



## Achieve Well Foundation (Essentials and Champion) Awards Overview

| Benchmark   | Criteria  | Good practice   | Examples of evidence – one required per criteria for Champion status  |
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| 1. Whole school ethos, modelling and practice around health and wellbeing | 1.1 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 | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>Health and wellbeing are prioritised in school documentation, for example, the vision, prospectus and website demonstrating a holistic, whole school approach.</li> <li>A senior member of staff has responsibility to lead and champion a whole school approach to health and wellbeing working in partnership with relevant colleagues.</li> <li>Procedures are in place to address work-life balance for all staff including a staff wellbeing policy, flexible working arrangements, planning time, marking, and the length and number of staff meetings/ parent evenings.</li> <li>Policies and strategies are in place following national/local guidance, for example, sun safety, internet safety, administration of medication, and safety in other environments relevant to school location. (river/railway), equality and diversity, educational visits, health and safety, PSHE, RSE, Healthy eating. Policies and procedures around health and wellbeing reflect the diversity of the school community and wider society Specialist outside agencies and individuals support and complement the development of policies, programmes and curriculum,</li> </ul> | <ul style="list-style-type: none"> <li>School vision statement showing how health and wellbeing is prioritised</li> <li>Prospectus and websites showing health and wellbeing prioritised</li> <li>Policies around health and wellbeing showing links to the vision</li> <li>Annual report to governors on health and wellbeing</li> <li>Documentation showing how stakeholders are made aware of the vision.</li> </ul> |

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|  |   | <p>for example road safety teams, school nurse, police, Achieve Well Team.</p> <ul style="list-style-type: none"> <li>○ There is a systematic review cycle for health and wellbeing related policies and practice that involves governors/Trustees/Board.</li> <li>○ All stakeholders are aware of the vision for health and wellbeing and understand their role in executing it, including governors/trustees, leaders, staff, parents and children.</li> </ul>  |   |
|  | 1.2 The school physical environment promotes health and wellbeing               | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ The environment encourages physical activity and sport, through (well used) activity/fitness trails and playground equipment.</li> <li>○ Children and staff have access at all times to toilets that are well ventilated, have toilet paper, functioning locks and are cleaned regularly. Liquid soap, warm water and paper towels/hand-dryers are provided.</li> <li>○ The dining room is a calm, clean, accessible, comfortable, and inclusive space.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ There are areas of school specifically for quiet reflection e.g. calm room, playground quiet areas, gardens.</li> <li>○ Accessible information about Health &amp; Wellbeing for children and staff is displayed around school including sources of support.</li> <li>○ The school provides a pleasant, safe, and sociable environment.</li> <li>○ The school has a smoking and e-cigarette policy that includes smokefree gates and no smoking and e-cigarettes on school premises or grounds.</li> <li>○ Clear guidance in relation to hygiene is displayed where appropriate and consistent messages are given e.g. hand hygiene, kitchen hygiene, personal hygiene, food and drink storage, fruit tuck shops.</li> <li>○ The school site is accessible for all.</li> </ul> | <ul style="list-style-type: none"> <li>• Photographs of how health and wellbeing is promoted across the school</li> <li>• Policies, eg. smoking and vaping, food safety, healthy eating.</li> <li>• Posters used to promote health and wellbeing</li> </ul> |
|  | 1.3 The wider curriculum supports children's learning around health & wellbeing | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ There is cross-curricular learning around health and wellbeing.</li> <li>○ All year groups are offered a minimum of 2 hours of physical activity/sport per week.</li> </ul>  | <ul style="list-style-type: none"> <li>• Mapping document highlighting cross-curricular learning</li> </ul>   |
|  | 1.4 The school provides opportunities   | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ Vending machines and the school tuck shop promote affordable healthy options.</li> </ul>  | <ul style="list-style-type: none"> <li>• Meal plan to evidence compliance with School Food Standards</li> </ul>   |

