



2 - The 10 Point Charter and Criteria

Gateshead Healthy School Award

- 1.** The school must address Personal, Social and Health Education (PSHE) issues within their planned curriculum.
- 2.** The school must have a programme for citizenship that provides opportunities for pupils and staff to make a positive contribution to their school and society, enabling them to be informed, active and responsible citizens.
- 3.** The school must have a sex and relationships education policy and a planned programme.
- 4.** The school must have a drugs, alcohol and tobacco use and misuse policy and programme in place that includes a strategy for dealing with drug, alcohol and tobacco related incidents in school.
- 5.** The working and learning environment must be safe and clean. Practices and procedures must support staff, pupils and visitors in safe conduct on school premises and when on visits away from school.
- 6.** The school must have a food policy that presents informed messages about healthy eating in relation to both food provision and the planned programme.
- 7.** The school must have a whole school approach to the promotion of physical activity.
- 8.** The school must promote positive emotional health and well-being for pupils and staff through its ethos, organisation and curriculum.
- 9.** The school must demonstrate a commitment to health in the community.
- 10.** The school must be actively involved in a whole-school health promoting initiative of its choice, each year.

10 Point Charter

- From the following criteria please select those which you **must** meet in order to achieve the Gateshead Healthy School Award. Any evidence you include in your portfolio must be current ie from June 2003 onwards.
- Those criteria marked with a 'v' may be evidenced during a visit to your school by your Core Team contact person (see visits check list section 3). If this is clearly evidenced during a visit there is no need to include anything further in your portfolio.
- Where possible schools are encouraged to cover a different topic area for Charter Point 10 to those topics covered in the rest of their submission.
- This year for the first time schools are given the opportunity to choose their own priority as one of their Developmental Criteria.



***Criteria for Charter Points
1, 2 and 3***

Charter Point 1 - Personal, Social and Health Education

The school must address Personal, Social and Health Education (PSHE) issues within their planned curriculum.

<i>Essential Criteria</i>	<i>Examples of Evidence</i>
a) There must be a named Healthy School Award/PSHE Co-ordinator. (v)	<ul style="list-style-type: none"> • Written evidence e.g. staff handbook • Photograph of Co-ordinator • Written statement naming and describing role of Co-ordinator
b) There must be a task group that includes a member of the senior management team with responsibility for the leadership of PSHE within the school. (v)	<ul style="list-style-type: none"> • List of task group members (including job titles) • Minutes of a recent task group meeting
c) There must be a PSHE policy in place.	<ul style="list-style-type: none"> • Current PSHE policy
d) There must be a PSHE programme which must be accessible to all pupils.	<ul style="list-style-type: none"> • Scheme of work • Lesson plans • Timetable • Pupils' work
e) Within the PSHE programme there should be evidence of a range of learning and teaching methods that address attitudes, information and skills development. (v)	<ul style="list-style-type: none"> • Scheme of work • Lesson plans • Pupils' work • Relevant extract from OFSTED inspection report
f) There must be a nominated governor for the Healthy School Award and PSHE.	<ul style="list-style-type: none"> • Written statement naming the governor • Photograph • Minutes of a meeting where health was discussed
g) The PSHE curriculum and health issues must be identified in the School Improvement Plan(SIP).	<ul style="list-style-type: none"> • Extract from SIP
h) Relevant staff should attend some CPD training in PSHE and evidence should be provided to show how they disseminate course content to appropriate staff. (v)	<ul style="list-style-type: none"> • Course delegates lists • Copy of completed CPD 6 form • Staff meeting minutes or agenda • Any resulting training programme

<i>Developmental Criteria</i>	<i>Examples of Evidence</i>
a) The PSHE programme should be regularly monitored, reviewed and evaluated.	<ul style="list-style-type: none"> • Evidence of how school has monitored and reviewed eg. relevant monitoring forms, staff meetings minutes etc
b) Pupils should be consulted to identify their health needs and this should contribute to the review of the PSHE programme.	<ul style="list-style-type: none"> • Results of surveys with pupils • Feedback interviews with pupils • Minutes of a school council meeting • Any changes to programme as a result of feedback from pupils
c) There should be funding allocated to support the Gateshead Healthy School Award and PSHE programme.	<ul style="list-style-type: none"> • Extract from SIP or • Extract from Subject Development Plan • Letters confirming successful funding applications
d) All relevant staff should access up-to-date resources to teach the PSHE programme.	<ul style="list-style-type: none"> • Evidence of how all staff are given information about new resources eg. at staff meetings or in circulars
e) The nominated governor and/or senior manager should attend appropriate in-service training courses on PSHE.	<ul style="list-style-type: none"> • Examples of courses attended by Senior Manager and/or Governor
f) The Healthy School Award/PSHE Co-ordinator should link with other health promoting agencies and services.	<ul style="list-style-type: none"> • Confirmation letters • Photographs • Lesson plans • Thank you letters • Example of a completed Code of Conduct • Extract from visitors' book
g) Schools chosen priority:-	



