



## ***4 - Guidance to Support You***

## Guidance on Action Planning

### What is a SMART target?

SMART targets emphasise the need to 'keep it simple', be realistic but challenging and be able to easily evaluate whether desired outcomes have been achieved.

Before making any detailed plans it is useful to review the school's current work. This exploration of the school's strengths and weaknesses (by a health needs assessment or audit) should lead logically to making plans for change and identifying areas for action.

<b>S</b> pecific	<b>Examples of targets for Charter Points:-</b>  To write/review PSHE & Citizenship Policy or scheme of work by the Summer Term Governing Body Meeting.  To achieve the Gold Smoke Free School Award by March 2005.  To improve the pupil up take of healthier options at lunch time by 20% by June 2005/6.  To organise one health promoting event that includes parents, teachers, pupils and community members each year.
<b>M</b> easurable	
<b>A</b> chievable	
<b>R</b> esourced	
<b>T</b> imescale	

### How to complete an Action Plan?

- ① Use the Audit Form (section 3) to ascertain the Essential Criteria the school has in place and those that need to be actioned.
- ② Decide the areas that need to be worked on and write an action for them. The action plan outline lends itself to the formation of SMART targets.
- ③ The 'outcomes' column is to be filled in when the action is completed. Evidence of the outcome should be enclosed in your portfolio unless evidence via a visit. Write 'evidence at visit' in outcome box, if appropriate.

### How can these 'actions' be evidenced in the portfolio?

- ① The completed action plans must be submitted with your portfolio of evidence.
- ② Minutes of meetings and/or agendas should be included (eg. Task Group/ Governors Meetings).
- ③ Examples of pupils' work, photographs.
- ④ Also see Guidance on Preparing Portfolios (page 4.2).

## Guidance on Preparing Portfolios of Evidence

Schools are requested to submit a portfolio that shows the Healthy School Award at work in their school for the **current** academic year.

- ① Make sure the front cover and spine identify your school and for which year of the award you are entering.
- ① Refer to the Award Structure table (see section 1 page 1.9) to ensure you are able to send the appropriate evidence for the year of award you are hoping to achieve.
- ① In your portfolio section off the set evidence into the 4 charter areas being covered using the Charter Points in Section 2 as dividers. **Clearly identify Essential Criteria evidence and Developmental Criteria evidence.**
- ① Where possible enlist the help of pupils, parents, governors and any other willing assistants to contribute to the portfolio, thereby reducing the workload.
- ① Try to share out the responsibility for preparing the portfolio with other colleagues for example by involving the Task Group (see this section page 4.4).
- ① Where appropriate include details of curriculum planning such as curriculum maps, schemes of work, relevant extracts from OFSTED inspection reports, school self-review, details of in-service training and school/departmental development plans. (see examples of evidence given in Section 2)
- ① Try to add to your portfolio over the year. This will make it easier in the long run, since by May most of the portfolio will be prepared. A file or box in the school office or staffroom could be used as a collection point for evidence.
- ① Complete and include a Charter Point 10 Pro-forma. Include a variety of evidence, eg. children's work, documentary evidence, photographic evidence, certificates and written accounts.
- ① Bring your portfolio to drop-in sessions where the Gateshead Healthy School Award team will be more than happy to view and offer advice.
- ① Have your portfolio available for viewing at your Core Team member visits.

## **Quality Standards & Guidance for School Policies**

### ***A well written policy should:-***

- ① have a title.
- ① be based on accepted good practice and make reference to appropriate guidance documents.
- ① include a rationale ie. why it is required.
- ① have realistic aims and objectives.
- ① include an 'implementation date' and state when the policy will be reviewed.
- ① be reviewed at least every 3 years.
- ① be approved by the governing body.
- ① include references to any consultation work that has taken place in order to write the policy eg. governors, parents, etc...
- ① explain how the policy will be publicised, implemented, monitored and evaluated and by whom.

**NB** Guidance is available from the Healthy School Award Core Team members on standards of good practice for a range of health policies. eg. Sex and Relationship Education, Substances, Healthy Eating, Physical Activity, etc.