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|  | for children to make healthy choices   | <ul style="list-style-type: none"> <li>○ Breakfast and after school clubs supply healthy food options to children attending.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ The school is complying with the School Food Standards ensuring that food served throughout the day in school is healthy and nutritious.</li> <li>○ The school lunchtime policy encourages uptake of free school meals by pro-actively reducing any separation/stigma.</li> <li>○ The school encourages active travel, through the provision of safe Cycle racks and involvement in initiatives such as Walk to School Week and Bikeability as well as promoting other types of active travel.</li> <li>○ Water is freely available to staff, children and visitors to the school.</li> <li>○ The school actively encourages the provision of healthy lunchboxes by providing information to children and parents.</li> <li>○ Links are made with local community organisations and national agencies to support the health and wellbeing agenda, including local Police, Fire and Rescue, School nurse, Equation, CGL The Place, Thriving Nottingham.</li> <li>○</li> </ul> | <ul style="list-style-type: none"> <li>• Guidance given to parents on healthy lunchboxes</li> <li>• Lunchtime policy</li> <li>• Documentation illustrating encouragement of active travel</li> </ul>                            |
|  | 1.5 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 | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ Staff acknowledge when they don't know something or need assistance and model asking for help as a strength.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ There is a culture of listening and support in school with a variety of accessible opportunities for pupils to seek help and guidance.</li> <li>○ Staff model positive relationships and health and wellbeing behaviour.</li> <li>○ Staff and pupils demonstrate respect by valuing diversity and treating others with dignity and courtesy in all interactions.</li> <li>○ The school actively celebrates the diversity of its community through events, activities, and curriculum content.</li> <li>○ The school demonstrates a commitment to diversity by ensuring representation across culture, ethnicities, genders, and abilities through staffing, curriculum, role models, and the school environment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Shared vision/charter for promoting inclusion and celebrating diversity</li> <li>• Equality and diversity policy</li> <li>• Examples of how the school celebrates diversity</li> </ul> |
| 2. Provision meets the needs of pupils | 2.1 An annual health and wellbeing survey or consultation is carried out to establish areas of need  | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ The school takes part in the annual Nottingham City public health funded health and wellbeing survey.</li> </ul>   | <ul style="list-style-type: none"> <li>• Results of survey and analysis of need.</li> </ul>   |

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|  | <p>2.2 There are accessible opportunities for children to share their views and opinions about health and wellbeing support and education on a regular basis</p> | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ The school has systems in place to ensure that the views of all-children around health &amp; wellbeing are reflected across all areas of school life including those who are less vocal or visible.</li> </ul>   | <ul style="list-style-type: none"> <li>• Minutes of school council meetings showing discussion on wellbeing</li> <li>• Summary of pupil voice around health and wellbeing</li> </ul> |
|  | <p>2.3 The school uses internal data to inform their planning and practice</p>   | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ Primary school specific health data, such as the National Child Measurement Programme and Oral Health data are used to inform provision.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ In-house data around safeguarding, pastoral support requests, and behaviour incidents are analysed and used to inform planning and provision for health and wellbeing.</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence of how data has influenced planning around health and wellbeing</li> </ul>   |
|  | <p>2.4 The needs of specific groups are identified and actioned</p>  | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ The school conducts small focus groups and collects anonymous feedback from children in specific groups to identify needs and impact of targeted provision.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Yr7/reception/new intake data is reviewed and kept updated to identify groups with specific needs including Young Carers, Looked After, children with additional learning needs, those who have experienced trauma.</li> <li>○ Available data is scrutinised to identify any differences between identified groups and others and action is taken to reduce inequities in access to, experience of and outcomes of health and wellbeing support.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of how the needs of specific groups has influenced planning around health and wellbeing</li> </ul>                                 |
|  | <p>2.5 Provision and practice are informed by local and national evidence-based research around the needs of children</p>  | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ The school makes use of evidence-based public health offers such as hosting a Nottingham child weight management programme on site or using Intent smoking or vaping resources (secondary).</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence of how national evidence-based research has influenced planning around health and wellbeing</li> </ul>                             |

