



The Manchester Healthy Schools Gold Award

Achieving Gold: An Accreditation Audit

Date: 29th October 2018

School: Rack House Primary

Healthy Schools Representatives: Kimberley Evans (HS Team Lead), Denise Gaston (Operational Manager- School Health), Kelly O'Brien (Health Improvement Practitioner Specialist - Drugs and Alcohol)

Manchester Healthy Schools Gold Award

Criteria for achieving Gold

Manchester Healthy Schools recognises good practice and positive outcomes across our five key health areas: Drugs and Alcohol, RSE, Mental Health and Wellbeing, Emotional Health and Resilience and Healthy Lifestyles. By identifying areas for improvement, responding and sustaining support for children and young people across these areas, schools can create a holistic model of health education embedded across all key stages through a whole-school approach. In order to achieve the Gold Award, schools should:

1. Have achieved and show evidence that they can maintain the Healthy Schools Gold Standard
2. Record results and evidence through the health check and action plan (For gold accreditation schools must score 100% in their online health check)
3. Detail approach taken and provide evidence and information as part of the Gold Accreditation day
4. Explain how activity is being sustained and continue engagement with the Healthy Schools Programme through partnership work with other engaged schools

Process for achieving Gold

Schools must complete the health check for the relevant academic year. Submitting a self-validated health check with a score of 100% will trigger the gold school accreditation process. The Healthy Schools team lead will then organise a full day's accreditation visit to the school with the Healthy Schools co-ordinator/s and other members of the Healthy Schools team.

The school are invited to put together a bespoke timetable for the day of the visit which will allow us to experience as much of the school as possible. The guidance below details the essential elements of our visit as well as providing some ideas as to what else might be included.

Essential elements

Pre-visit- please send us or provide access to the following

- Overviews and schemes of work for your health education and/or PSHE curriculum.
- Policies across our five areas including RSE, Mental Health and Wellbeing, Equality and Diversity, E-Safety, Drugs and Alcohol and Food and Drink.
- Staff training timetable for health education.
- Timetable for our accreditation day to be sent to us a week in advance of our visit.

During the visit

- Time with the Healthy Schools co-ordinator/s and/or PSHE leads. At least one member of SLT should also be available for discussion.
- Observation and experience of a break and lunchtime.
- Meet with a range of staff and pupils including but not limited to those involved within your school council.
- A space/time for private reflection and discussion as an accreditation team.

Additional elements and suggestions

- Observation lessons (Health Education/PSHE/SMSC/British Values/Circle time)
- Opportunities to meet and speak to as many staff and pupils as possible
- Speaking with P.E. staff and lunchtime organisers/kitchen staff
- Meeting staff representatives i.e. wellbeing, mental health, social etc.
- Attending assembly or other activities taking place in school
- Observing or attending wellbeing activities in action
- Tour of the school including outdoor areas, allotments, design technology and theatre areas etc.

The Healthy Schools team are excited to visit your school and to immerse ourselves as visitors for the day. We really want our visit to be a positive experience and for it to give us a sense of what it means to be a pupil/member of staff at your school. We recognise all the work you have done over the last academic year and encourage you to showcase as much as possible.

On the day

During the visit, each member of the team will use this audit tool to ask questions and make notes regarding the schools progress in each of our five health areas. We will then compile everyone's notes into a master copy of the document, which we will provide to you by email along with our decision on your gold accreditation status.

Feedback and results

The Healthy Schools Team will provide you with some feedback on the day. However, it may not always be possible to give you confirmation of your award status. This is because there may be things we wish to check with other members of a team/partner organisations. If it is not possible to notify you on the day then we will seek to provide the accreditation result within two weeks of our visit.

It may also be the case that your Gold Award is dependent on certain criteria/actions being completed and reviewed. If this is the case then we will seek to agree a time scale that is appropriate and convenient for both the school and for the Healthy Schools team conducting the accreditation visit. If this is the case then schools are allowed one follow-up visit for re-assessment within each academic year.