Essential Criteria - Action Plan

Academic Year _____

School: _____

Charter Point 1 Personal, Social and Health Education

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
1a. Named Healthy School Award/PSHE Co-ordinator.								
1b. Healthy School Award task group in place.								
1c. A PSHE policy.								
1d. PSHE programme accessible to all pupils.								
1e. Range of learning and teaching methods								

Essential Criteria - Action Plan

Essential Criteria continued

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
1f. Named governor for healthy schools.								
1g. PSHE and health issues in the SIP.								
1h. Staff to attend CPD training and disseminate information								

Developmental Criteria - Action Plan

Please complete for the 2 Developmental Criteria of your choice

Charter Point 2 - Citizenship

The school must have a programme for Citizenship that provides opportunities for pupils and staff to make a positive contribution to their school and society, enabling them to be informed, active and responsible citizens.

Essential Criteria	Examples of Evidence
a i) A combined PSHE and C policy and programme or a separate Citizenship policy and programme must be in place for primary schools	<ul style="list-style-type: none"> • A current Citizenship policy • Scheme of work • Lesson plans
a ii) A separate policy and a planned programme for Citizenship must be in place for secondary schools.	<ul style="list-style-type: none"> • A current Citizenship policy • Scheme of work • Lesson plans
b) There must be a school council or another forum that demonstrates the school's commitment to responding to the views of pupils and staff . (v)	<ul style="list-style-type: none"> • School council meeting minutes • Other forum minutes • Staff meeting minutes • Pupils' work
c) The school prospectus and/or other relevant promotional documentation must make reference to Healthy School Award activities and achievements. (v)	<ul style="list-style-type: none"> • School prospectus • Headed paper • Any promotional documents with the Healthy School Award logo

<i>Developmental Criteria</i>	<i>Examples of Evidence</i>
<p>a) Pupils should have the opportunity to develop mentoring skills/peer education skills.</p> <p>(v)</p>	<ul style="list-style-type: none"> • Buddy systems/Playground friends • Any explicit peer education programme • Staff meeting minutes • Copy of completed CPD 6 form • Staff notice board
<p>b) There should be a nominated governor who links with the school council/forum.</p> <p>(v)</p>	<ul style="list-style-type: none"> • School council meeting minutes which governor has attended
<p>c) Governors, parents, external agencies or members of the local community e.g. councillors, should be involved in supporting the Citizenship programme.</p>	<ul style="list-style-type: none"> • Lesson plans • Confirmation letters • Photographs • Outside visits • Example of a completed Code of Conduct
<p>d) The school should promote pupil involvement in local or national Citizenship initiatives eg. Gateshead Youth Assembly, charity fundraising, School Travel Plans, National Youth Parliament.</p>	<ul style="list-style-type: none"> • Evidence of election process • Confirmation /thank you letters • Action plans • Meeting agendas • Pupils' work
<p>e) Active citizenship should be promoted by involvement of young people in the local community.</p>	<ul style="list-style-type: none"> • Pupils' work • Visits to Civic Centre • Residential Care Homes visit • Duke of Edinburgh Award • Work with emergency services • Fundraising events
<p>f) Pupils should take responsibility for some aspects of school life eg. the school garden, library, changing displays, litter control etc.</p> <p>(v)</p>	<ul style="list-style-type: none"> • Photographs • Newsletters • Assemblies • Minutes of meetings • Pupils' work
<p>g) Members of the school community should attend CPD for school council training.</p> <p>(v)</p>	<ul style="list-style-type: none"> • School council minutes • Healthy Schools task group minutes • Pupils' work
<p>h) Schools chosen priority:-</p>	

Essential Criteria - Action Plan 2

Academic Year _____

School: _____

Charter Point 2 Citizenship

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
2a i). Primary schools- combined PSHE+C or citizenship policy and programme								
2a ii). Secondary schools- citizenship policy and programme								
2b. School council or forum.								
2c. School promotional materials make reference to Healthy School Award.								

Developmental Criteria - Action Plan

Please complete for the 2 Developmental Criteria of your choice

Developmental Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File

Charter Point 3 - Sex and Relationships Education

The school must have a sex and relationships education policy and a planned programme.

