

Surrey Healthy Schools
Approach Annual Report:
Training & Support 2022 -
2023



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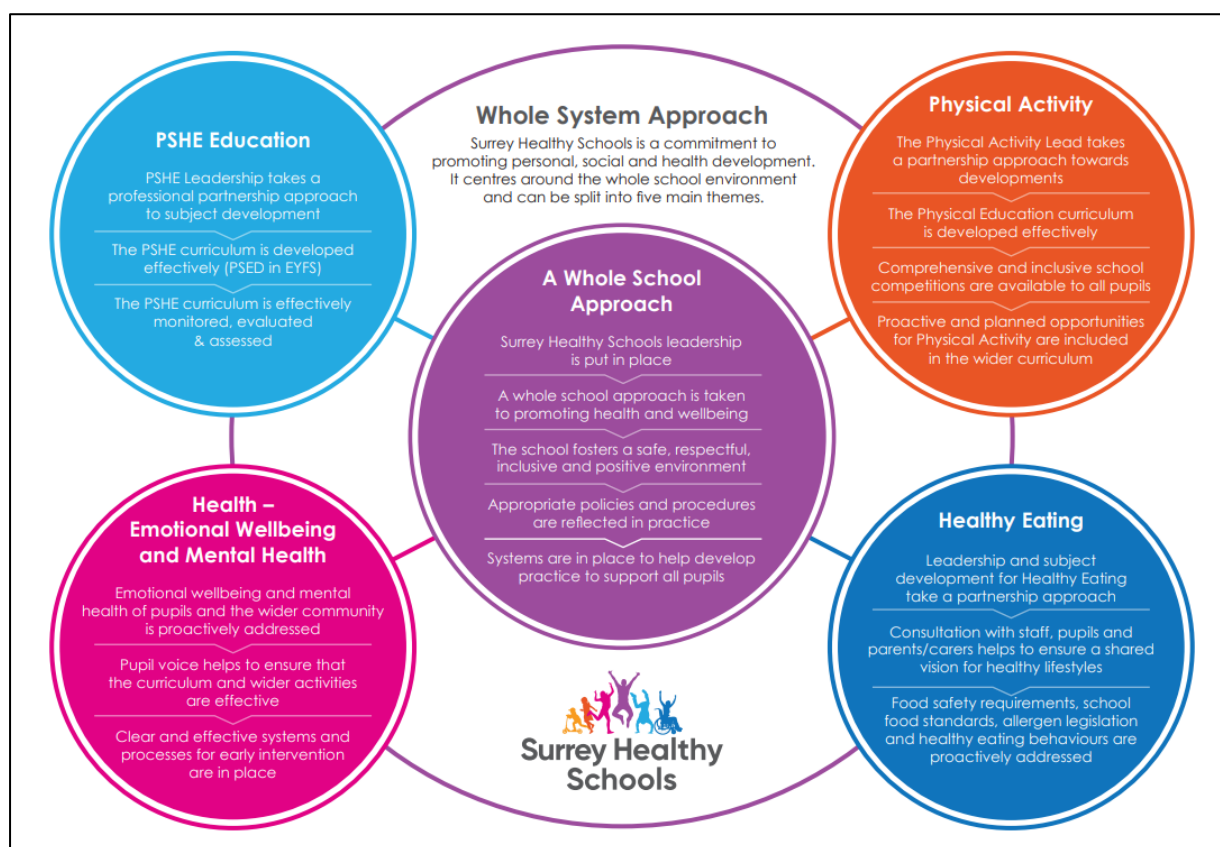
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[Surrey Healthy Schools](#) is a commitment to promoting personal, social and health development across the local authority, and supports the links between health, wellbeing, behaviour, inclusion and achievement. It is not aimed merely at pupils’ health or school curriculum development but centres around Surrey’s whole system, along with school environments and all aspects of school life.

Launched in October 2020, Surrey Healthy Schools is an evidence-based approach that utilises proportionate universalism. It builds upon strengths to reduce vulnerabilities, applying prevention, intervention and targeted support to reduce inequalities; promoting positive outcomes for children and young people.

All Surrey Schools, services and partners are part of a Surrey Healthy Schools whole system approach. Further to this more than 267 school-based staff have attended the Surrey Healthy Schools approach training, representing 197 schools. 227* schools are proactively engaging with the Surrey Healthy Schools Self-Evaluation Tool. Additionally, 91 staff from Surrey services and wider partners have attended the Surrey Healthy Schools Approach Training.