Consent to share the school's Gold Accreditation Report and Photographs

The school is required to indicate whether it agrees to us sharing their Manchester Healthy Schools Gold Award report and any photographs with colleagues associated with Manchester Healthy Schools. This includes the Manchester Healthy Schools team and with our partners and colleagues through the Healthy Schools website, e-newsletter and any other communications.

School Details

Name of School:		Area:
Rack House Primary		Wythenshawe
Key contact and job title:	Angela Nilan and Richard Corbett (Healthy Schools Co-ordinators and Teaching Assistants)	
Date of Gold Accreditation visit:	Tuesday 30 th October 2018	
Health Priority in previous academic year	Drugs and Alcohol Education	
Brief details and comments regarding last year's health check and work conducted		
<p>In the academic year 2017-18 Rack House Primary focussed on the area of Drugs and Alcohol with our lead Kelly O'Brien. They completed all actions set as part of the action plan which led to the score of 100% in the health check completed September 2018-19. Actions included the development of an up-to-date drug and alcohol policy, delivery of training for all teaching assistants on quality standards in drugs education, implementation of a planned spiral curriculum that offers pupil interactive opportunities to learn about drugs and alcohol and delivery of a number of parents' sessions around drugs and alcohol and RSE. Parents were also informed of efforts to ensure healthy lunches and given guidance on a healthy lifestyle via a blogpost. All of these actions were completed over the course of the academic year and signed off by Healthy Schools.</p>		
How long has the school been involved in the Healthy Schools programme?		
Consent to share Report and Photographs	We agree that Manchester Healthy Schools may share this report and photographs. Please sign and date below:	

Accreditation Template for Manchester Healthy Schools Gold Award

Drugs and Alcohol	Questions and Comments
<p><u>Health check areas of focus</u></p>  <p><u>Other ideas</u></p> <ul style="list-style-type: none"> -What has changed as a result of these interventions? (Planned or unintended outcomes) -What worked and why? -Is there anything that didn't work? -What is the wider impact? -Plans for future developments -How are you sustaining this work/embedding it across the school? 	<p>Year five pupils were able to link in-school learning with scenarios that took place outside school and could clearly demonstrate how to recognise the effects of substance misuse behaviour in their environment what should/could be done about it. This demonstrated the successful implementation of a drugs and alcohol guidance/policy that was clearly embedded within the school. Examples of topics discussed/evidenced on the day included syringe safety, cigarettes and alcohol.</p> <p>Children's safety in school and outside of it was seen as a key area for Rack house. The active steps and the knowledge demonstrated by the pupils was testament to this.</p> <p>For more information on work within this area, please see the section on page one relating to the 2017-18 action plan.</p> <p>Good standard of policy within the Drugs and Alcohol area. However, please see the action-point below:-</p> <p>Action point: It would be best-practice to add into the policy how the school would respond to a drugs-related incident. This should be additional to the information given relating to drugs education. Kelly O'Brien can support you with this.</p>

Emotional Health and Resilience	Questions and Comments
<p><u>Health check areas of focus</u></p>  <p><u>Other ideas</u></p> <ul style="list-style-type: none"> -What has changed because of these interventions? (Planned or unintended outcomes) -What worked and why? -Is there anything that didn't work? -What is the wider impact? -Plans for future developments -How are you sustaining this work/embedding it across the school? 	<p>The school provided information to show key policies to support emotional health well-being, including Anti Bullying, Equality and Diversity and E-Safety which has been verified by the Healthy School Team.</p> <p>Children have opportunities to express their concerns to staff and in the EYFS, children were supported with key workers to use expressive language to be able to talk about their feelings. Children are encouraged to take part in circle time to encourage social skills and improve their attention span. Parents at this stage are given verbal feedback and half-termly learning journals to support children in the EYFS. The school has identified transition from EYFS can be difficult for children; the school has clearly shown a positive commitment from all professionals involved to promote continuity for all children going between settings. Formal assessments used are evaluated for each child and clear supportive measures are put into place when needed.</p> <p>The school approach and commitment to emotional health and resilience is seen throughout the school. Pupils have access to a counsellor when required, a room to think and areas where they can express their concerns. The worry box is an established method used for pupils to get support when required. All the teachers are fully engaged and supportive of the interventions used within school. Buddy benches are embedded within the school and used effectively to support and empower the pupils.</p> <p>There are numerous established 'friendship groups' where pupils lacking in confidence and emotional resilience/literacy can share new things and build relationships using activities such as 'bucket-filling' (based on a book) and other creative activities. Olympic values are also used to discuss topics such as respect and pupils are encouraged to give compliments to their shoulder partners and discuss feelings.</p> <p>Other examples of good practice within this area included e-safety sessions for parents and termly culture days.</p>

