

Surrey Healthy Schools Guidance

Promoting Physical, Emotional
and Mental Health & Wellbeing





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Foreword

Every School a Healthy School

We know that good mental and physical health are vital to the progress, wellbeing and happiness of pupils in our schools. Evidence tells us that where services work together and schools are better supported it makes a difference to the wellbeing and achievement of our students, and improves their ability to learn and thrive.

Surrey County Council has been working hard with all our partners including voluntary groups, parents, young people and schools in order to develop a new and increasingly 'joined up' approach - Surrey Healthy Schools. This partnership approach will help to ensure that children and young people are healthy, happy and safe.

By providing opportunities to enhance emotional, mental and physical health we will improve pupils' long term health, reduce inequalities, increase social inclusion and raise achievement for them, their families and the community as a whole.

Surrey Healthy Schools helps to guide schools in developing their curriculum provision, highlights what good practice looks like and provides support for pupils, staff and families. It links to current research and information and is a clear guide to appropriate services and assistance available across the county.

Surrey County Council recognises the importance of universal prevention, based upon different levels of appropriate help through our graduated response model, and this in turn strengthens the overall Surrey Health and Wellbeing Strategy.



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Introduction

Surrey Healthy Schools presents an opportunity for schools to actively promote physical, emotional and mental health and wellbeing. It is a commitment to encouraging personal, social and health development and supports the links between health, behaviour and achievement. It is not aimed merely at pupils' health or school curriculum development but centres around the whole school environment and all aspects of school life.

Surrey Healthy Schools takes an evidence based approach towards guiding the implementation and development of effective practice. 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 Surrey 2030 Vision and the Health and Wellbeing Strategy.

Jointly funded by Education and Public Health within Surrey County Council, the Surrey Healthy Schools approach can significantly impact upon reducing inequalities and ensure increasingly positive outcomes for children, young people and the wider school community.

Taking a Surrey Healthy Schools approach will support schools to:

- demonstrate that they prioritise positive outcomes including: health, wellbeing, personal development, participation, consultation, inclusion, equality and achievement
- raise standards
- lead by example
- reflect upon their practice supporting positive outcomes for children, young people, staff and the wider community
- access relevant national and local data
- ensure that practice supports the needs of pupils and the community
- develop an effective PSHE curriculum which addresses statutory Health Education and Relationships & Sex Education
- identify practice that is effective and consider the impact of this
- identify practice that requires development and identify key actions to make progressive improvements
- develop an increasingly strategic and 'whole school' approach to pupil, staff and community health and wellbeing
- access local and national training
- identify and access support and protocols in order to strengthen practice
- develop capacity to manage change
- ensure that their School Improvement Plan is robust
- provide OfSTED, governors, the Local Authority and other key stakeholders with a robust evaluation of practice and priority developmental actions
- prepare for inspection

Surrey County Council Vision



Surrey County Council is working to provide an effective, cohesive and evidence based approach to support and promote positive outcomes for children and young people. Surrey Healthy Schools is a key driver in ensuring that a joined-up and strategic whole systems approach¹ is taken towards meeting key priorities across the Local Authority through strategies and actions that relate to children and young people.

It is our vision that all Surrey schools take a proactive Surrey Healthy Schools approach towards developing effective universal and targeted preventative practice which promotes and supports the physical, emotional and mental health and wellbeing of their communities; enabling every school to be a Healthy School.

Supporting National & Local Priorities

A proportionate and universal² approach to promoting health and wellbeing is firmly recognised as a priority

in achieving positive outcomes for children and young people, helping to reduce social disadvantage and inequality whilst achieving better academic achievement³. Surrey Healthy Schools is underpinned by research in health and education and capitalises upon key factors contained within national and local guidance, research and strategies (see Appendix 1).

A Whole School Approach^{4,5}

Schools play a significant role in supporting and promoting the physical, emotional and mental health and wellbeing of children and young people. Helping to develop healthy behaviours, resilience, self-esteem; a sense of belonging and an appreciation of fairness and equality are fundamental factors which enable people and communities to thrive.

Both the Department for Education⁶ and the Department of Health⁷ have highlighted the need for a national commitment to encourage

schools to take a 'whole school approach'⁸ to the promotion of mental health and wellbeing. Public Health England⁹ has also asserted that a school culture that prioritises supportive relationships and inclusion positively impacts upon the health and wellbeing of pupils, and their readiness to learn. A school's formal and informal curriculum, along with appropriate and proportionate¹⁰ support assists greatly in achieving priority outcomes.