* Current figure for July 2023

Whole System Approach

Surrey Healthy Schools is a commitment to promoting personal, social and health development. It centres around the whole school environment and can be split into five main themes.

1. Whole School Approach

- Surrey Healthy Schools Leadership is put in place
- A whole school approach is taken to promoting health and wellbeing
- The school fosters a safe, respectful, inclusive and positive environment
- Appropriate policies and procedures are reflected in practice
- Systems are in place to help develop practice to support all pupils

2. PSHE Education

- PSHE Leadership takes a professional partnership approach to subject development
- The PSHE curriculum is developed effectively (PSED in EYFS)
- The PSHE curriculum is effectively monitored, evaluated & assessed

3. Healthy Eating

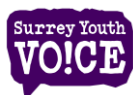
- Leadership and subject development for Healthy Eating takes a partnership approach
- Consultation with staff, pupils and parents/carers helps to ensure a shared vision for healthy lifestyles
- Food safety requirements, school food standards, allergen legislation and healthy eating behaviours are proactively addressed

4. Physical Activity

- The Physical Activity Lead takes a partnership approach towards developments
- The Physical Education curriculum is developed effectively
- Comprehensive and inclusive school competitions are available to all pupils
- Proactive and planned opportunities for Physical Activity are included in the wider curriculum

5. Health – Emotional Wellbeing and Mental Health

- Emotional wellbeing and mental health of pupils and the wider community is proactively addressed
- Pupil voice helps to ensure that the curriculum and wider activities are effective
- Clear and effective systems and processes for early intervention are in place



Surrey Healthy Schools Approach Training

Training takes a partnership approach and is virtual. It is led by the PSHE, Wellbeing & Surrey Healthy Schools Lead – Surrey County Council; developed and supported by:

- Specialist Teachers for Inclusive Practice – Surrey County Council
- School Nursing – Children and Family Health Surrey
- Primary Mental Health Workers – Mindworks Surrey
- the User Voice and Participation team – Surrey County Council
- Active Surrey – Surrey County Council.

Training is organised and managed by the Surrey Healthy Schools Project Officer – Surrey County Council.

Training attendance

Virtual live training takes place each term

Training engaged 75 attendees (+13*). 52 (+3) delegates were school staff, representing 44 (+1) schools; 15 delegates were members of their senior leadership team (34%). Further to this, 23 (+9) delegates were members of Surrey County Council, SABP, NHS services or wider partners.

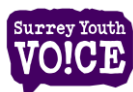
Attendees by category

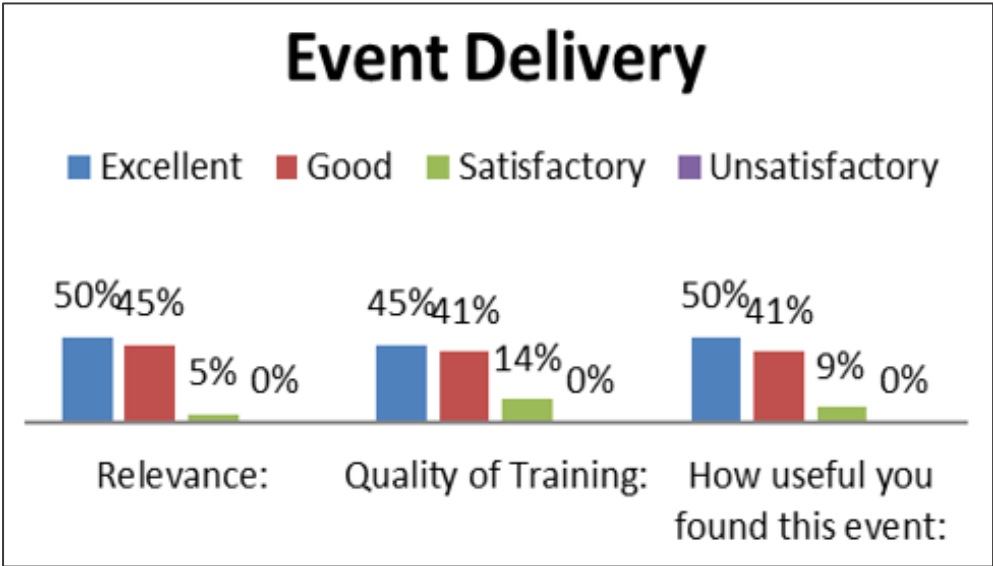
Primary	37 (-1)	Secondary	5 (+3)
Specialist	5 (+3)	Independent	5 (+4)
Members of Senior Leadership in School (already inc within Nos)	15 (+5)	Surrey County Council and wider partners (inc. SABP and NHS)	23 (+9)