Essential Criteria	Examples of Evidence
a) The school must have a sex and relationships education policy developed in consultation with staff, governors, parents, and where appropriate pupils.	<ul style="list-style-type: none"> • Current SRE policy • Documentation of consultation process (may be included in policy) • Pupils' work
b) There must be a planned programme of sex and relationships education (SRE) which implements the DfEE 2000 guidance and provides opportunities for pupils to evaluate the content and delivery of SRE in their school.	<ul style="list-style-type: none"> • Scheme of work • Lesson plans • Pupils' work • Questionnaires • Surveys/evaluation reports
c) Age-appropriate information must be available for pupils about sexual health and the services they can access. (v)	<ul style="list-style-type: none"> • Photographs of notice boards • Examples of literature displayed in schools • Pupils' work
d) All relevant staff should be aware of and have access to appropriate SRE resources. (v)	<ul style="list-style-type: none"> • Evidence of how all staff are given information about new resources, eg Staff meeting minutes, circulars

<i>Developmental Criteria</i>	<i>Examples of Evidence</i>
a) Planned opportunities to inform parents and respond to their concerns about the sex and relationships education programme should be available.	<ul style="list-style-type: none"> • Letter to parents from Headteacher (see example section 4) • Extract from school prospectus/ staff handbook
b) There should be collaborative work with external agencies and strategic partners eg. Teenage Pregnancy Co-ordinator, School Health Advisor (School Nurse), Health Promotion Services, Local Authorities and Voluntary Organisations that can support SRE and policy development.	<ul style="list-style-type: none"> • Lesson plans • Programmes of work • Confirmation letters • Photographs • Example of a completed Code of Conduct • Pupils' work
c) Relevant staff should regularly access Continuing Professional Development offered in the area of SRE and disseminate course contents to appropriate staff.	<ul style="list-style-type: none"> • Course delegate list • Copy of CPD 6 form • Staff meeting minutes or agendas • Any resulting changes in practice
d) Pupils should be consulted to establish their needs and views on the appropriateness of the sex and relationships education programme.	<ul style="list-style-type: none"> • Evaluation questionnaire results • Results of focus group work • Pupils' work • Any resulting changes in practice
e) Where appropriate the school should access the Secondary Sex Education Programme (SEP) or SHARE programme.	<ul style="list-style-type: none"> • Minutes of meetings • Action Plan • Explanation of how resources have been utilised • Confirmation letters • Pupils' work
f) All opportunities throughout the formal and informal curriculum should be used to promote breastfeeding as the preferred method of infant feeding.	<ul style="list-style-type: none"> • Lesson plans • Photographs • Examples of literature disseminated • Pupils' work
g) Opportunities to learn about pregnancy and parenting skills should be provided for pupils.	<ul style="list-style-type: none"> • Schemes of work • Lesson plans • Resources utilised • Pupils' work • Photographs
h) Schools chosen priority:-	

3

Essential Criteria - Action Plan

Academic Year _____

School: _____

Charter Point 3 Sex and Relationships Education

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
3a. Sex and relationships education policy.								
3b. Copy of sex and relationships education programme and opportunities for feedback from pupils.								
3c. Age appropriate information on sexual health and services available.								
3d. Staff should have access to appropriate SRE resources								

Developmental Criteria - Action Plan

Please complete for the 2 Developmental Criteria of your choice

Developmental Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File



***Criteria for Charter Points
4, 5 and 6***

Charter Point 4 - Drugs, Alcohol and Tobacco

The school must have a drugs, alcohol and tobacco use and misuse policy and programme in place that includes a strategy for dealing with drug, alcohol and tobacco related incidents in school.

Essential Criteria	Examples of Evidence
a) The school must provide a drugs education policy and programme (including alcohol and tobacco) that has been agreed by governors and shared with staff. The policy must include a strategy for dealing with drugs related incidents in school (including alcohol and tobacco).	<ul style="list-style-type: none"> • Current Drugs Education policy • Scheme of work • Lesson Plans • Pupil's Work
b) The school must have a named member of staff and a governor who are responsible for drug education provision, and dealing with drug related incidents in school.	<ul style="list-style-type: none"> • Name of contacts • Photographs • Extract from Drugs Education policy naming contacts.
c) The named member of staff and/or governor must regularly access CPD in the area of drugs, alcohol and tobacco issues and disseminate information throughout the school.	<ul style="list-style-type: none"> • CPD courses/conferences attended • Explanation of how learning is disseminated
d) The school must provide a no smoking policy that restricts or bans smoking on school premises. The school must achieve the Smoke Free School Award by the third Healthy School Award application. The Gold Smoke Free School Award must be achieved by the sixth application, or for those who have already gained their Silver Award, by the time they are awarded their 10th certificate.	<ul style="list-style-type: none"> • Current No Smoking Policy • Photographs • Confirmation letters
e) No smoking signs must be clearly displayed on school premises. The 'No-Smoking' policy must be communicated to everyone on the school premises and implemented consistently. (v)	<ul style="list-style-type: none"> • Photographs • Letters to parents • Newsletters • Pupils' work
f) The school must have a separate policy on the use of medicines in school eg. to control asthma, diabetes, epilepsy etc.	<ul style="list-style-type: none"> • Current separate Medicines in School policy