## Task Groups - Guidance

- ④ The GHSA is a whole-school initiative and therefore, should involve as many people as possible from the school community.
- ④ It is a requirement of the GHSA and the NHSS that schools set up a task group to lead healthy school activities.
- ④ Task groups should meet on a regular basis eg. at the beginning of each term, although initially it may be necessary to meet more often. These meetings could be attached to a whole school staff meeting.
- ④ Membership of a task group may include:-
  - ④ The Healthy School Award Co-ordinator.
  - ④ A member of the Senior Management Team.
  - ④ Another teacher with a specific responsibility that links to one of the Charter Points. eg Citizenship, Physical Education.
  - ④ A pupil eg. member of school council, where appropriate.
  - ④ A parent.
  - ④ A governor.
  - ④ Representative of a local support agency eg. NECA.
  - ④ School Health Advisor.
- plus
  - ④ co-opted individuals when meetings are arranged to focus on a specific issue.
- ④ **Support agencies in Gateshead are aware that they may be asked to attend occasional task group meetings.**
- ④ Although membership of a task group may vary from meeting to meeting a core team should always be present to drive and support the work.

## *Guidance on Task Groups*

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- ④ It is advisable at your first meeting to agree the responsibilities or tasks of your group. These responsibilities are individual to your school, but may include, for example:-
  - ④ To raise awareness of the HSA (and all that it entails).
  - ④ To carry out an audit of health issues work in school.
  - ④ To complete a needs assessment (or gather results of existing needs assessments eg HRBQ).
  - ④ To agree targets for action.
  - ④ To agree responsibilities and realistic deadlines for targets.
  - ④ To write and agree action plans to meet targets.
  - ④ To carry out action and collect evidence of it for the HSA portfolio.
  - ④ To review progress/targets.
  - ④ To collate evidence to include in HSA portfolio.
  - ④ To submit GHSA application.
  - ④ To submit GHSA portfolio of evidence.
  - ④ To re-audit to determine targets for next submission.
- ④ As well as focusing on the above, task groups may also examine other influential issues, for example:-
  - ④ Training needs of the group.
  - ④ Involvement of pupils/parents.
  - ④ Evaluation methods.
  - ④ Sharing of good practice.
  - ④ Celebration methods etc..



# **Gateshead Healthy School Award**



## **A CODE OF CONDUCT FOR HEALTH EDUCATION PROVISION IN SCHOOLS**

**A Good Practice Guide for Teachers, Health  
Professionals and Others Working in Schools**

## Good Practice for Teachers, Health Professionals and Others Working in Schools

Many agencies and individuals have a professional interest in health-promoting activities in the school setting. Additionally, schools may invite individuals and groups to enhance their health education provision. Outside providers can bring an added dimension to the curriculum and classroom, for example a wealth of experience and expertise, resources, different approaches and insights into the Personal, Social, Health Education and Citizenship curriculum topic areas.

### How to use this Code of Conduct

The following checklists for outside providers and the schools in which they work will ensure a **clear understanding of the roles and requirements of both parties** when visitors deliver in schools. Outside providers may support schools that are working to gain the Gateshead Healthy School Award. Teachers should discuss and provide a copy of this Code of Conduct before a visit takes place. **If necessary**, the Code of Conduct may be used as a **checklist** and completed by both the outside provider and the school, or it may be signed by each party and used as a booking form.

A clear understanding of the roles of both parties will also assist in working to achieve targets set as part of the local Health Improvement and Modernisation Programme (HIMP), Teenage Pregnancy Strategy, Young People's Drug Use and Misuse Plan, and other local and national health strategies.