Healthy Lifestyles	Questions and Comments
<p><u>Health check areas of focus</u></p>  <p><u>Other ideas</u></p> <ul style="list-style-type: none"> -What has changed as a result of these interventions? (Planned or unintended outcomes) -What worked and why? -Is there anything that didn't work? -What is the wider impact? -Plans for future developments -How are you sustaining this work/embedding it across the school? 	<p>Rack House has an up to date food and drink policy, verified by Healthy Schools. Pupils are offered healthy, nutritious meals and supported to make healthy options for packed lunches. Having control of their own kitchen has meant the school has more control over menus, portions etc. This includes targeted MCC healthy meals.</p> <p>Manchester City support activity in the class, pupils take part in the walking bus, and the school monitor methods for getting to school.</p> <p>The Living Streets Programme is a scheme that encourages children to be active on the way to school by either walking, cycling, using a scooter, park and stride etc. The most active class are then rewarded with badges and a trophy.</p> <p>A sports coach comes into school 4 times per week and they and other TAs run targeted support groups at lunchtime as well as after-school clubs for all. The school compete with and also sign-post children to other local sports groups and have been awarded the school games mark to 'Gold standard' for three years in a row.</p> <p>Rack House has provided a holistic approach to the health of their pupils. The school participates in the brush bus scheme to help pupils understand the importance of good oral health and is supported in class by the school nurse. The school has made good links with the local dentist who is able to come to the school and undertake check-ups for the pupils. This approach ensures all pupils can access dental care and adopts an integrated approach to give every child the best start in life.</p> <p>Pupils are encouraged to be more active by taking part In the walk to school walking bus.</p> <p>There is a lunchtime intervention club with targeted weight management interventions including the healthy plate.</p>

Mental health and Wellbeing	Questions and Comments
<p><u>Health check areas of focus</u></p>  <p><u>Other ideas</u></p> <ul style="list-style-type: none"> -What has changed as a result of these interventions? (Planned or unintended outcomes) -What worked and why? -Is there anything that didn't work? -What is the wider impact? -Plans for future developments -How are you sustaining this work/embedding it across the school? 	<p>Rack House has an up-to-date Mental Health Policy to support pupils, staff and parent/carers. Staff demonstrate a good awareness, knowledge and confidence in promoting and supporting children's mental health.</p> <p>The overall school approach is one that concentrates on listening to children and respecting their rights. There is an emphasis on supporting children to be able to fluently express themselves and their feelings.</p> <p>The school decided to commission a counsellor who offers children support with their mental health needs and an open access space where children can speak to a member of staff. The school prioritises the visibility of therapeutic staff and as a result, they are embedded within the staff team.</p> <p>Overall, the Head Teacher sees a whole-school approach as a fundamental part of improving the lives and outcomes of pupils.</p> <p>Staff wellbeing is also an important area of focus with a designated board visible within the staffroom.</p> <p>Further details on initiatives on mental health interventions have been referenced within the emotional health and resilience session as we recognise there are many links between these areas.</p>

