAGE LIME

Slough Choices Programme

OXFORDSHIRE COMMUNITY DENTAL SERVICE

Slough Healthy Smiles

SLOUGH SCHOOL SPORTS NETWORK

Slough School Sports Network (SSSN)

LEADERSHIP AND MANAGEMENT

- Whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils.
- From the start of the summer term 2021, how a school meets the expectations of the DfE's statutory guidance on relationships education, relationships and sex education and health education will contribute to the leadership and management judgement.
- If a primary school does not teach about LGBT relationships, this will not have an impact on the leadership and management judgement as long as the school can satisfy inspectors that it has still fulfilled the requirements of the DfE's statutory guidance. If it cannot do this, for example if it has failed to consult with parents, inspectors will consider this when making the leadership and management judgement. The school will not ordinarily receive a judgement for this better than requires improvement.
- If a secondary school does not teach about LGBT relationships, it will not be meeting the expectations of the DfE's statutory guidance. Inspectors will consider this when making the leadership and management judgement. The school will not ordinarily receive a judgement for this better than requires improvement.

THE QUALITY OF EDUCATION

- Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

- The following activities will provide inspectors with evidence about the school's implementation of its intended curriculum: discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them.

- Teachers have good knowledge of the subject(s) and courses they teach.

- Leaders provide effective support for those teaching outside their main areas of expertise.

- Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject.

- Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this '**intent**'). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this '**implementation**'). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the '**impact**').

- In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

- All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationships and sex education. Academies are expected to offer all pupils a broad curriculum that should be similar in breadth and ambition.

- Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points.

- Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be partway through the process of adopting

or redeveloping a curriculum.

- Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

- The following activities will provide inspectors with evidence about the school's implementation of its intended curriculum: reviews of schemes of work or other long-term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

PERSONAL DEVELOPMENT

- The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work.

- Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

- Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.

- Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media.

- Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.

- Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

- Inspectors will use a range of evidence to evaluate personal development including: the range, quality and take-up of extra-curricular activities offered by the school; how curriculum subjects such as PSHE and RSE contribute to pupils' personal development; the quality of debate and discussions pupils have.

- How curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development.

- How well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature.

- Pupils' understanding of the protected characteristics and how equality and diversity are promoted.

- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

RELATIONSHIPS AND SEX EDUCATION

- From September 2020, schools will be required by law to follow a new relationships and sex education and health education curriculum.
- If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development and leadership and management judgements.

SPIRITUAL, MORAL SOCIAL AND CULTURAL DEVELOPMENT

- Developing the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- Developing knowledge of, and respect for, different people's faiths, feelings and values.
- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

SEXUAL HARASSMENT, ONLINE SEXUAL ABUSE AND SEXUAL VIOLENCE

- The school's policies are reflected in its curriculum which specifically addresses sexual harassment, online abuse, sexual violence and issues of consent.
- Inspectors will also look at how schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum.
- Where incidents are reported, understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the DfE's guidance, and train their staff accordingly (including teachers delivering relationships, sex and health education).

Area 5: Promoting and supporting staff wellbeing.

Good Practice Criteria				Notes and action points
School policies such as assessment and marking take account of staff workload and promote staff wellbeing.				
All staff are made aware of wellbeing support available.				
Staff wellbeing is promoted in at least one of the following ways:				
Promoting wellbeing awareness.				

BRON

	Green	Amber	Red	
Developing supportive relationships.				
Meeting human needs.				
Supporting work-life balance.				
Showing appreciation.				
School has a Staff Wellbeing Champion/Lead.				
Staff wellbeing surveyed using the Education Support Staff Wellbeing Audit Tool or similar.				
School has signed up to the DfE Staff Wellbeing Charter.				
Good Practice Criteria				**Notes and action points**
Staff have been consulted about wellbeing using the Education Support Staff Wellbeing Audit Tool or similar, to include an invitation to suggest ways that staff wellbeing could be promoted and supported in school.				
School DSL has the opportunity to participate in supervision to support the role and their wellbeing.				
Staff wellbeing is promoted in the following ways (including heads and school leadership):				SILVER
Promoting wellbeing awareness and self-care including opportunities for self-care during the working day.				
Developing supportive relationships.				
Meeting human needs.				
Supporting work-life balance.				
Showing appreciation.				
School has a Staff Wellbeing Champion/Lead.				
All staff are made aware of wellbeing support available.				
School has signed up to the DfE Staff Wellbeing Charter.				
Good Practice Criteria				**Notes and action points**
To achieve a **GOLD AWARD** the school should identify a main health and wellbeing priority and develop and implement new projects, practices and interventions to target the priority using a whole school approach and incorporating all seven areas. Example health priorities might include healthy weight, oral health, physical activity, emotional resilience, keeping safe or positive relationships.				GOLD

Reference Documents and Resources

DEPARTMENT FOR EDUCATION

Reducing School Workload

Ofsted School Inspection Handbook

LEADERSHIP AND MANAGEMENT

- Staff consistently report high levels of support for well-being issues.