**A check list for visitors - Part 1**

**PREPARATION:**

Question	Checked	Answer/Action required
• Is the session linked to the schools work to gain the Gateshead Healthy School Award?	<input type="checkbox"/>	
• Is the visit linked to the School Improvement Plan?	<input type="checkbox"/>	
• Am I clear where my input fits into the topic or subject plan as a whole?	<input type="checkbox"/>	
• Who will I be 'delivering' to- teachers or pupils?	<input type="checkbox"/>	
• What have the recipients covered already in this topic area?	<input type="checkbox"/>	
• Have I asked about the number, ages and/or abilities of the group or class(es)?	<input type="checkbox"/>	
• Have I asked whether pupils have any special needs e.g. physical disability, dietary needs, asthma or other medical condition?	<input type="checkbox"/>	
• Have I asked where the session will be held e.g. classroom, hall etc? Is the venue suitable for my session?	<input type="checkbox"/>	
• Have I checked what resources or equipment are available?	<input type="checkbox"/>	

**A check list for visitors - Part 1**

**PREPARATION:**

Question	Checked	Answer/Action required
•Have I enquired whether there is a relevant school policy which needs to be considered for example SRE, Drugs, parental right of withdrawal, fire regulations?	<input type="checkbox"/>	
•Have I discussed disclosures and confidentiality with the teacher? Is there a protocol in school?	<input type="checkbox"/>	
•Am I clear why the school wants me to be involved? Does it meet my remit/needs?	<input type="checkbox"/>	

**THE SESSION:**

Question	Checked	Answer/Action required
•Is my work/session linked to the school curriculum e.g. Health Education/PSHE etc?	<input type="checkbox"/>	
•Am I clear what the aims of the session are?	<input type="checkbox"/>	
•Have I included evaluation in my session?	<input type="checkbox"/>	
•Am I clear about the number of sessions required and the length and timing of each session and whether others should be involved?	<input type="checkbox"/>	
•Will a teacher be present all of the time during my session with pupils/young people and what will be the teacher's involvement?	<input type="checkbox"/>	

**A check list for visitors - Part 1**

**OTHER ASPECTS TO CONSIDER:**

Question	Checked	Answer/Action required
• Have we identified opportunities for joint working?	<input type="checkbox"/>	
• Where appropriate, have parents been consulted/informed of my visit?	<input type="checkbox"/>	
• Is this an efficient and cost effective use of my time?	<input type="checkbox"/>	
• Have the 'hospitality' arrangements been explained to me e.g. lunchtime, beverages, toilets etc?	<input type="checkbox"/>	

**AFTER THE VISIT / SESSION:**

Question	Checked	Answer/Action required
• Will this work be followed up by the teacher?	<input type="checkbox"/>	
• Can the evaluation results help inform future practice/planning?	<input type="checkbox"/>	
• Will I and/or the teacher share information either verbally or in writing with others e.g. Governors, Heads, GHSA Forum etc?	<input type="checkbox"/>	
• Has evidence of my visit been included in the schools GHSA portfolio submission?	<input type="checkbox"/>	

**A check list for teachers - Part 2**

**PREPARATION:**

Question	Checked	Answer/Action required
• Has a booking form been completed (see attached) to obtain name, contact details etc of the visitor?	<input type="checkbox"/>	
• Is their session linked to the schools work to gain the Gateshead Healthy School Award (GHSA)?	<input type="checkbox"/>	
• Is the visit linked to the School Improvement Plan?	<input type="checkbox"/>	
• Is the visit linked to work with pupils or staff?	<input type="checkbox"/>	
• Does the visitor know what has been previously covered regarding the topic area?	<input type="checkbox"/>	
• Has the visitor been informed of any special needs within the class(es)/group?	<input type="checkbox"/>	
• Has a venue been booked for the session(s) to take place, which is conducive to the requirements of the lesson being taught and has appropriate resources/facilities?	<input type="checkbox"/>	
• Are there any school policies/protocols that the visitor should be aware of e.g. SRE, confidentiality etc?	<input type="checkbox"/>	

**A check list for teachers - Part 2**

**PREPARATION CONT...**

Question	Checked	Answer/Action required
• Is the visitor from an organisation which may have commercial, financial, political or other interests which would conflict with the ethos of the school?	<input type="checkbox"/>	
• Has a Police Check been made? If not, are there others who could be asked about the organisation, the outside provider, their contribution/professionalism?	<input type="checkbox"/>	