<i>Developmental Criteria</i>	<i>Examples of Evidence</i>
<p>a) Opportunities for staff, parents and governors to be involved in training on drugs and alcohol issues should be made available.</p>	<ul style="list-style-type: none"> • Letters of invitation • Training programmes • Photographs • Confirmation letters • CPD attended
<p>b) The school should have guidelines on the use of alcohol by pupils and staff during school hours, on school trips and at out of school activities. These guidelines should include a statement about the use of alcohol on school premises.</p>	<ul style="list-style-type: none"> • Copy of the current guidelines
<p>c) Pupils and staff should have access to information about local support services with responsibility for and specialist knowledge of drugs, alcohol, tobacco, eg. SMART Team, NECA, Northumbria Police, Smoking Cessation Team, School Health Advisors.</p> <p style="text-align: center;">(v)</p>	<ul style="list-style-type: none"> • Photographs • Literature provided
<p>d) The school, in line with the Drug Action Team strategy, should collaborate with local external agencies specialising in drug and alcohol issues, to inform curriculum development, training and the provision of information about local trends in drug use.</p>	<ul style="list-style-type: none"> • Extract from visitors' book • Example of a completed Code of Conduct • Photographs • Information sheets
<p>e) Schools chosen priority:-</p>	

4

Essential Criteria - Action Plan

Academic Year _____

School: _____

Charter Point 4 Drugs, Alcohol and Tobacco

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
4a. Copy of drug education policy and programme.								
4b. Named members of staff and a governor.								
4c. Named members of staff/governor who access CPD and disseminate information.								
4d. Smoking (i) Copy of no-smoking policy.								
ii) Achieved SFSA.								

4

Essential Criteria - Action Plan

Developmental Criteria continued

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
iii) Achieved GSFSA.								
4e. No Smoking signs displayed								
4f. Copy of medicines in school policy.								

Developmental Criteria - Action Plan

Please complete for the 2 Developmental Criteria of your choice

Charter Point 5 - Safety and Environmental Education

The working and learning environment must be safe and clean. Practices and procedures must support staff, pupils and visitors in safe conduct on school premises and when on visits away from school.

Essential Criteria	Examples of Evidence
a) The school must have a Health and Safety policy which is relevant to the school site .	<ul style="list-style-type: none"> • Relevant extract from current School Health and Safety policy
b) The school must have a named health and safety representative who regularly carries out risk assessments.	<ul style="list-style-type: none"> • Extract from Health and Safety policy • Minutes of relevant meetings • Current completed risk assessment forms
c) There must be a planned programme that promotes a cross-curricular approach to health and safety issues.	<ul style="list-style-type: none"> • Timetable • Scheme of work • Lesson plans • Photographs • Pupils' work
d) All staff must be aware of the procedures for responding to child protection incidents.	<ul style="list-style-type: none"> • Extract from staff handbook or Child Protection policy • Staff meeting agenda and/or minutes
e) The school must have clearly identified and appropriate numbers of qualified first aiders with responsibility for maintaining first aid equipment. (v)	<ul style="list-style-type: none"> • List of current qualified staff • Attendance certificates • Recent courses attended
f) The school environment must be safe and clean. Toilet and shower areas must be well maintained and have appropriate hygiene facilities. (v)	<ul style="list-style-type: none"> • Photographs • Extract from SIP • Risk assessment form • Pupils' work
g) The school must ensure accurate accident record keeping. (v)	<ul style="list-style-type: none"> • Extract from accident record book (child's name deleted)
h) All visitors to school must be identified and report to the office on arrival. (v)	<ul style="list-style-type: none"> • Photographs of security system • Extract from visitors' book
i) All schools must have a dedicated Educational Visits Co-ordinator(EVC) and all staff must be aware of the EV policy.	<ul style="list-style-type: none"> • Name of EVC • Extract from prospectus or staff handbook regarding EV