Findings from evaluations

- 97% of evaluations rated the event delivery as good or excellent, 50% rating delivery excellent, 5% satisfactory
- 86% rated the quality of training as good or excellent, 45% rating delivery excellent, 14% as satisfactory
- 91% of evaluations rated the usefulness of the training as good or excellent, 50% as excellent, 9% as satisfactory
- 95% of evaluations reported that the training increased delegate professional knowledge

* Compared with 2021 - 2022





Findings from evaluations – qualitative

Training - delegates report that the training aids their understanding of the importance of a whole school/whole system approach and:

- provides a thorough appreciation of the Surrey Healthy Schools evidence-based approach to wellbeing, health, inclusion and achievement.
- assists school staff to recognize the importance of a whole school approach
- supports the identification of how current school actions proactively assist the development of a Surrey Healthy Schools approach
- helps staff to identify effective practice already taking place within their school
- proposes a range of effective ways to plan and implement the Surrey Healthy Schools approach
- is positive and helpful



“I have a much better understanding of what I need to do and what it entails.”

“We will work as a small team to set up a whole school approach to improve wellbeing health and improvement to focus [on our] targets”

“I now have a better understanding of how to implement Healthy Schools in my setting. Being able to effectively feedback and involve more of my staff.”

“We can now get our working party together to celebrate what we already do and put in place areas to improve our Healthy Schools Approach.”

“It will support my work as I am new to being the PSHE representative in my school. The course covers all the basics that I need to know in order to work well in my capacity.”

“We can start the process now and looking forward to it.”

Several delegates have attended the training on more than one occasion and some schools send additional staff members to subsequent training sessions – this is demonstrated in the following feedback:

“It [the Surrey Healthy Schools Approach] has supported us to engage with school community to raise the profile of our Healthy school endeavour.”

“It [the Surrey healthy Schools Approach] supported me as Healthy Schools Lead to oversee Whole School Development Plan and link with other subject leaders to form a working party to ensure that the online tool was updated regularly.”

[The training] Really helped us to develop a Surrey Healthy Schools approach at **** secondary school”

Actions - delegates report that as a direct result of the training actions will include:

- the development of cross stakeholder working parties/action groups to ensure that a range of perspectives inform monitoring and developments. Some schools identify that they already have appropriate groups in place within their current protocols, to inform Surrey Healthy Schools developments and actions
- increase communication with pupils, staff, senior leadership and parents/carers – across the school community
- engage with the Self-Evaluation Tool to identify strengths, areas for development and identify next steps – monitoring/reviewing current practice
- develop an action plan
- use the Surrey Healthy Schools webpages and resources for support and reference

“We are going to set up our working party, including having children and parents to talk to, to see how we can go forward with the Healthy Schools Approach.”

“Have termly meetings with relevant people to make sure we are all going in right direction and updates etc”

“My next action is to speak to SLT and create a working party.”



“Continue with the working party we have, involve our student council.”

“To monitor the amount of physical exercise the children are having daily with my PE lead. To use pupil voice to help assess how children view our school. Have pupils acting as Healthy Schools ambassadors.”

“Complete the Audit and tackle any areas where we are not strong. Ask parents for support. Ask staff for support.”

“Read and learn more and refer back to the course if needed. I also know where to look for support should I need some.”

Impact - delegates report that the training will positively impact upon:

- the development of increasingly informed, positive, strategic and focused practice, actions, and planning
- increased use of pupil voice within the decision-making process
- raised awareness and understanding of the impact of health on wellbeing and positive outcomes for pupils and families

“[We will] identify clear actions that we need to take to develop a Whole School Approach towards the promotion of positive health and wellbeing.”

“Student voice will work alongside the SDP.”

“Focused targets and subsequent positive output”

“... demonstrate that my school is an effective and thriving Healthy School.”

“Recruit a passionate group of varied members of staff across the school to run this with me.”

“We are going to implement more of this in our school development plan.”

“Healthier students, healthier work environment.”

“Bringing the school community together to forge a collaborative approach to our planning.”

“The impact should be that I will be able to try new ideas in school in relation to the wellbeing of children and staff. I will have more knowledge and support to work with.”