Effective approaches to the positive development of health and behaviour are supportive, strategic and consistent. They permeate the school culture through well-considered policies, procedures, partnerships, shared values, curriculum and wider enrichment opportunities. In order to achieve this the leadership team must have an established vision and ethos which models clear expectations of behaviour from the whole school community.

1. Leadership of Whole Systems, King's Fund

2. Fair Society, Healthy Lives, The Marmot Review

3. The Link Between Pupil Health and Wellbeing and Attainment, Public Health England

4. Mental Health and Behaviour in Schools Guidance, Department for Education

5. Education Inspection Framework, OfSTED

6. Promoting Young People's Health & Wellbeing, Public Health England, ref Department for Education

7. Future in Mind, Department of Health

8. Promoting Children & Young People's EWHB: A Whole School and College Approach, Public Health England

9. The Link Between Pupil Health & Wellbeing and Attainment, Public Health England

10. Fair Society, Healthy Lives, The Marmot Review

There are recognised links between a wide range of health related issues, behaviours, policies and protocols, thus it is important that elements within the Surrey Healthy Schools approach are viewed as being interdependent.

Prevention, Universal Provision¹¹ & Thriving¹²

Prevention is crucial to improving the health of the whole population. Prevention is about helping people to stay healthy, happy and independent for as long as possible.

Prevention and thriving, focus upon assisting people in recognising the importance of investing in health and wellbeing throughout life – feeling empowered to reduce the chances of problems arising in the first place, but if they do, being able to identify need, and manage difficulties appropriately and swiftly. It is also about addressing issues such as economic wellbeing and social integration, as living with money worries, or being isolated from a community impacts upon health and wellbeing.

In order for children and young people to be able to take a proactive, holistic, asset-based approach¹³ to health and thriving, they must be supported to develop their knowledge, skills, attitudes and confidence enabling them to make healthy, responsible and informed decisions.

To ensure that our communities are able to thrive, the whole health of the individual must be promoted¹⁴. This requires a focus upon ensuring that there is greater emphasis placed upon providing needs based effective universal provision; this applies across the Local Authority to services, schools, individuals and families. This approach should also be considered in line with the impact that the wider environment can have upon health, wellbeing and life chances.

A variety of factors can affect a person's health, choices and educational outcomes. Services, including schools, can help to create an environment which directly addresses the conditions that promote positive health choices, behaviours for learning, and a culture of equality, support and inclusion.

Schools can help to achieve this through ensuring there is:

- a shared vision based upon empowering values
- effective leadership and management
- an inclusive and broadly based formal and informal curriculum (underpinning the development of pupils' spiritual, moral, social and cultural development)
- a range of enrichment activities (including clubs and wider opportunities within the community)
- effective safeguarding practice
- considered, needs based differentiation
- appropriate and timely intervention
- effective use of services, policies, and staff training
- engagement with parents and carers
- an inclusive and restorative culture for behaviour

11. *Prevention is Better than Cure*, Department of Health and Social Care

12. *THRIVE Elaborated*, Anna Freud

13. *Advancing our Health: Prevention in the 2020s*, Department of Health and Social Care

14. *Prevention is Better than Cure*, Department of Health and Social Care

A Surrey Healthy Schools approach aims to support services, partners and schools by highlighting and joining up a wider range of elements which can positively impact outcomes for children and young people. This wider range of practice includes, but is not limited to:

- leadership
- school culture
- attendance
- policy
- inclusion & equalities
- training
- staff wellbeing
- parent/carer engagement
- pupil voice
- personal development
- behaviour
- support services
- emotional wellbeing and mental health
- Personal, Social, Health & Economic (PSHE) Education
- healthy eating
- physical activity
- loneliness
- healthy sleep
- screen time
- active travel
- active learning





A Surrey- Wide Picture

Surrey Health & Wellbeing Strategy Overview and Priorities¹⁵

Although on the whole Surrey is widely perceived as a 'healthy and wealthy' county, it is not without its share of challenges.

It is estimated that **10,600** 5 to 15 year-olds in Surrey have a mental health disorder. Similarly, there is considerable variation in deprivation, with over **23,000** children in Surrey living in poverty, which is linked to poor health and wellbeing outcomes for them and their parents.