<i>Developmental Criteria</i>	<i>Examples of Evidence</i>
<p>a) The playground should be safe and clean and provide a variety of environments (e.g. shade from sun, quiet sitting area, playground markings etc).</p> <p>(v)</p>	<ul style="list-style-type: none"> • Photographs • Funding applications • Minutes/agenda of recent school council meetings • Health and Safety report • Pupils' work
<p>b) Measures should be taken to ensure safe movement in and around the school premises.</p> <p>(v)</p>	<ul style="list-style-type: none"> • Photographs of relevant notices • Extract from staff handbook • Copy of classroom rules • Extract from Behaviour policy • Pupils' work
<p>c) The staff and visitors should ensure all vehicles are parked in clearly signed designated areas and there is emergency vehicle access to the school at all times.</p> <p>(v)</p>	<ul style="list-style-type: none"> • Photographs
<p>d) Staff should encourage walking to and from school.</p>	<ul style="list-style-type: none"> • Letters to parents • Lesson plans • Photographs • Pupils' work
<p>e) Where cycle training is provided, pupils must be encouraged to wear helmets and appropriate clothing.</p>	<ul style="list-style-type: none"> • Photographs • Letter to parents • Newsletter • Pupils' work
<p>f) Staff should use their accident record data to address safety issues in their school.</p>	<ul style="list-style-type: none"> • End result of risk assessment • School council/staff meeting minutes
<p>g) Opportunities should be provided for all pupils and staff to develop skills in relation to first aid.</p>	<ul style="list-style-type: none"> • Photographs • Lesson plans • Schemes of work • Course promotional material • Pupils and staff work
<p>h) Parents / Carers and community partners should be made aware of safety initiatives eg. School Travel Plans, Safe Routes to School, Child Safety Week, WHOOPS! Child Safety Project etc.</p>	<ul style="list-style-type: none"> • Letters to parents • Newsletters • Displays • Literature available in schools • Photographs • Pupils' work
<p>i) The school should tackle environmental issues (e.g. Local Agenda 21 priorities, Gateshead Environmental Challenge).</p>	<ul style="list-style-type: none"> • Confirmation letter • Display • Pupils' work
<p>j) Schools chosen priority:-</p>	

5

Essential Criteria - Action Plan

Academic Year _____

School: _____

Charter Point 5 Safety and Environmental Education

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
5a. Written health and safety policy.								
5b. Named Health and Safety representative.								
5c. Planned programme addressing Health and Safety issues.								
5d. Staff awareness of child protection procedures.								
5e. Appropriate number of qualified first aiders.								

5

Essential Criteria - Action Plan

Academic Year _____

School: _____

Charter Point 5 Safety and Environmental Education cont...

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
5f. i) Safe and clean school.								
ii) Soap, hand drying equipment.								
5g. Accident record-keeping.								
5h. Visitors identified.								
5i. Educational visits Co-ordinator.								

5

Developmental Criteria - Action Plan

Please complete for the 2 Developmental Criteria of your choice

Developmental Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File

Charter Point 6 - Healthy Eating

The school must have a healthy eating policy that presents informed messages about healthy eating in relation to both food provision and the planned programme.

Essential Criteria	Examples of Evidence
a) The school must have a policy on healthy eating (including liquids) which presents informed and consistent messages about healthy eating and makes reference to special dietary needs .	<ul style="list-style-type: none"> • Current Healthy Eating policy
b) The school must have a planned programme providing information regarding healthy eating and drinking, nutrition, dental health, basic food safety and hygiene .	<ul style="list-style-type: none"> • Scheme of work • Timetable • Lesson plans • Pupils' work
c) The school must ensure that healthy food choices are available at breaks, lunch times, breakfast and out of school clubs. (v)	<ul style="list-style-type: none"> • Current Healthy Eating policy • Menus • Price list • Photographs • Newsletter
d) The school must provide pupils with access to drinking water at appropriate times of the school day. (v)	<ul style="list-style-type: none"> • Current Healthy Eating policy • Photographs • Contacts with supplier
e) The school must achieve the Gateshead Healthy Eating Award on their 5th, 8th, 11th or 14th application to the GHSA. Achieving the Gateshead Healthy Eating Award satisfies all of the above criteria.	<ul style="list-style-type: none"> • Confirmation letter • Certificate • Photographs

