****

**Achieve Well Foundation Awards Action Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Benchmarks** | **Criteria (delete as appropriate)** | **Actions** | **Lead person** | **Timescale** | **Completed** |
| 1. Whole school ethos, modelling and practice around health and wellbeing | 1. There is a clear vision for health and wellbeing that is promoted by governors and school leaders and reflected in strategies, policies and practice that are regularly monitored and evaluated
2. The school physical environment promotes health and wellbeing

 1. The wider curriculum supports children’s learning around health & wellbeing
2. The school provides opportunities for children to make healthy choices
3. The school creates an environment of respect and inclusivity by promoting behaviours that celebrate diversity and fostering a sense of belonging across the entire community
 |  |  |  |  |
| 2. Provision meets the needs of pupils  | 1. An annual health and wellbeing survey or consultation is carried out to establish areas of need

 1. There are accessible opportunities for children to share their views and opinions about health and wellbeing support and education on a regular basis
2. The school uses internal data to inform their planning and practice
3. The needs of specific groups are identified and actions
4. Provision and practice are informed by local and national evidence-based research around the needs of children
 |  |  |  |  |
| 3. A comprehensive planned PSHE programme | 1. A named lead has responsibility, time and resources allocated to plan and evaluate the impact of PSHE

 1. PSHE has high status within the school

  1. The content of PSHE reflects the Nottingham healthy child vision, children’s needs, statutory requirements, evidence and good practice
2. PSHE is delivered safely in a trauma informed manner with an emphasis on accessibility, inclusion and active learning
3. Learning in PSHE is routinely assessed and the programme monitored and evaluated to ensure it is having the intended impact
 |  |  |  |  |
| 4. Application of Learning within and outside of school  | 1. The school provides a range of clubs relevant to health and wellbeing that are well attended by a broad range of children, these could be before or after school

 1. The school provides opportunities for children to take up leadership roles related to health and wellbeing
2. The school signposts to and actively supports children to access local opportunities focused on health and wellbeing
3. The school signposts to and/or provides holiday programmes for children
4. All children are encouraged and supported to use their health and wellbeing knowledge and skills in a practical way
 |  |  |  |  |
| 5. A safe and supportive environment for children and adults | 1. Children and adults are signposted to relevant and needs-led health and wellbeing support as and when appropriate
2. Bullying, harmful behaviours and discrimination are effectively addressed and actively challenged
3. There is embedded pastoral support that all children can access and specialist support onsite
4. There are strong links and relevant information sharing between pastoral and safeguarding colleagues
5. Provision for support meets the needs of all children
 |  |  |  |  |
| 6. Learning from Networks & Training  | 1. Attendance at relevant local networks and sharing of good practice with other colleagues and schools
2. The school makes use of links with professional bodies and agencies
3. A regular assessment is carried out to identify the training needs of staff around health and wellbeing
4. All staff receive relevant training based on their identified needs to support the wellbeing of children
5. Health and wellbeing training and discussion, informed by data and insight, is part of staff meetings and/or inset on a regular basis

   |  |  |  |  |
| 7. Involving parents and carers in the school’s provision of health and wellbeing | 1. Opportunities are provided for parents and carers to learn more about health and wellbeing, particularly those with greater barriers to involvement
2. Parents and carers are signposted to sources of support around health and wellbeing
3. Parents and carers are engaged in children’s learning around health and wellbeing
4. The voice of parents and carers is reflected in school policy and provision around health and wellbeing
5. Opportunities are highlighted for parents and carers to improve their own health and wellbeing
 |  |  |  |  |