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|   |  | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>○ The school uses reliable data sources to inform provision and practice.</li> </ul>   |   |
| 3. A comprehensive planned PSHE programme | 3.1 A named lead has responsibility, time and resources allocated to plan and evaluate the impact of PSHE                                  | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>○ A named member of staff leads on PSHE with budget available and planning time allocated.</li> <li>○ The subject Lead monitors the coverage, quality, and effectiveness of PSHE.</li> </ul>   | <ul style="list-style-type: none"> <li>• Job description of lead</li> <li>• Budget breakdown for PSHE</li> <li>• Evidence of planning time</li> </ul>   |
|   | 3.2 PSHE has high status within the school   | <b>Example good practice:</b> <ul style="list-style-type: none"> <li>○ Pupil progress in relation to PSHE is recorded and reported to parents.</li> </ul> <b>Required good practice:</b> <ul style="list-style-type: none"> <li>○ All stake holders recognise the importance of PSHE.</li> <li>○ Policy is in place which follows national and local guidance.</li> <li>○ The website contains information about PSHE policy and curriculum and additional links to support.</li> <li>○ PSHE is delivered on a regular basis in each year group using a spiral curriculum approach.</li> </ul>   | <ul style="list-style-type: none"> <li>• Parent report</li> <li>• Up-to-date RSE/RSHE/PSHE policy</li> <li>• Survey results showing status of RSHE/PSHE</li> <li>• Website information</li> </ul>   |
|   | 3.3 The content of PSHE reflects the Nottingham healthy child vision, children's needs, statutory requirements, evidence and good practice | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>○ All statutory outcomes are covered within the curriculum.</li> <li>○ The curriculum goes beyond statutory RSHE requirements to cover all aspects of PSHE and the Nottingham Healthy Child Vision.</li> <li>○ Curriculum planning makes use of quality assured curriculum resources that reflect current guidance and good practice, are evidence based and represent diversity.</li> <li>○ Children's views are taken into account regarding what is taught and how through questionnaires, focus groups, evaluation and co-creation.</li> <li>○ Regular liaison between Designated Safeguarding Lead and PSHE/RSHE lead to share information in order to inform planning and ensure appropriate support.</li> </ul> | <ul style="list-style-type: none"> <li>• RSHE/PSHE framework</li> <li>• Evidence of pupil voice (surveys, focus groups, etc.) around RSHE/PSHE and how it has influenced provision</li> <li>• Mapping document showing statutory compliance.</li> </ul> |
|   | 3.4 PSHE is delivered safely in a trauma informed manner with an emphasis on accessibility, inclusion and active learning                  | <b>Example good practice:</b> <ul style="list-style-type: none"> <li>○ When outside visitors are used, the school provides clear guidelines regarding their contribution. Any contribution is planned, complies with policy, is integrated, evaluated and the work followed up.</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of staff training in RSHE/PSHE</li> <li>• Learning walk notes focused on safe, inclusive, balanced delivery</li> <li>• Visitor guidelines for PSHE</li> <li>• RSHE/RSE/PSHE policy</li> </ul>         |