<i>Developmental Criteria</i>	<i>Examples of Evidence</i>
a) The 'plate model' should be used throughout the school to address healthy eating.	<ul style="list-style-type: none"> • Scheme of work • Lesson plans • Pupils' work • Photographs
b) Pupils' menus and choices should be monitored and the information should be used to develop healthy eating programmes.	<ul style="list-style-type: none"> • Monitoring forms • Questionnaires • Observation results • Interview results • Pupils' work • Changes to eating programmes
c) Pupils and parents/carers should be encouraged to make healthy food choices when providing packed lunches.	<ul style="list-style-type: none"> • Newsletters • Letter from Headteacher • Any relevant information provided to parents and carers
d) Tuck shops and vending machines must include healthy options. (v)	<ul style="list-style-type: none"> • Photographs • Survey results • Price list
e) The school should promote the School Health Advisors and other services which provide support for pupils with concerns about their diet. (v)	<ul style="list-style-type: none"> • Posters • Leaflets
f) The eating environment provided by the school should be made as comfortable and attractive as possible. (v)	<ul style="list-style-type: none"> • Photographs
g) The school should work with young people, catering staff, dieticians, parents/carers and others to develop imaginative ways of encouraging pupils to make healthy choices.	<ul style="list-style-type: none"> • Pupils' work • Newsletters • Training events • Displays
h)The school should take part in national and local initiatives eg. National School Meals Week, the 5-A Day promotions, Fruit in Schools.	<ul style="list-style-type: none"> • Displays • Competitions • Registration forms • Certificates • Photographs • Pupils' work
i) Schools chosen priority:-	

Essential Criteria - Action Plan 6

Academic Year _____

School: _____

Charter Point 6 Healthy Eating

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
6a. Healthy Eating policy.								
6b. Planned programme.								
6c. Healthy food choices available.								
6d. Access to drinking water.								
6e. Achieved Healthy Eating Award. (if appropriate)								

Developmental Criteria - Action Plan

Please complete for the 2 Developmental Criteria of your choice

Developmental Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File



***Criteria for Charter Points
7, 8 and 9***

Charter Point 7 - Physical Activity

The school must have a whole school approach to the promotion of physical activity.

Essential Criteria	Examples of Evidence
<p>a) The school must have a policy and programme for physical activity that promotes a whole school approach.</p>	<ul style="list-style-type: none"> • Current Physical Education policy • Scheme of work • Timetable
<p>b) The school must offer all pupils a minimum of two hours physical activity a week within and outside the curriculum.</p>	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> • List of activities provided • Out of school clubs • Newsletters
<p>c) The school must address safety issues within physical activity.</p>	<ul style="list-style-type: none"> • Extract from current Physical Education policy • Risk Assessment form • Accident report • Extracts from schemes of work or areas of activity • Extracts from Health and Safety policy • Letters to service contractors
<p>NB/ Schools who have achieved 'Activemark' or 'Sportsmark' in 2003 or 2004 will automatically meet the Essential Criteria of Charter Point 7 of the GHSA.</p>	<ul style="list-style-type: none"> • Certificates • Confirmation letter

<i>Developmental Criteria</i>	<i>Examples of Evidence</i>
a) The school should encourage pupils to reach the minimum of one hour per day of physical activity as recommended by the Department of Health.	<ul style="list-style-type: none"> • Scheme of work • Timetable • List of activities provided during and after school
b)The school must provide opportunities for all pupils, regardless of gender, culture, ability or age, to participate in physical activity.	<ul style="list-style-type: none"> • Equal Opportunities policy • Extract from current Physical Education policy • Pupils' work • Scheme of work • Lesson plans
c) Opportunities should be provided for staff, governors, parents/carers to take part in a broad range of physical activities.	<ul style="list-style-type: none"> • List of activities • Poster • Newsletter • Promotion of local leisure facilities
d) The school should encourage staff to participate in training to develop their skills and knowledge particularly in relation to safe exercise and the promotion of playground games. Training can be provided by sports governing bodies, local/regional Sports Development Officers, and the Healthy and Active Schools' Team.	<ul style="list-style-type: none"> • Photographs • Certificates • Confirmation of training • Extracts from Resource Pack • Extracts from lesson plans • Copy of a completed evaluation form
e) Information which promotes physical activity and raises awareness of its health benefits should be provided for all members of the school community. (v)	<ul style="list-style-type: none"> • Displays • Copies of resources provided eg local leisure facilities • Pupils' work
f) The school should take part in local and/or regional and/or national initiatives eg. swimming gala, TOP Programmes, Step into Sport, School Sports Co-ordinators initiative, CPD. (v)	<ul style="list-style-type: none"> • Certificates • Photographs • Newsletters • Press cuttings • Fixtures/ events • Pupils' work
g) The school should promote and establish links with leisure facilities and clubs in the local community.	<ul style="list-style-type: none"> • Newsletters • Photographs • Fixtures/ events • Pupils' work
h) The school should achieve the Gateshead Primary Schools Physical Education Award.	<ul style="list-style-type: none"> • Certificate • Confirmation letters • Photographs
i) Schools chosen priority:-	