Early years' indicators depict Surrey on the whole as performing well compared to the national average and to the region:



77.3% of children are achieving a good level of development at the end of reception (70.7% nationally)



6.5% of babies are born at a low birth weight in Surrey (7.3% nationally)



5.8% of women are smokers at the time of delivery in Surrey (10.7% nationally)



10% of children and young people in Surrey live in poverty (25% nationally)



17.3% of children in Reception are overweight (including obese) (22.6% nationally)



2.5 per 1,000 births - the infant mortality rate in Surrey (3.9 nationally)

However, in Surrey there are also pockets of inequality, which have a significant impact on those children's outcomes - both health related and more widely. The Income Deprivation Affecting Children Index indicates that whilst overall **10%** of Surrey's children are impacted by income deprivation, in the worst affected areas over **40%** are affected. Where poverty exists, it is also frequently accompanied by higher incidence of poorer average health, obesity, isolation and difficulty accessing local support services.

Areas of Inequality and Underperformance in Surrey:

22% of all adults and **13%** of all children in Surrey are obese, with the rate of adult obesity increasing at an average of **18%** per year since 2014 (obesity and excess weight rates are **13.5%** higher in deprived wards than the average Surrey ward).

The proportion of people in Surrey living in overcrowded homes is set to rise by **5%** over the next 10 years, specifically for the population living in more deprived wards.

Smoking rates in Surrey amongst routine manual workers are **15%** higher than average Surrey rates.

In relation to educational attainment, children who qualify for free school meals in Surrey have considerably worse performance than the average child receiving free school meals across England.

Surrey's employment rates for adults with learning disabilities has decreased by **35%** since 2011.

As a framework for understanding the current health and wellbeing needs of the population and for the strategic planning to address priorities Surrey has adopted the phrases:



Surrey's Identified Priority Areas

Priority	Helping people in Surrey to lead healthy lives	Supporting the mental health and emotional wellbeing of people in Surrey	Supporting people in Surrey to fulfil their potential
Focus for Surrey	<p>Working to reduce obesity and excess weight rates and physical inactivity</p> <p>Supporting prevention and treatment of substance misuse, including alcohol</p> <p>Ensuring that everyone lives in good and appropriate housing</p> <p>Promoting prevention to decrease incidence of serious conditions and diseases</p> <p>Preventing domestic abuse (DA) and supporting and empowering victims</p> <p>Improving environmental factors that impact people's health and wellbeing</p> <p>Helping people to live independently for as long as possible and to die well</p>	<p>Enabling children, young people, adults and elderly with mental health issues to access the right help and resources</p> <p>Supporting the emotional wellbeing of mothers throughout and after their pregnancy</p> <p>Preventing isolation and enabling support for those who do feel isolated</p>	<p>Supporting children to develop skills for life</p> <p>Supporting adults to succeed professionally and / or through volunteering</p>
Surrey aims & outcomes	<p>People are supported to live independently for as long as possible</p> <p>Prevention of disease through vaccination and early diagnosis</p> <p>Everyone lives in adequate housing</p> <p>Substance misuse (drugs/alcohol) is low</p> <p>People have a healthy weight and are active</p>	<p>People with depression and anxiety are identified early and supported</p> <p>No-one in Surrey feels isolated</p> <p>Mental health surrounding pregnancy is supported</p>	<p>No-one is left behind</p> <p>People feel fulfilled in life</p>

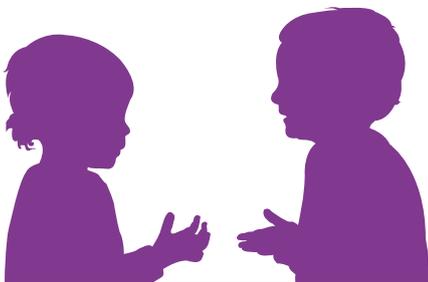
Health Related Behaviour Questionnaire (HRBQ) Data for Surrey

To gain insight into the health of children and young people in Surrey, Schools are able to take part in the Health Related Behaviour Questionnaire

which is carried out by the Schools and Student Health Education Unit (SHEU). This survey produces a detailed and anonymised profile of young people's lives at home, at school, and with their friends. This information is then used

by services across the Local Authority to inform health needs assessment and health care planning, and by schools and educational establishments to promote needs based practice, across the formal and informal curriculum.