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|   |  | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ All staff understand how to create a safe environment for PSHE e.g. use of ground rules, awareness of children for whom content may be challenging.</li> <li>○ Teaching staff have received relevant training/support and feel confident to deliver the PSHE programme and deal with sensitive issues.</li> <li>○ A range of active learning styles are embedded within lesson plans such as group discussion/debates, sorting/prioritizing, and role play</li> <li>○ Teachers deliver in an unbiased, balanced, non-judgmental manner.</li> <li>○ Teaching is adapted to meet the needs of all pupils, including those with SEND.</li> <li>○ Children are taught about equality and the protected characteristics through PSHE.</li> </ul> | <ul style="list-style-type: none"> <li>• Example of lesson with active learning styles.</li> <li>• Mapping document showing how the protected characteristics are covered in PSHE.</li> </ul> |
|   | 3.5 Learning in PSHE is routinely assessed and the programme monitored and evaluated to ensure it is having the intended impact                                      | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ The quality of teaching is monitored through learning walks.</li> <li>○ A link governor has been identified to offer scrutiny and support to the PSHE lead.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Routine monitoring, evaluation and assessment is in place in line with all other curriculum subjects.</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of assessment, eg. pupil book, rag rating, assessment guidance</li> <li>• Governor visit report</li> </ul>                                  |
| 4. Application of Learning within and outside of school | 4.1 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 | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ Out of school hours learning incorporates food as well as physical activity and wellbeing activities such as cooking clubs, yoga and gardening.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ A broad timetable of activities is in place, that meets the needs of, and is accessible to all children in the school.</li> <li>○ Attendance of extra-curricular activities is monitored to identify and address trends and gaps such as gender, SEND, looked after, those who are less active, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Timetable of clubs</li> <li>• Evidence of monitoring attendance at clubs</li> </ul>  |
|   | 4.2 The school provides opportunities for children to take up  | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Children are involved in the planning, implementation and evaluation of health and wellbeing initiatives such as School Council, Playground</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence of leadership roles for children linked to health and wellbeing</li> </ul>  |

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|  | leadership roles related to health and wellbeing   | Support, House/Form Captains/Reps, Subject Champions and Peer Mentors.  |  |
|  | 4.3 The school signposts to and actively supports children to access local opportunities focused on health and wellbeing | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>Children are informed about local opportunities, eg. football clubs, yoga, gymnastics, through assemblies, class/tutor time and/or through newsletters to parents and carers.</li> </ul>  | <ul style="list-style-type: none"> <li>Evidence of how children are signposted to services</li> </ul>  |
|  | 4.4 The school signposts to and/or provides holiday programmes for children  | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>Parents and children are informed of local opportunities through newsletters, links on the school website, community notice board, and at family assemblies and events.</li> </ul>  | <ul style="list-style-type: none"> <li>Evidence of holiday club provision</li> <li>Evidence of how parents/children are signposted to services</li> </ul>  |
|  | 4.5 All children are encouraged and supported to use their health and wellbeing knowledge and skills in a practical way  | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>Children are able to develop their confidence and self-esteem by taking responsibility both within and outside the classroom e.g. Peer support/buddies, Peer educators, House Captains, leading assemblies and charity events.</li> <li>Take up of opportunities is monitored to identify trends and gaps such as gender, SEND, looked after, etc.</li> <li>Children have opportunities to take part in relevant volunteering/fundraising. Examples may include; Children in Need, visiting local retirement homes, supporting food banks, or fundraising for a nominated charity.</li> </ul> | <ul style="list-style-type: none"> <li>Evidence of opportunities for children to apply their knowledge and skills</li> <li>Examples of relevant volunteering or fundraising opportunities</li> </ul>   |
| 5. A safe and supportive environment for children and adults | 5.1 Children and adults are signposted to relevant and needs-led health and wellbeing support as and when appropriate    | <b>Example good practice:</b> <ul style="list-style-type: none"> <li>Staff have access to specialist services that meet their needs, including Occupational Health and counselling.</li> <li>The views of staff influence planning for staff health and wellbeing support.</li> </ul> <b>Required good practice:</b> <ul style="list-style-type: none"> <li>All staff have up-to-date information about local support services and what they can offer them.</li> <li>Staff know how and when to signpost pupils and/or make appropriate referrals for pupils with particular needs to appropriate services.</li> </ul>   | <ul style="list-style-type: none"> <li>Guidance document for staff on signposting</li> <li>Evidence of staff training around signposting</li> <li>Relevant policies demonstrating referral guidance</li> <li>Evidence of staff voice</li> <li>Evidence of pastoral support</li> <li>Evidence of monitoring system</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>○ Policies and strategies include clear referral guidance that the whole school community is aware of, including self-referral to counselling services.</li> <li>○ Concerns about the health and wellbeing of children are monitored using a whole-school system, eg. MyConcern, CPOMs.</li> </ul>   |  |
| 5.2 Bullying, harmful behaviours and discrimination are effectively addressed and actively challenged    | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ There is an up-to-date anti-bullying policy, that outlines preventative approaches and how bullying is addressed.</li> <li>○ There are effective reporting systems and monitoring processes for all forms of bullying, discriminatory behaviour and language.</li> <li>○ Staff consistently challenge discriminatory behaviour and language.</li> </ul>  | <ul style="list-style-type: none"> <li>• Anti-bullying policy</li> <li>• Reporting system</li> </ul>   |
| 5.3 There is embedded pastoral support that all children can access and specialist support onsite        | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ The school works alongside support services provided by the local authority and partner agencies that provide support for Health &amp; Wellbeing.</li> <li>○ Members of staff are trained in specialisms, for example, Emotional Literacy Support Assistant, Mental Health First Aid, Making Every Contact Count Healthy Conversations training.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Children know who they can go to for help within school and are able to access support easily, eg. counsellor, ELSA, school nurse, Trained Peer Mentors are available to all children before/after school as well as at lunchtimes.</li> </ul> | <ul style="list-style-type: none"> <li>• Details of specialist support onsite</li> <li>• List of staff with specialist roles</li> </ul>  |
| 5.4 There are strong links and relevant information sharing between pastoral and safeguarding colleagues | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Clear protocols are in place for sharing information between pastoral and safeguarding colleagues.</li> <li>○ The school provides clear guidance on confidentiality, and this is shared with parents, visitors, children, and staff.</li> </ul>  | <ul style="list-style-type: none"> <li>• Policy outlining referral pathways and confidentiality/safeguarding</li> </ul>  |
| 5.5 Provision for support meets the needs of all children  | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Children with identified needs are provided with effective small group or 1-1 interventions as appropriate.</li> <li>○ Take up of generic support opportunities is monitored to identify trends and gaps such as gender, looked after, additional learning needs, etc.</li> <li>○ Quality and effectiveness of provision is routinely monitored and evaluated.</li> </ul>  | <ul style="list-style-type: none"> <li>• Monitoring report on health and wellbeing provision</li> <li>• Monitoring report on take up of opportunities across groups</li> </ul> |