7

Essential Criteria - Action Plan

Academic Year _____

School: _____

Charter Point 7 Physical Activity

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
7a. Policy and programme.								
7b. Minimum 2 hours physical activity a week.								
7c. Safety issues addressed.								
7d. Schools who have achieved Active Mark or Sportsmark in 2003/04 will automatically meet the Essential Criteria of Charter Point 7 of the GHSA.								

7

Developmental Criteria - Action Plan

Please complete for the 2 Developmental Criteria of your choice

Developmental Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File

Charter Point 8 - Emotional Health and Well-Being

The school must promote positive emotional health and well-being for pupils and staff through its ethos, organisation and curriculum.

<i>Essential Criteria</i>	<i>Examples of Evidence</i>
a) The school must have a Behaviour policy that includes a code of conduct, for pupils .	<ul style="list-style-type: none"> • Current Behaviour policy or extract from other relevant policy • Code of conduct for staff and pupils
b) The school must have a separate Anti-Bullying policy that includes a code of practice that is owned, understood and implemented by all members of the school community.	<ul style="list-style-type: none"> • Current separate Anti-Bullying policy
c) The school must have a programme in place that provides opportunities to discuss a wide range of emotional issues.	<ul style="list-style-type: none"> • Scheme of work • Lesson plans • Buddy system • Circle time work • Photographs • School council meeting minutes • Nurture group
d) The school must have pastoral systems in place that support the emotional health and well-being of pupils and staff with clear guidelines for those who are concerned about a child or staff members mental health.	<ul style="list-style-type: none"> • Extract from staff handbook or school prospectus • Minutes or agenda from staff meetings • Staff/pupils' work • Peer support system • Copy of guidelines
e) Schools must make available to all staff any council policies which support the emotional well being of staff e.g. those which deal with racism, harrassment, bullying etc. (v)	<ul style="list-style-type: none"> • File containing relevant documents

<i>Developmental Criteria</i>	<i>Examples of Evidence</i>
a) A member of the school staff should attend Anti-bullying training and disseminate the learning to the whole school staff.	<ul style="list-style-type: none"> • Certificate of attendance • Delegates list • Evidence of dissemination
b) The school should openly promote an understanding of emotional or mental health problems.	<ul style="list-style-type: none"> • Lesson plans • Displays • Involvement in World Mental Health Day (October 10th) • Pupils' work
c) The school should provide pupils and parents with information about local and national support services, eg. Children's Rights Officer, Connexions, Childline, The Samaritans. (v)	<ul style="list-style-type: none"> • Posters or leaflets displayed, advertising: <ul style="list-style-type: none"> • Children's Rights Officer • Connexions • Childline • The Samaritans etc
d) Stress reduction strategies and support for staff suffering from stress should be in place.	<ul style="list-style-type: none"> • CPD offered • Non-contact time • Paper reduction strategies • Social events
e) The school should give priority to offering non-contact time to staff with responsibility for the Healthy School Award.	<ul style="list-style-type: none"> • Non contact timetable • Job description of HSA Co-ordinator
f) The school should provide a positive environment in the staffroom and working areas. (v)	<ul style="list-style-type: none"> • Photographs
g) The school should have a system for celebrating, and acknowledging the achievements of all members of the school community, especially pupils and staff. (v)	<ul style="list-style-type: none"> • School assemblies • Merit marks • School prospectus • Certificates of achievements • Newsletters • Staff meeting minutes • Minutes from AGM
h) The school should take part in the local or national work-life balance programmes.	<ul style="list-style-type: none"> • Letters/ Newsletters • Audit results • Action Plans • Staff meeting minutes • Agendas/minutes from other relevant meetings • Photographs
i) Schools chosen priority:-	

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Essential Criteria - Action Plan

Academic Year _____

School: _____

Charter Point 8 Emotional Health and Well-being

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
8a. Copy of behaviour policy and code of conduct.								
8b. Anti-bullying policy and code of practice.								
8c. Programme covering emotional issues.								
8d. Pastoral systems for staff and pupils.								
8e. Council policies supporting well-being of staff made available.								