Overall comments about the training

Was a good overview of the approach and easy to understand steps. It was reassuring that we can take it in our own time, in line with the school.

Really useful to focus on areas that we need to develop. Great to talk with other schools.

I really enjoyed listening to all the speakers and hearing different people's perspectives from different roles.

This was an excellent course. Very clear, enthusiastic and passionate speakers have inspired us to go forward with confidence to achieve the aim of developing a Surrey Healthy School approach.

Surrey Healthy Schools cluster support meetings

School based Healthy Schools Leaders who had attended the Surrey Healthy Schools Approach Training reported that the development of their school-based approach would benefit from small group support, where they could ask questions and share good practice relating to all of the Surrey Healthy Schools themes with strategic leaders, practitioners and school-based peers. Funded by Public Health and led by the Surrey Healthy Schools Lead Specialist Teacher – Anne Henderson, these termly meetings launched in the Spring term of 2022.

During the year 2022 – 2023 these meetings supported 43 teachers and senior leaders from Surrey primary, secondary, independent and special schools.

The key themes of discussions included:

- **maintaining momentum** – keeping the impact of new initiatives and Surrey Healthy Schools alive - embedding.
- **shared understanding** – ensuring all staff are aware of the Surrey Healthy Schools approach through staff meetings and sending new and experienced staff on the training.
- **senior leadership & working parties**– looking at different ways schools have involved their Governors and how School Governors can offer support.
- **pupil voice** – continues to be a key area of discussion and its significant impact upon pupil confidence and wellbeing
- **the Self-Evaluation Tool** – there have been opportunities to schools to hear from each other about the value of the tool as a working document to support monitoring and to provide a structure to ensure next steps are identified and prioritised.
- **keeping up to date** – Feedback has shown that schools value [PSHE, Inclusion and Wellbeing News](#) as it is updated regularly and contains a great deal of local and national support and guidance.

“The meeting was useful to network and to find out about best practice in other settings”.

(Surrey Healthy Schools Leader)

“As a result of these meetings I know that I will be able to feedback relevant information to our working group and update our self-evaluation.

I will also be able to direct people to further training and support.”

(Surrey Healthy Schools Leader)

Surrey Healthy Schools Self-Evaluation Tool

The [Surrey Healthy Schools Self-Evaluation Tool](#) provides a comprehensive framework for schools to co-ordinate, develop and improve their provision to support personal development, behaviour, teaching and learning, and leadership and management in line with OfSTED's Inspection Framework, the i-Thrive Framework and the Surrey 2030 Vision and Health and Wellbeing Strategy.

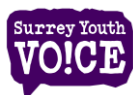
227* schools are engaging with the Surrey Healthy Schools Self-Evaluation Tool, an increase of 31 since this time last year.

Schools engaging with the Surrey Healthy Schools Self-Evaluation Tool

Phase/Type of School	Number
Primary	153 (+17)
Secondary	22 (+5)
Special	19 (+5)
PRU/Short Stay School	1
Independent	32 (+4)
Total	227 (+31)

The Self-Evaluation Tool has been updated by Surrey services, partners and the third sector during the summer term to ensure that the resource is current for September 2023.