RSE	Questions and Comments
<p><u>Health check areas of focus</u></p>  <p><u>Other ideas</u></p> <ul style="list-style-type: none"> -What has changed as a result of these interventions? (Planned or un-intended outcomes) -What worked and why? -Is there anything that didn't work? -What is the wider impact? -Plans for future developments -How are you sustaining this work/embedding it across the school? 	<p>The school uses the 'growing and changing' curriculum in Year 4. Boys and girls are taught together in-line with good practice. This ensured that the pupils were confident to discuss issues in front of their peers and to feel comfortable. Ultimately this provides a safer environment for the young person and is commendable.</p> <p>Parental consent was sought and training provided by the school nurses. The school clearly demonstrated key learning outcomes around puberty showing that everyone experiences this differently and that changes can start or end at any time.</p> <p>A clear RSE policy is clearly visible on the website and has been developed in consultation with parents, pupils and staff/governors. However, please consider the action-points from our RSE lead listed below. You may have already actioned some of these.</p> <p>Training on best practice in RSE is disseminated to all staff by the school nurse and trained PSHE leads.</p> <p>Action points for consideration:-</p> <ul style="list-style-type: none"> • Name of the policy should be changed to RSE to reflect new guidance • Specify how you will meet all needs within the school community i.e. EAL/SEN • Detail the training that will be given to educators • At KS2 specify whether the human life-cycle is included in the curriculum (as well as plants/animals) • Consider the line regarding single-gender groups as we saw examples of sessions being delivered with mixed-gender groups. This is best practice. • Specify how a parent can withdraw their child from RSE. • Update all curriculum content and policy in line with the new guidance around statutory RSE from September 2020.



Pupil Voice Comments

Example questions:-How does your school council work? How does your school make sure students are happy and healthy? What would you do if you or someone else was being bullied? What do you do at break time? Do you like lunchtimes at school? How do you make sure your opinions are heard in school? What would a pupil do if they were worried about something? Do other organisations come into school to speak to you?

- The school council clearly described what the worry box was and how it was used in school. Their explanations were clear and accurately reflected the whole-school approach. They were also able to describe the different strategies they could employ to aid their wellbeing i.e. using sport to help them calm down or taking a bath. They also described growth mindset, breaking challenges down into small problems they could overcome and the links between mental and physical health.
- Bullying was discussed as well as the interventions used to stop this. The pupils could clearly describe the anti-bullying systems embedded in the school and how to support those targeted.
- The buddy system is well used and liked by the pupils who were spoken to. It helps to promote friendships, a greater sense of belonging and a more inclusive school community. Friendship stations and buddy benches were very popular.
- Pupils explained the Rights Respecting Schools programme in an enthusiastic and informative way.
- Pupils described a multitude of different sports they enjoyed as well as how they could become a sports leader, an eco-warrior or a member of the school council. They were also very enthusiastic about music (steel pans and singing) and crazy golf, showing there really is something for every pupil to enjoy.
- There was a clear understanding of the links between physical activity and maintaining a healthy diet. Pupils mentioned nutritionists from Manchester City and healthy biscuits available within school.
- Pupils were then able to describe how their learning at school was having a real impact on their home-life. For example, one pupil described the way they had been able to help their family be healthier by sharing what they had learned at school. As a result, one of their parents had switched from cigarettes to e-cigarettes to try to minimise harm.
- The school council described numerous partner organisations and speakers visiting the school. For example, Spanish teachers, the fire department and the football coaches.



Staff Voice Comments

Example questions: - How are policies shared across the school? What training do you have for PSHE/Health Education? Do you have SOWs and lesson plans for Health or do you create your own? Do you teach any drug and alcohol education? How do you support parents with health education? What is the staff ethos around mental health and wellbeing? Do you feel supported by external agencies in your work? Describe an intervention you might use if you thought a child had emotional health and wellbeing issues. Do you feel confident in delivering RSE/Mental Health education?