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|                                      |   |  | <ul style="list-style-type: none"> <li>• Evidence of differentiated interventions for children with additional needs</li> <li>• Evaluation data</li> </ul>  |
| 6. Learning from Networks & Training | 6.1 Attendance at relevant local networks and sharing of good practice with other colleagues and schools                                  | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>○ A designated member of staff attends local partnership networks and is given time to feedback and discuss applicable learning with all relevant staff e.g. Achieve Well Network, PSHE Network, Equality network.</li> <li>○ The school shares its good practice around health and wellbeing with other colleagues and schools in their Trust and/or beyond.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of attendance at relevant networks, eg. booking confirmation, minutes, slides</li> <li>• Evidence of sharing practice with others, eg. training slides</li> </ul> |
|                                      | 6.2 The school makes use of links with professional bodies and agencies   | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>○ The school is a member of relevant professional bodies and organisations, such as the PSHE Association, Anna Freud Schools in Mind Network, Sex Education Forum, Food for Life and the Association for Physical Education.</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence of membership of professional bodies</li> <li>• Evidence of how national good practice influences school provision</li> </ul>                                     |
|                                      | 6.3 A regular assessment is carried out to identify the training needs of staff around health and wellbeing                               | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>○ Staff are regularly consulted <del>annually</del> regarding their training needs around health and wellbeing as well as this being addressed within their 1-2-1s with their line manager.</li> </ul>   | <ul style="list-style-type: none"> <li>• Results of training needs assessment</li> </ul>  |
|                                      | 6.4 All staff receive relevant training based on their identified needs to support the wellbeing of children                              | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>○ Staff are able to access relevant training to meet their needs both in school and outside.</li> <li>○ The impact of training is monitored and evaluated.</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence showing the impact of training, eg. Feedback from staff</li> <li>• List of health and wellbeing training attended by staff</li> </ul>                             |
|                                      | 6.5 Health and wellbeing training and discussion, informed by data and insight, is part of staff meetings and/or inset on a regular basis | <b>Required good practice:</b> <ul style="list-style-type: none"> <li>○ Ample time is allocated to Health and wellbeing discussion/items at staff meetings on a regular basis.</li> <li>○ Data and insight eg. Nottingham Health and Wellbeing survey, National Child Measurement Programme data, is shared with staff to inform planning and practice.</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of health and wellbeing discussions at staff Inset/meetings, eg. agendas, slides</li> </ul>   |