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Developmental Criteria - Action Plan

Please complete for the 2 Developmental Criteria of your choice

Developmental Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File

Charter Point 9 - School and Community Partnership

The school must demonstrate a commitment to health in the community

Essential Criteria	Examples of Evidence
a) There must be involvement of parents and community partners in the development of various health policies eg. through PTAs, parents' evenings etc.	<ul style="list-style-type: none"> • Agenda/minutes • Parental feedback • Questionnaires
b) The school must develop and implement a Code of Conduct with regard to visitors supporting the school's educational programmes (or adopt or adapt the Gateshead Healthy School Award Code of Conduct - see Section 4, page 4.5).	<ul style="list-style-type: none"> • Examples of completed Code of Conduct • Description of how Code of Conduct is utilised
c) There must be clear evidence of partnership work with, for example, parents/carers, governors, community groups, Primary Care Trusts (PCTs) and other external support agencies .	<ul style="list-style-type: none"> • Photographs • Lesson plans • Extract from visitors' book • Newsletters
d) There must be a Home-School agreement in place.	<ul style="list-style-type: none"> • Home-School Agreement

<i>Developmental Criteria</i>	<i>Examples of Evidence</i>
<p>a) There should be a regular sharing of information with parents/carers and governors in relation to healthy school activities.</p> <p>(v)</p>	<ul style="list-style-type: none"> • Newsletters • Extract from school prospectus • Assemblies • Parent evenings
<p>b) The school should promote parent/carer involvement through, for example, governing bodies, task groups, help in the classroom and whole-school events.</p> <p>(v)</p>	<ul style="list-style-type: none"> • Lists or descriptions of parent/carer involvement in school activities • Photographs
<p>c) The school should identify and attempt to address the health promotion needs of their local community.</p>	<ul style="list-style-type: none"> • Survey results • Questionnaires/Interviews • Local research findings • Any activity developed in order to respond to local need
<p>d) Parents should be made welcome in the school.</p> <p>(v)</p>	<ul style="list-style-type: none"> • Photographs of displays • Dedicated room • Named Community Liaison Officer • Dedicated notice boards
<p>e) The whole school and community partnership should develop opportunities for shared learning experiences.</p> <p>(v)</p>	<ul style="list-style-type: none"> • Out of school clubs • Timetable of courses offered by school • Adult learning opportunities provided • Photographs • Pupils' work • Newsletter
<p>f) The school should develop projects that are designed to promote inclusion.</p>	<ul style="list-style-type: none"> • Family Learning projects • Celebration of Diversity Days
<p>g) Schools chosen priority:-</p>	



Essential Criteria - Action Plan

Academic Year _____

School: _____

Charter Point 9 School and Community Partnership

Essential Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File
9a. Involvement of parents/ carers and community partners in policy development.								
9b. Code of Conduct for visitors to school.								
9c. Evidence of partnership work.								
9d. A Home-School agreement.								

Developmental Criteria - Action Plan

Please complete for the 2 Developmental Criteria of your choice

Developmental Criteria	Action	Time Scale	By Whom	Funding	Monitoring	Outcomes	Date Achieved	Evidence in File



***Criteria for Charter Point
10 and Proforma***

Charter Point 10 - Whole-School Initiative

The school must be actively involved in a whole-school health promoting initiative of their choice, each year.

Essential Criteria

- a) The school must address school based, local and/or national priorities when selecting their health promotion initiative.
- b) The school must show evidence that the initiative was developed in consultation with the whole-school community.
- c) The school must develop and implement their health promotion initiative using the following framework:
 - brief description of the initiative, that includes a rationale.
 - aims and objectives of the initiative that include how equalities issues will be addressed.
 - details of whole-school and community partner involvement.
 - details of funding, if appropriate.
 - **EVALUATION** showing whether or not aims and objectives have been met.
- d) The school must provide a completed Charter Point 10 proforma. (See page 2.6)
- e) The school must provide evidence of the initiative, in the form of photographs, video or audio tapes, pupils' work, computer-based evidence or a written report which includes evaluation (in addition to Charter Point 10 proforma).

Charter Point 10 Pro-Forma

School:

2004-2005

1. Description of Initiative including rationale:-
(Why did you choose this project?)

2. Aims:-
(What are you hoping to achieve?)

3. Objectives:-
(How are you hoping to do it?)

4. Details of Whole School and Community Partnership:-
(Who is involved in your project?)

5.Funding:-

(Did you need any funds, and if so, how much and where did you get them from?)

6.Details of monitoring/evaluation process:-

(How did you check if your project was working/worthwhile?)

7.Outcomes:-

(What were your results? Did anything unexpected happen? Would it be worth repeating and if so, how do you know?)

8.List of supporting evidence included:-

Co-ordinator's Signature: _____

Date: _____