A Snapshot of Key Findings 2019: Primary School Pupils



83%

of pupils responded that they feel happy talking to other pupils at school.

53% of pupils responded that teachers, the school nurse or visitors, or speakers in school lessons have talked with them about how their **body changes** as they grow up.

18% of pupils responded that they have **sent a chat message or posted a comment** which they later wished they had not written.

37% of pupils responded that they feel their views and opinions are **listened to by teachers** in school.



37%

of pupils responded that they spent time **playing sport or doing physical activities** after school on the day before the survey.



66%

of year six pupils in Surrey felt their school **took bullying seriously** compared to 78% of year six pupils from the national sample

To view the 2015, 2017 & 2019 HRBQ reports visit:
Surrey Health Related Behaviour Questionnaire
www.surreyi.gov.uk/dataset/23k5j/health-related-behaviour-questionnaire

A Snapshot of Key Findings 2019: Secondary School Pupils

31%

of pupils responded that they worry about their **mental health** 'quite a lot' or 'a lot'.



73%

of pupils responded that they **know an adult they trust** who they can talk to if they are worried about something, while 9% said they don't know anyone.



46% of pupils responded that they believe 'none or just a few' people their age **drank alcohol** in the week before the survey.

56%

of pupils responded that they **know how to get to see their School Nurse**.



28%

of pupils responded that they at least 'sometimes' **feel afraid** of going to school because of bullying.



The Surrey Healthy Schools Approach



Overview of the Surrey Healthy Schools Approach

The Surrey Healthy Schools approach applies evidence based practice promoting positive physical, emotional and mental health and wellbeing, and identifies 5 key themes:

1. **Whole School Approach** towards the Promotion of Positive Health and Wellbeing
2. **PSHE Curriculum** (incl. Health & Wellbeing, Relationships, Sex, Drug, Staying Safe & Financial Capability Education)
3. **Healthy Eating** (incl. Cooking and Healthy Eating in the Curriculum, Food Provision – school meals, packed lunches, pre and post school club food provision, and Cooking Clubs)
4. **Physical Activity** (incl. Physical Education and School Sport – PESSPA)
5. **Emotional Wellbeing & Mental Health**

The Surrey Healthy Schools approach aims to empower schools to identify strengths and areas for development; it provides opportunities for training and effective communication from across the Local Authority and wider. Further to this the Surrey Healthy Schools Self-Evaluation Tool has been developed to assist schools¹⁶ in implementing, identifying and developing effective practice. All Surrey schools can access the Self-Evaluation Tool.

Leadership of Surrey Healthy Schools

It is expected that each school has a Surrey Healthy Schools Leader – this may be an individual or a representative group consisting of senior leadership, and a selection of other roles including governance, SENDCo, PSHE Leader, Mental Health Leader, PE Lead or other appropriate person.

Ensuring a Whole School Approach: Healthy Schools Working Party

A whole school approach and culture is central to effective practice, therefore for a school to reflect upon procedures representatives from a range of groups are required.

Effective practice entails a team or Working Party that assists in making judgements and giving consideration to the effectiveness of current practice. A Healthy Schools Working Party is made up of representatives from, but not limited to:

- school staff from a selection of roles incl. senior leaders, teachers, teaching assistants, lunchtime supervisors, school cook/catering manager, office staff and caretaker
- pupils (ensuring a range of pupils are involved)
- parents/carers
- governors/trustees

Engaging Parents & Carers

A Surrey Healthy Schools approach is based upon effective partnership working, and central to this are parents and carers. Where parents and carers are engaged in the school and its culture, they are more likely to participate and play an active and informed role in supporting their child to achieve. A Healthy School promotes a sense of belonging and actively engages parents and carers as part of the whole school community and provides information, guidance and, where necessary, support in order to aid their child's health,

16. Schools refers to maintained, academy and independent schools that support infant, junior, and secondary aged pupils.

wellbeing, happiness and overall educational success.

Pupil Voice

Engaging pupils and gathering their perspectives not only provides an insight of what it is like to be a pupil at the school, it helps to ensure that developments and decisions are needs based and it also provides a sense of empowerment and inclusion. Effectively utilising pupil voice requires a commitment to listening to the views and experiences of ALL young people; it necessitates inclusive, purposeful and planned opportunities to be built in to the formal and informal school day; and it means placing value on how pupils think, feel and behave.