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| 7. Involving parents and carers in the school's provision of health and wellbeing | 7.1 Opportunities are provided for parents and carers to learn more about health and wellbeing, particularly those with greater barriers to involvement | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ Parents and carers are provided with guidance on healthier lunchboxes.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Parents and carers evenings, and Health Fairs, literature, website and social media are used to ensure Parents/carers are well informed about health &amp; wellbeing Eg. good nutrition and physical activity for their children and themselves, workshops.</li> <li>○ Parents and carers are offered information through planned events, workshops, the provision of literature or being invited into the school to view resources and discuss the RSE/PSHE programme.</li> <li>○ Alternative formats are provided for parents whose first language may not be English.</li> </ul> | <ul style="list-style-type: none"> <li>• Photographs showing input around health and wellbeing at parent events</li> <li>• Guidance on healthy lunchboxes</li> <li>• Slides from parent workshops</li> </ul>   |
|   | 7.2 Parents and carers are signposted to sources of support around health and wellbeing   | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Parents and carers are signposted to local support services through the school website, social media, notice boards, leaflets and newsletters E.g. Foodbanks, Thriving Nottingham.</li> <li>○ Awareness is raised of free school meals and Healthy Start provision for those that are eligible.</li> </ul>  | <ul style="list-style-type: none"> <li>• Newsletter and/or website screen shot showing health and wellbeing information</li> <li>• Photographs of noticeboards</li> <li>• Evidence of how parents are informed about Free School Meal provision</li> </ul> |
|   | 7.3 Parents and carers are engaged in children's learning around health and wellbeing   | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ Pupil progress in relation to RSHE/PSHE and Personal Development is recorded and reported to parents/carers.</li> <li>○ Parents and carers are encouraged to be involved with and contribute to clubs and activities related to health &amp; wellbeing where appropriate.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Parents and carers are engaged with learning around health and wellbeing issues through home-school tasks and parent assemblies.</li> </ul>  | <ul style="list-style-type: none"> <li>• Reports on RSHE/PSHE</li> <li>• Examples of home/school learning tasks</li> <li>• Evidence of parent involvement in health and wellbeing clubs or activities</li> </ul>   |
|   | 7.4 The voice of parents and carers is reflected in school policy and provision around health and wellbeing   | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ Parents and carers are encouraged to put forward suggestions in relation to health &amp; wellbeing provision through the PTA and parent governors.</li> </ul>  | <ul style="list-style-type: none"> <li>• Results of parent consultation</li> <li>• Evidence of mechanisms for parent feedback on health and wellbeing provision</li> </ul>   |

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|  |  | <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Parents and carers are consulted on Health and Wellbeing related policies and their views and suggestions considered on a regular basis, eg. RSE policy.</li> </ul>   |   |
|  | 7.5 Opportunities are highlighted for parents and carers to improve their own health and wellbeing | <p><b>Example good practice:</b></p> <ul style="list-style-type: none"> <li>○ Parents and carers are informed of local opportunities through newsletters, links on the school website, community notice board, and at family assemblies and events.</li> <li>○ Parents sign up to the school playground and gates being smokefree.</li> </ul> <p><b>Required good practice:</b></p> <ul style="list-style-type: none"> <li>○ Parents and carers are supported to access information, advice and support to improve their own health and wellbeing, as needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of how parents/carers are encouraged to improve their own health and wellbeing and informed of local opportunities, eg. Website, newsletter, email</li> </ul> |