**THE SESSION:**

Question	Checked	Answer/Action required
• Is the session linked to the curriculum and where does it fit in the subject plan, as a whole?	<input type="checkbox"/>	
• What are the aims of the session?	<input type="checkbox"/>	
• Is evaluation included in the lesson plan?	<input type="checkbox"/>	
• What is the role of the teacher during the session?	<input type="checkbox"/>	

**A check list for teachers - Part 2**

**OTHER ASPECTS TO CONSIDER:**

Question	Checked	Answer/Action required
• Have other staff been informed about the visitor(s) to school?	<input type="checkbox"/>	
• Where appropriate, have parents been consulted, informed?	<input type="checkbox"/>	
• Is this an efficient and cost-effective use of the visitors time?	<input type="checkbox"/>	
• Have hospitality arrangements been explained to the visitor?	<input type="checkbox"/>	

**AFTER THE VISIT/SESSION:**

Question	Checked	Answer/Action required
• How will you follow up this work?	<input type="checkbox"/>	
• Can the evaluation results help inform future planning/practice?	<input type="checkbox"/>	
• Will you and/or the visitor share information either verbally or in writing with others e.g Governors, Head, GHSA forum?	<input type="checkbox"/>	
• Can evidence of this visit be included in the schools GHSA portfolio submission?	<input type="checkbox"/>	

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**Booking Form - Part 3**

**School Information**

Contact name: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tel number: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Visitor information**

Contact name: \_\_\_\_\_

Organisation: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Tel number: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Health Session**

Topic(s) to be covered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Target audience  
(pupils/staff): \_\_\_\_\_

\_\_\_\_\_

Number of  
participants: \_\_\_\_\_

Number of sessions: \_\_\_\_\_

Date(s) and time(s)  
agreed: \_\_\_\_\_

Checklists completed:  Yes  No

## Booking Form - Part 3

### Health & Safety

Is there a signing in book?                      Yes    /    No

What does the fire alarm sound like?

\_\_\_\_\_

How is the alarm sounded?

\_\_\_\_\_

Who is responsible for calling the fire brigade?

\_\_\_\_\_

What is the evacuation procedure?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where is the assembly point?

\_\_\_\_\_

Who is responsible for roll call?

\_\_\_\_\_

Where is the fire fighting equipment located?

\_\_\_\_\_

**Completed by:**

(signature) \_\_\_\_\_

(please print) \_\_\_\_\_

on behalf of \_\_\_\_\_  
school

**Completed by:**

(signature) \_\_\_\_\_

(please print) \_\_\_\_\_

on behalf of \_\_\_\_\_  
organisation

Date completed \_\_\_\_\_

\*\*\*PLEASE PHOTOCOPY  
AND ENSURE BOTH PARTIES HAVE A COMPLETED DOCUMENT\*\*\*

Dear Parent/Guardian,

**Re: Growing Up Lesson**

I am writing to inform you that, in accordance with this school's Sex and Relationships Education policy (SRE), your child will be receiving a talk from the School Health Advisor (School Nurse) \_\_\_\_\_ regarding growing up and puberty on \_\_\_\_\_ .

The topics covered during this lesson, for your information include:-

- \*
- \*
- \*
- \*

This lesson will be lively, interesting, informative and will meet with the current Department for Education and Skills (DfES) Guidance (2000) about how sex and relationships should be taught. However, if you do not want your child to attend, the 1993 Education Act permits you to withdraw him/her from this lesson. Only if this applies to you, please complete and return the tear-off slip below.

If you have any queries about this matter, or the school's SRE policy, please give me a ring on the above number,

Yours faithfully

\_\_\_\_\_  
(Headteacher)

.....

Name of child \_\_\_\_\_

I do NOT wish my child to attend the growing up lesson on \_\_\_\_\_

Parent's/Guardian's signature \_\_\_\_\_