“Schools with a commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the school community, and improving attainment and attendance.”¹⁷

There is no one method of effectively engaging pupils, and different methods will suit different schools and communities. The following are some of the ways schools may develop pupil voice:

- establishing a well-considered and effective pupil council/ leadership team
- planned opportunities are built in to all areas of the curriculum and assembly schedule
- the use of suggestion boxes
- peer mentoring
- peer mediation

Working with Governors & Trustees

In order to achieve long-term and sustainable improvements developments must be needs led, strategically planned and effectively monitored. A governor’s/ trustee’s role is crucial to the success of an inclusive whole school approach to wellbeing and positive outcomes for children and young people.

Governors and trustees play a key role in making sure that school policies, procedures and decisions are made in the interest of pupils, their parents and carers, as well as staff.

They also monitor the progress made by school leaders in achieving the agreed vision for the school. Governors and trustees need to ensure that the overarching aims of Surrey Healthy Schools are embedded in the school’s plans. They also take a lead in setting the tone for good PSHE, Healthy Eating, Physical Activity and Emotional Wellbeing and Mental Health. It is likely that an identified governor/trustee is part of the Healthy Schools Working Party. This person may take a lead in helping to make links between issues relating to health, wellbeing and achievement, whilst, with the rest of the board or governing body, helping to provide clarity of vision and ethos, holding senior leaders to account for the performance of the school and its pupils, and ensuring compliance with a range of duties including safeguarding, wellbeing and equalities¹⁸.

17. Children’s Voice, *Mentally Healthy Schools* – Heads Together

18. *Governance Handbook and Competency Framework*, Department for Education & National College for Teaching and Leadership

Surrey Healthy Schools Self-Evaluation Tool



The Surrey Healthy Schools Self-Evaluation Tool has been developed by partners and schools¹⁹ across Surrey County Council. Based upon the 5 Surrey Healthy Schools themes, it is separated into standards through the use of reflective questions.

Training

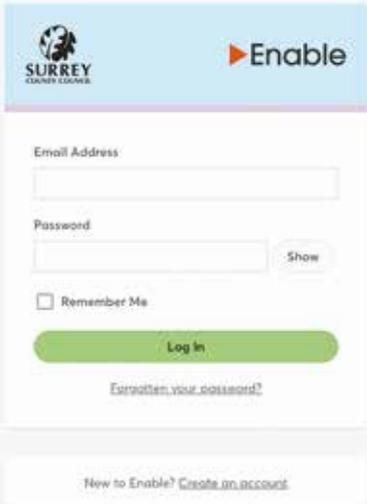
It is strongly advised that all schools engaging in Surrey Healthy Schools attend the Surrey Healthy Schools Training²⁰ visit: **servicesforschools.surreycc.gov.uk/Training**

It is expected that the Healthy Schools Leader will attend the training along with a further appropriate member of the Healthy Schools Working Party (this may be a senior leader, governor or pastoral leader).

Accessing the Surrey Healthy Schools Self-Evaluation Tool

All Surrey schools can access the Surrey Healthy Schools Self-Evaluation Tool by visiting **surreycountycouncil.vc-enable.co.uk**

Existing users of the ENABLE platform can log on using their email address and password; those new to ENABLE should click on 'Create an account'.



For any technical issues:

Please contact Virtual College on

01943 885085 ext. 612

or e-mail **customersupport@virtual-college.co.uk**

19. See Appendix 2 for a full list of schools that supported the development of the Surrey Healthy Schools Self-Evaluation Tool.

20. Training is free for Surrey maintained and academy schools.

Working Through and Completing the Surrey Healthy Schools Self-Evaluation Tool

The Healthy Schools Leader, if not a member of the Senior Leadership Team (SLT), should liaise with the SLT to plan how the Surrey Healthy Schools Self-Evaluation Tool is addressed; whether theme by theme, or starting with areas of strength, or areas which require the most development.

It is strongly advised that all schools start with Theme 1 'A Whole School Approach towards the Promotion of Positive Health and Wellbeing' to help ensure that strategic practice is in place to support effective Leadership and Management.

The Healthy Schools Working Party, together with the Healthy Schools Leader must reflect upon and self-evaluate their practice within each theme.

Consideration for each standard (question) should be given to:

- 'How has this decision been reached?'
- ⋮
- 'What evidence is there to support this decision?'
- ⋮
- 'What has been the impact of our actions so far?'
- ⋮
- 'Would further development make our practice more effective?'
- ⋮
- 'What actions do we need to undertake to strengthen our practice?'
- ⋮
- 'Would training or CPD be of benefit?'