* July 2022



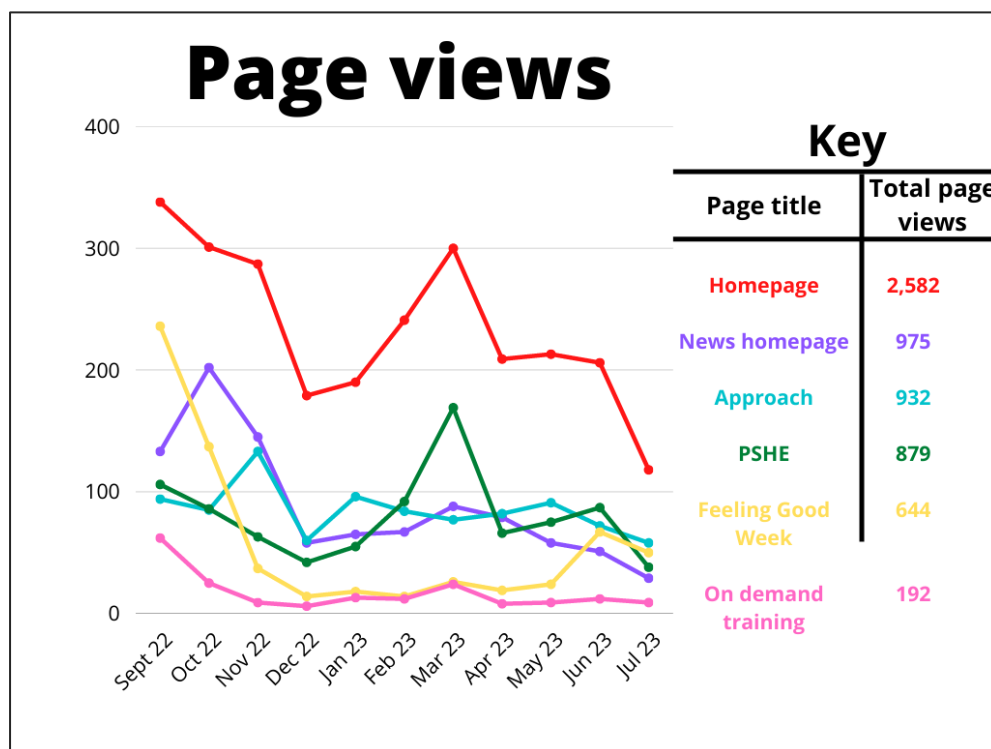
Surrey Healthy Schools webpages

[Surrey Healthy Schools](#) webpages host key school and curriculum focused wellbeing and Personal, Social, Health & Economic (PSHE) Education information in order to provide a central repository for schools and wider services. Currently the Surrey Healthy Schools webpage sections include:

- [Taking a Surrey Healthy Schools Approach](#)
- [Personal, Social, Health, Economics \(PSHE\) Education](#)
- [PSHE and Wellbeing News](#)
- [Services for Surrey Schools](#)
- [Celebrating Surrey Healthy Schools](#)
- [Feeling Good Week](#)

Newly developed in 2022 was the [On-Demand Training and Information](#) section which presently hosts a 10 minute CPD training video addressing PSHE Ground Rules & Learning Agreements along with the video supporting proactive planning for bereavement, developed to support the Child Death Review Partnership.

The diagram below shows visits* to the Surrey Healthy Schools homepage and sub-sections for the school year 2022 – 2023 September – July.



* In 2022 a GDPR cookie consent banner was added to the website. If a visitor selects this, their visits will not be recorded reports. Actual visits are expected to be higher than reported.

Developing a Surrey Healthy Schools Approach to wellbeing, health, inclusion & achievement

Developing a Surrey Healthy Schools approach is a long term and strategic process. The time taken for a school to develop this approach will depend upon many variables including current provision, need, capacity and support provided by wider Surrey County Council services, partners and the third sector.

During the academic year 2020 – 2021 the following five schools [celebrated](#) developing a Surrey Healthy Schools approach to wellbeing, health, inclusion and achievement:

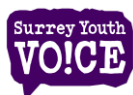
- Ash Grange Primary School
- Highfield South Farnham School
- Shawfield Primary School
- Manor Mead School
- New Haw Community Junior School

Academic year 2021 – 2022, a further 16 schools [celebrated](#) developing a Surrey Healthy Schools approach to wellbeing, health, inclusion and achievement. The schools are:

- Godstone Primary and Nursery School
- Hawkedale Primary School
- Lingfield Prep School
- Long Ditton Infant and Nursery School
- Manby Lodge Infant School
- Ongar Place Primary School
- Onslow Infant School
- Puttenham CofE Infant School
- Shottermill Infant School
- St Dunstan's Catholic Primary School
- St Francis Catholic Primary School
- St Peter's Catholic School Leatherhead
- St Peter's CofE Primary School, Farnham
- Sunbury Manor School
- The Ridgeway School
- Woodfield School

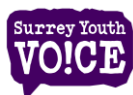
During the academic year 2022 – 2023, a further 19 schools [celebrated](#) developing, or maintaining, a Surrey Healthy Schools approach to wellbeing, health, inclusion and achievement. The schools are:

- Ash Grange Nursery & Primary School (maintained the development of a Surrey Healthy Schools approach)
- Buckland Primary School
- de Stafford School
- Hillcroft Primary
- Laleham CofE Primary
- Lingfield College
- Park Mead Primary School



- Reigate Priory School
- Shottermill Junior School
- South Camberley Primary and Nursery School
- South Farnham School
- St Ann's Heath Junior School
- St Clements Catholic Primary School
- St Mark and All Saints CofE Primary School
- Tadworth Primary School
- Tatsfield Primary School
- The Raleigh School
- The Vale Primary School
- Yattendon School

The majority of schools developing a Surrey Healthy Schools approach undertake a quality assurance and insights conversation, led by the Surrey Healthy Schools Specialist Teacher for Inclusive Practice. Findings from 2021 – 2022 can be accessed on the following webpage: [Taking a Surrey Healthy Schools Approach](#). A report covering the school year 2022 – 2023 will be collated when Insight Conversations have been completed for the year and will be available in the Spring term.