- Classroom observation of Year 1 PHSE, the school has adopted the UNICEF rights respecting schools programme. The teaching exercise explained the rights to children using article 28 and was understood by pupils. The use of this programme ensured the school embedded the principles of United Nations Convention on the rights of the child. The school has clear leadership on how to achieve this each year, including time and resources to implement the right practices and delivery.
- CPOMS - electronic form of communication to support the identification of safeguarding or general concerns for pupils. The school has an established safeguarding team, which provides strong leadership to support teachers with safeguarding concerns.
- The Healthy Schools team were lucky enough to meet one of the governors. It was wonderful to hear how the school operated an open-door policy where he was welcome to drop in to any lesson. He was also invited to watch specific events/lessons and was appreciative of this.
- The staff see parental engagement as extremely important and always organise open-evenings and information events (formal and informal) to promote a feeling of community. Governors also believe this is important, taking their responsibility to represent the views of all parents very seriously.
- Staff and governors are involved in the creation/editing of school policies and their opinions taken into account e.g. mental health policy.
- Staff receive regular training on all aspects of health education. This may be in the form of whole school training sessions from partner organisations or learning by members of staff who attend Healthy Schools courses.

Healthy Schools Team- Overall comments and gold accreditation status

During our visit to the school we were lucky enough to meet a wide range of staff and students. This included the Rack House Healthy Schools team, Rick and Angela, the Head Teacher and the Assistant Head, the leads for PSHE and one of the school governors. We were given a tour of the school by the pupils, had a tour of EYFS and observed a friendship and a P.E. lesson. We were also lucky enough to meet the P.E. and I.T. leads, attend gardening club, the think room and a school council meeting as well as observing targeted change for life groups in action. Lesson observations in a number of year groups ensure we are confident that PSHE and the Healthy Schools programme is embedded across the school.

We loved our time at Rack House Primary School and are pleased to award them as a Gold School within our new health check programme.

The panel were also provided with a detailed timetable and booklet of information showing the PSHE whole-school curriculum plan which contained evidence of all our Healthy Schools' objectives. Our day at Rack House was most enjoyable and the school should be proud of their hard work. However, the following areas of good practice stood out:-

- Rack House are a fantastic example of a whole-school approach to PSHE. Angela Nilan and Rick Corbett work tirelessly to further the Healthy Schools agenda and ensure the PSHE provision is to an excellent standard. They consistently attend training and disseminate best-practice to their school community. We love working with them!
- The head teacher and the governors recognise that health education is central to everything they are doing in school and so ensure that staff have the time and support necessary to implement strategies and build their knowledge and skills.
- Articulate and engaged pupils who have an impressive awareness of health education and PSHE across the whole school.
- School council and peer-support embedded across the school and support strategies were clearly being utilised by the pupils at break and lunchtime. Seeing this in action was really impressive.
- Calm and organised lunchtime with a commendable array of healthy options provided by the in-house catering team.

It was clear that pupils felt a strong sense of belonging and that they loved being part of the school. This is a great success story for Wythenshawe and the school should be very proud.....as are we. Healthy Schools are pleased to award Rack House Primary their gold award for the academic year 2017-18 and look forward to working with you for many years to come. We are excited to develop our Gold School engagement programme and consider ways we can link you to other schools within Manchester to boost and improve health outcomes and share initiatives.

Action Points

- Continue to attend the Voicebox Primary student council network.
- Consider staff training needs within each area and let us know if any refreshers are needed.
- Continue to share initiatives with Healthy Schools so that we can share good practice across the Manchester network.

Final thoughts from the school:

Rack House are very proud to have met the criteria for Gold accreditation, we have taken on board your action points and will endeavour to action them in the coming year. We have enjoyed working with and supporting the Healthy Schools agenda, we feel that our children benefit greatly, and we look forward to continuing to offer them the very best promoting a Healthy lifestyle as a way of life, not just for now but for their future, giving them the skills and information they need to become happy, healthy, both in body and mind for the rest of their lives.