Surrey Healthy Schools Standards – Evaluating Practice

In order to complete the Surrey Healthy Schools Self-Evaluation Tool a school must evaluate their provision against each of the Surrey Healthy Schools standards by reflecting upon the individual questions.

A school must consider whether a standard is:

Unmet = not in place and there is no current action plan to support its development

Partially met = in place but is not yet effective or sufficiently developed, or is not in place but is contained within the relevant action plan

Fully met = an area of strength and is embedded within the school culture and behaviours

Where a school evaluates a standard as **unmet** an action to assist the school to meet the standard is automatically generated by the self-evaluation tool; the school can choose to add further actions. Actions can be added for any standard whether it is **fully met**, **partially met** or **unmet**.

The Surrey Healthy Schools Self-Evaluation Tool has a range of functions. It is possible to upload documents to the audit and schools can choose to do this as part of their self-evaluation and evidence based practice. Many standards (questions) contain additional related links to national and local guidance documents, strategies, websites and services in order to aid a national and local joined-up approach.

It is essential that a school views this process as purposeful. Any information should be focused, robust, concise and of real use to the school for self-evaluation and improvement purposes.

Meeting the Requirements

It is expected that schools will require different amounts of time to work through the Surrey Healthy Schools Self-Evaluation Process. Many schools will require an academic year, or longer, to undertake the self-evaluation process and identify appropriate developments.

A school will be eligible for Surrey Healthy Schools status when it:

- has self-evaluated against each of the standards within each of the 5 themes in their entirety
- considers all practice to be partially met or fully met
- has included key notes, examples of evidence, appropriate actions and evidence of impact where appropriate

A school that has identified some practice as unmet will be able to receive Surrey Healthy Schools Status when identified development points have been put in place or are included within an appropriate school/subject action plan.

Watch the Webinar

Visit vimeo.com/395668693/494ecf8e4b to view a webinar on how to use the Surrey Healthy Schools Self-Evaluation Tool.

Becoming a Surrey Healthy School



Achieving Surrey Healthy Schools Status

- When your school has completed the Surrey Healthy Schools Self-Evaluation Tool and the above requirements are met, inform the Surrey Healthy Schools Administrator by emailing: **surreyhealthyschools@surreycc.gov.uk**
- The Surrey Healthy Schools Administrator will provide notification that your email has been received. Surrey Healthy Schools Status will be awarded at three points during the academic year (June, November and February).
- All schools achieving Surrey Healthy Schools Status will receive a congratulatory reply email, an e-certificate including the achievement date, and a logo for use on school stationery whilst the award is current. The school will also be included in the Surrey County Council bulletin and will be listed on the Healthy Surrey website, in the Surrey Healthy Schools section.
- Surrey Healthy Schools status lasts for 2 years, however the Surrey Healthy Schools Self-Evaluation Tool has been developed to be used as a 'live working document' and it is expected that the tool will be accessed and maintained throughout each school year.

Celebrating & Sharing Success

When your school successfully achieves Surrey Healthy Schools status let people know about your good news, your hard work and great practice. How you do this is up to you. However you may choose to:

- display your Surrey Healthy Schools certificate in a prominent place
- add the Surrey Healthy Schools logo to your stationery, website and prospectus
- have a Surrey Healthy Schools section on your website
- include your work and achievements in your school newsletters and other communications
- promote your success through your school social media accounts (tag @HealthySurrey)

- share your effective practice with other schools
- have a Surrey Healthy Schools display/notice board
- send a press release to your local media
- find other inventive ways to share great work to promote positive health, wellbeing and achievement!

Re-achieving Surrey Healthy Schools Status

After 2 years Surrey Healthy Schools status can be re-achieved by:

- ensuring that the self-evaluation tool is up-to-date
- ensuring that it meets the above requirements
- informing the Surrey Healthy Schools Administrator that the Surrey Healthy Schools process is complete: **surreyhealthyschools@surreycc.gov.uk**

The Surrey Healthy Schools Administrator will provide notification that your email has been received. Surrey Healthy Schools Status will be awarded at three points during the academic year (June, November and February).