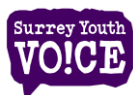
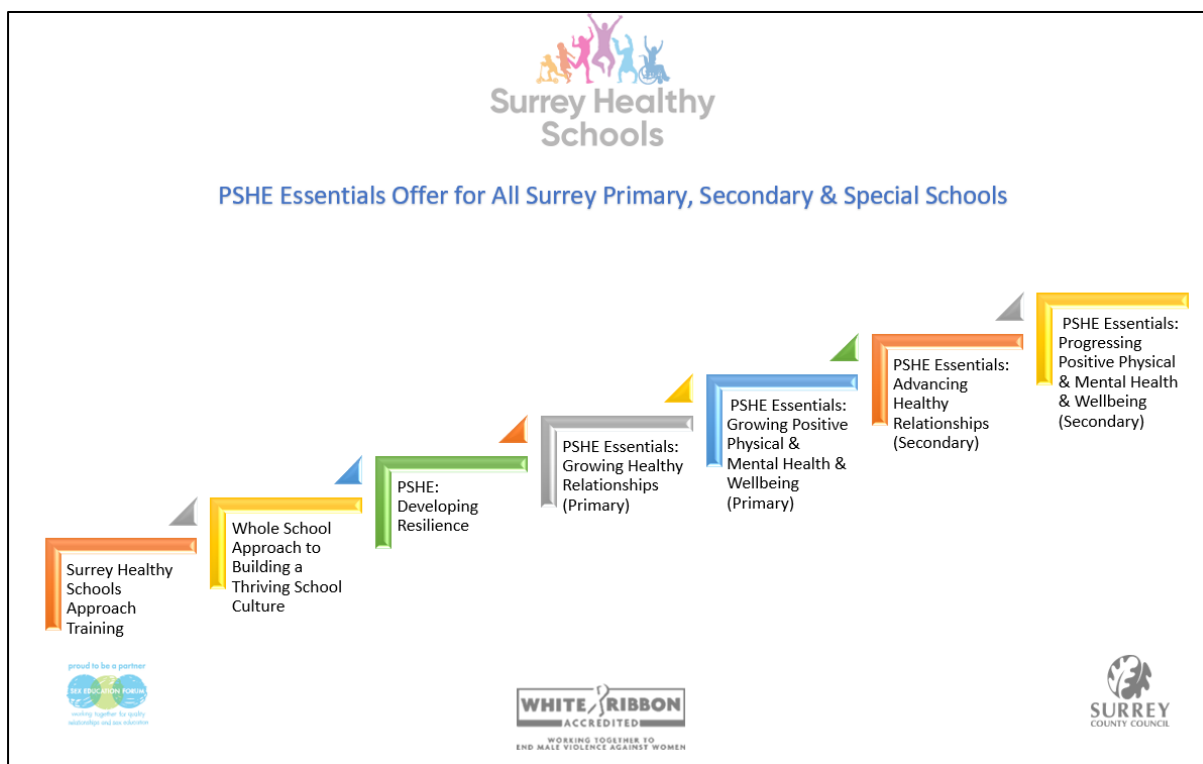


Developments for 2023 – 2024

Since its inception in October 2020, Surrey Healthy Schools has been helping to embed a developmental approach to wellbeing, health, inclusion and achievement across Surrey. Surrey Healthy Schools Approach Training, developed in partnership with Surrey County Council, Active Surrey, Education, Public Health, Specialist Teachers for Inclusive Practice, the User Voice & Participation Team, School Nursing, and Mindworks Surrey is the cornerstone of the approach. Training is aimed at teachers and school-based staff, however wider services and partners are encouraged to attend to assist them in enhanced joined-up working.