- Leaders engage with their staff and are aware and take account of the main pressures on them.

- Leaders protect staff from bullying and harassment.

- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

- The extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce.

Area 6: Enabling the 'pupil voice' to influence decisions.

Good Practice Criteria	🟩	🟧	🟥	Notes and action points	
The whole school community are involved in developing and implementing a whole school approach to health and wellbeing.					**BRONZE**
The school takes part in projects or has initiatives in place to enable pupil involvement.					
PSHE/RSHE curriculum includes opportunities for pupils to develop the awareness, knowledge and skills to enable them to recognise when they need to ask for help and how and where to get help.					
Good Practice Criteria	🟩	🟧	🟥	**Notes and action points**	
The school has further developed or introduced additional initiatives to enable pupil involvement.					**SILVER**
Pupils are involved in the development, monitoring and evaluation of PSHE/RSHE including resource selection and decisions about the scheduling of topics.					

The school ensures that input is appropriately enabled from specific pupil populations e.g. children looked after, pupils with SEND, young carers, LGBTQ+, EAL pupils, pupil premium pupils.					

Good Practice Criteria				Notes and action points	
To achieve a **GOLD AWARD** the school should identify a main health and wellbeing priority and develop and implement new projects, practices and interventions to target the priority using a whole school approach and incorporating all seven areas. Example health priorities might include healthy weight, oral health, physical activity, emotional resilience, keeping safe or positive relationships.					GOLD

Reference Documents and Resources

CONTEXTUAL SAFEGUARDING NETWORK

Beyond Referrals - tackling harmful sexual behaviour in schools

SEX EDUCATION FORUM

Monitoring RSE - the basics

Have you Asked your Pupils about RSE?

PSHE Association

PSHE Pupil Questionnaires KS2-5

Gathering Pupils' Views lesson plan (members only)

ANNA FREUD CENTRE (MENTALLY HEALTHY SCHOOLS)

Whole School Approach - pupil voice

THE KEY FOR SCHOOL LEADERS

Developing Pupil Voice (members only)

SLOUGH BOROUGH COUNCIL – YOUNG PEOPLE'S SERVICE

Slough for Youth: Youth Voice Opportunities

AIK SAATH

http://aiksaath.com/

Ofsted School Inspection Handbook

LEADERSHIP AND MANAGEMENT

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.
- Engagement opportunities are focused and purposive.

Area 7: Working with parents and carers, outside agencies and the community.

Good Practice Criteria				Notes and action points	
The whole school community are involved in developing and implementing a whole school approach to health and wellbeing.					BRONZE
The school has engaged with parents regarding the introduction of statutory RSHE.					
The school has links with local organisations and services relevant to the health and wellbeing of pupils and staff.					
The school is involved with locality initiatives.					
Use of guest speakers for assemblies, presentations and teaching follow best practice and are integrated into the PSHE/RSHE curriculum not stand-alone or isolated. Teachers are fully involved to allow follow up work, questions and support once visiting speakers have left.					
Local network meetings regularly attended e.g. PSHE Network, DSL Network, SENDCo Network.					
Good Practice Criteria				**Notes and action points**	
Local initiatives and services are utilised to enhance the PSHE/RSHE provision following best practice: • Active Movement • School Nursing Service • The Choices Programme • School Oral Health Promotion Service (including Slough Healthy Smiles) • Aik Saath • Thames Valley Police • Slough School Sports Network • Chalvey Can • Get Berkshire Active • The Getting Help Service • PSHE Networks and School Health & Wellbeing Project					SILVER

				Notes and action points
The school has further developed or introduced additional initiatives to strengthen working with parents and carers, outside agencies and the community.				

Good Practice Criteria				Notes and action points
To achieve a **GOLD AWARD** the school should identify a main health and wellbeing priority and develop and implement new projects, practices and interventions to target the priority using a whole school approach and incorporating all seven areas. Example health priorities might include healthy weight, oral health, physical activity, emotional resilience, keeping safe or positive relationships.				GOLD

Reference Documents and Resources

DEPARTMENT FOR EDUCATION

Engaging parents with relationship education policy

Understanding relationships and health education in your child's school - a guide for parents (primary)

Understanding relationships, sex and health education at your child's school - information for parents (secondary)

Relationships Education, RSE and Health Education FAQs

SLOUGH SCHOOL HEALTH & WELLBEING PROJECT

PDF

Resources 8 -
PARENTS+CARERS I

School Health & Wellbeing Project I Resources

PSHE ASSOCIATION

Supporting parental engagement

ANNA FREUD CENTRE (MENTALLY HEALTHY SCHOOLS)

Parent/carer engagement

EDUCATION ENDOWMENT FOUNDATION

Working with parents to enhance children's learning

SEX EDUCATION FORUM

Parental engagement questions about RSE

Working with External Contributors to PSHE Education

SEC ED

Best Practice - booking a PSHE speaker

SEX EDUCATION FORUM

External Agencies and RSE

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LEADERSHIP AND MANAGEMENT

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.

- Engagement opportunities are focused and purposive.

- Whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school.