Surrey Healthy Schools Quality Assurance

The Surrey Healthy Schools approach and process have been developed in a supportive manner, in partnership with a range of schools and other Surrey based services in order to provide effective provision to aid the development of research and evidence based effective practice in relation to physical, emotional and mental wellbeing and health. If you have any questions you can direct them to either:

Surrey Healthy Schools Administrator:
surreyhealthyschools@surreycc.gov.uk

OR

PSHE and Wellbeing Lead:
Sarah.Lyles@surreycc.gov.uk

In order to ensure that the Surrey Healthy Schools process is fit for purpose and that there is a consistency of provision and services across the Local Authority approximately 10% of schools gaining Surrey Healthy Schools status will be visited by a member of the Surrey Healthy Schools Team for monitoring purposes.

A monitoring visit will be supportive in nature and no longer than half a day in duration; the date, time and structure of the visit will be agreed with the school. After the monitoring visit a school will be provided with a brief note of visit, which will assist the self-evaluation process. The note of visit will be sent to the school no later than 2 weeks after the visit, unless in exceptional circumstances.

Database and GDPR

Information will be stored on a PSHE and Healthy Schools database. This information will be for the use of Surrey services and partners only. PSHE, Healthy Schools and related information deemed to be of benefit to Surrey schools will be emailed to members of staff on this database. If you do not wish to receive any contact from Surrey Healthy Schools you must email the Surrey Healthy Schools Administrator:
surreyhealthyschools@surreycc.gov.uk

The Process at a Glance

This diagram is to support your Surrey Healthy Schools process and some actions may be addressed out of order





Appendices

Appendix 1

Surrey Healthy Schools supports effective and informed practice and draws upon many strategies and guidance documents including the following:

National Strategies and Protocols

- Advancing our Health: Prevention in the 2020s, Government Green Paper, DHSC
- Careers Strategy, DfE
- Childhood Obesity, A Plan for Action, DHSC
- Child Oral Health: applying All Our Health, PHE
- Education Inspection Framework, OfSTED
- Equality Act 2010: Advice for Schools, DfE
- Fair Society, Healthy Lives, the Marmot Strategic Review of Health Inequalities in England post-2010
- Internet Safety Strategy, Government Green Paper, DDCMS
- Keeping Children Safe in Education, DfE
- Mental Health and Behaviour in Schools Guidance, DfE
- NHS Long Term Plan, NHS
- Prevent Duty Guidance, HO
- Prevention is Better than Cure, DHSC
- Promoting Children and Young People's Emotional Health & Wellbeing; a whole school and college approach, PHE
- Public Health Outcomes Framework, PHE
- RSE & Health Education Statutory Guidance, DfE
- School Food: Advice for Governors, DfE
- SEND Code of Practice 0 to 25, DfE
- Social & Emotional Wellbeing in Primary and Secondary Education, NICE
- Sporting Futures Strategy, DfDCMS
- Supporting the Attainment of Disadvantaged Pupils, DfE
- Transforming Children & Young People's Mental Health Provision: a green paper, DHSC & DfE
- The Link between Pupil Health & Wellbeing and Attainment; A briefing for head teachers, governors & staff in education settings, PHE

Surrey County Council strategies and protocols;

- Breastfeeding Strategy
- Community Vision for Surrey in 2030
- Community Safety Plan
- Substance Misuse Strategy
- Surrey Against Domestic Abuse Strategy
- Equality Fairness and Respect Strategy
- Health & Wellbeing Strategy
- Healthy Weight Strategy
- Inclusion & Anti-bullying Strategy
- Physical Activity Strategy
- Safeguarding Strategy
- SEND
- SEND Graduated Response
- Serious Youth Violence Public Health Approach
- Sexual and Reproductive Health
- Tobacco Control Strategy
- Transport Plan Strategies
- Surrey Suicide Prevention Strategy
- Young Carers Strategy

Appendix 2

We would like to thank everyone from across Surrey County Council and wider partners who are involved in the development of the Surrey Healthy Schools approach.

We would like to extend a special thank you to the following schools who helped to develop, inform and pilot the approach:

**Furzefield Primary
& Nursery School**

Linden Bridge School

Philip Southcote School

Riverbridge Primary School

**Spelthorne Schools
Together**

The Priory C of E School

Tillingbourne Junior School

**Warlingham School & Sixth
Form College**

**Wray Common Primary
School**





Surrey Healthy Schools

For more information on Surrey Healthy Schools

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Developed by Sarah Lyles
Published 2020/2021