In 2021 both the Whole School Approach to Developing a Thriving School Culture Training (for schools and for services and partners) and the PSHE: Developing Resilience Training for teachers and school-based staff, were developed to further the initial Surrey Healthy Schools Approach Training and start to build greater appreciation of the need for a progressive approach between universal provision, targeted interventions, and support provided by services and partners.

2022 brought additional training for school-based staff which will further assist a more in-depth understanding of the links between health, wellbeing and positive outcomes for children, young people, their families and the wider community. Training focusing upon PSHE, will assist schools in meeting their statutory duty to provide effective Relationships Education, Relationships and Sex Education, and Health Education. The below infographic demonstrates Surrey’s evolving step-by-step training offer, available to all Surrey primary, secondary and special schools.



PSHE Essentials Offer for All Surrey Primary, Secondary & Special Schools

- Surrey Healthy Schools Approach Training
- Whole School Approach to Building a Thriving School Culture
- PSHE: Developing Resilience
- PSHE Essentials: Growing Healthy Relationships (Primary)
- PSHE Essentials: Growing Positive Physical & Mental Health & Wellbeing (Primary)
- PSHE Essentials: Advancing Healthy Relationships (Secondary)
- PSHE Essentials: Progressing Positive Physical & Mental Health & Wellbeing (Secondary)

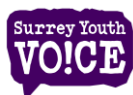
2022 – 2023 maintained the progressive offer and enjoyed greater join up between services and CNWL (Surrey’s Sexual Health Provider). In partnership with Public Health and the PSHE, Wellbeing & Surrey Healthy Schools Lead, training was developed for secondary school based staff. Training focuses upon the importance of addressing sexual health, highlighting the specific role of sexual health services, whilst linking to the PSHE curriculum.

The Papyrus Preventing Suicide Training further complements the offer and assists in highlighting the Suicide Prevention Toolkit that Papyrus has been co-producing this year.

2023 also saw the launch of the [PSHE Leaders and Champions 3-day training](#). Part of a piece of work supported by Surrey’s Office of the Police and Crime Commissioner and funded by the Home Office this seeks to train school-based staff and members of a selection of Surrey services in order to build PSHE leaders and champions across the Surrey system. Funding for this is provided between 2023 – 2025. Cohort 1 has successfully completed and Cohort 2 is currently being recruited and will begin November 2023.

Surrey County Council's Community Safety Team worked with Surrey Police, Surrey Fire and Rescue Service and the PSHE, Wellbeing & Surrey Healthy Schools Lead to produce community safety messaging for Year 6 pupils. With support from Surrey’s Office of the Police and Crime Commissioner, digital teaching resources for primary school teachers to use in their classrooms have been provided. The materials follow trauma-informed practice principles, complementing the Surrey Healthy Schools approach, and explore important topics such as physical health and mental wellbeing, conflict resolution, making empowering decisions and the importance of empathy – all of which work to reduce harm and anti-social behaviours including knife crime, violence, harassment and abusive and exploitative behaviours.

Further to many successes there have been challenges this year. Unexpectedly, the provider for the Surrey Healthy Schools Self-Evaluation Tool ceased the platform on which it was developed. In order to ensure continuity and consistency across the system, and most importantly for schools; strong partnership working has taken place between the Surrey Healthy Schools Lead, Public Health, the AD for Inclusion & Additional Needs SW, Senior Project Manager for SEND and Education Safeguarding. An alternative provider was sourced and the Self-Evaluation Tool was re-built and went live to schools in June. Due to effective working, support and clear communication disruption was minimalised.



Appendix 1

PSHE Essentials live online training courses have been developed to provide all Surrey primary, secondary and specialist schools with access to evidence based effective training in PSHE. It is nationally recognised that there is a lack of effective training readily available for teachers of PSHE and that PSHE is more effective when taught by willing and competent teachers.

37 delegates attended this academic year's PSHE Essentials training

PSHE Essentials courses:

- Growing Healthy Relationships, Primary relationships education
- Growing Positive Physical & Mental Health & Wellbeing, Primary health education
- Progressing Positive Physical & Mental Health & Wellbeing, Secondary health education
- Advancing Healthy Relationships, Secondary relationships & sex education

Feedback from training courses

The table below shows the percentage of ratings to relevance of content, quality of training and how useful delegates found the event, as well as whether the course increased delegates' professional knowledge.

Course title	Relevance of content	Quality of training	How useful you found this event	...increased your professional knowledge? Y/N
Growing Positive Physical and Mental Health (Primary)	Excellent or good: 100%	Excellent or good: 100%	Excellent or good: 100%	Yes: 100%
Growing Healthy Relationships (Primary)	Excellent or good: 100%	Excellent or good: 100%	Excellent or good: 100%	Yes: 100%
Progressing Positive Physical MH Wellbeing (Secondary)	Good: 100%	Good: 100%	Good: 100%	Yes: 100%
Advancing Healthy Relationships (Secondary)	Good or satisfactory: 100%	Good or satisfactory: 100%	Good or satisfactory: 100%	Yes: 100%

Delegate feedback:

“We are now going to develop and restructure our PSHEE across the school. This will include more open-ended planning, cross-curricular opportunities and visitors.”

Impact

“Pupils will take more from lessons and the content will have a longer impact.”

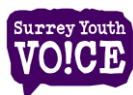
“The ability to ask specific questions about my school was really impactful.”

“This offered many ideas and reassured me that the school is going in the right direction.”

Findings and impact:

Training improved...

- Teacher confidence in the understanding and delivery of statutory elements of PSHE.
- Links with effective safeguarding practice.
- Effective PSHE practice that leads to positive outcomes for pupils.
- PSHE subject leadership confidence and capacity.
- Recognition of the links between excellence in PSHE and mental health/wellbeing and life outcomes.
- Dissemination of training content to staff teams.
- Recognition of the importance of role-modelling in PSHE (and education in general).
- Understanding of children's development and the need for effective differentiation in PSHE.



Appendix 2

PSHE: Developing Resilience Training

Findings & Feedback

PSHE: Developing Resilience Training, delivered by the Specialist Teachers for Inclusive Practice focuses upon the basics of effective PSHE pedagogy to support a spiralling curriculum. It demonstrates how PSHE helps to develop a Surrey Healthy Schools approach, highlighting some of the ways schools assist in building pupils' resilience and self-efficacy, assisting them to cope with loss and change more effectively.

Training was attended by 18 school-based staff from all phases.

When asked about the main 3 challenges around social, emotional & mental health (SEMH) and positive wellbeing the below themes were highlighted by attendees.



Feedback

Quantitative:

- 100% of delegates reported that the quality of the training was either good or excellent
- 92% of delegates reported that the training influenced their thinking and strengthened their confidence in the subject area

Qualitative:

What actions will you take as a result of attending this training?

Passing the information on to colleagues regarding what makes a good PSHE lesson.

Growth mindset posters on early morning work slides.

Introduce ROCK rules and positive quote for the day.

Consider how resilience is taught through the wider curriculum.

Sharing practice and information with other staff members.

The practical strategies on how to build resilience.

I will share the information with all staff.

Talk to the PSHE lead and the wellbeing team about resilience.

Always bear in mind the tips and precautions to take when we experience behaviour problems with individuals at school. Start with a calm and a positive approach considering the possible reasons for the individuals behaviour. Keeping a focus on language used to respond to the individual etc.

I will build my own resilience as well as helping children to build their resilience.

Share some of the key messages with all staff and point out that we already do so much.

Make sure that we have membership of PSHE association.

What impact do you expect to happen as a result of these actions?

Increase children's self-esteem and begin to develop their resilience towards their learning.

By implementing ground rules the students will share & learn more.

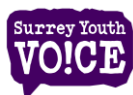
Wider range of ways to think of resilience as an ethos in the school.

Better understanding of how to identify the quieter pupils who may be struggling.

Integrated tasks within PSHE curriculum.

It will strengthen the curriculum we already provide.

Lots of children need to become more resilient and we need to help them.



I think the precautions we take as the training has offered will be an effective tool to deal with the situation and prevent as far as possible an escalation to the same.

It will allow me to work and children to learn to the best of our ability.

Continue to develop school wide practices to develop resilience.

What are your overall comments about this course?

Really positive - thank you to the two ladies who were leading it!

Resilience is something that comes with time and only once basic needs are being met.

Clearly very knowledgeable and well planned.

Very knowledgeable facilitators who were friendly, supportive and approachable.

Well presented, informative and interesting.

I would have liked more tips on how to develop resilience in children.

I think very helpful and the tools offered through the training definitely seem effective and positive tools to deal with the issues and develop the characteristic of resilience in children as well.

Very informative well-structured course.

This course really resonated with me and reinforced the 'why' for many things that we do. It was good to see that as a school we already have many of these things in place. Some good ideas for things to implement.





Surrey Healthy Schools

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