



Healthy Schools London

Achieving Healthy Schools London (HSL) Silver and Gold Awards

This document includes both the HSL Silver Award Planning Template and the HSL Gold Award Reporting Template.

- *Please only complete the Silver Plan to apply for the HSL Silver Award. The Silver Plan must be for work that the school is planning to do and cannot be retrospective.*
- *Please only complete the Gold Report to apply for the HSL Gold Award. The Gold Report is to present the activities that you did and their outcome/results.*

Silver Award

A school will identify a main health priority for their pupils and devise new projects, practices and interventions to target the priority. Example health priorities might include healthy weight, oral health, emotional resilience, keeping safe and positive relationships.

In order to achieve the Silver Award, a school should:

- Undertake a needs analysis of the unique health and wellbeing issues affecting the school.
- Use the needs analysis to identify and define group/s and number of pupils e.g. whole school or year group, plus any smaller targeted group.
- Develop planned measurable outcomes and an action plan to achieve the health priority.
- Show how it will monitor and evaluate the project to measure success and demonstrate improvements.

NOTE: Projects and interventions undertaken as part of a Silver Plan should run over at least 2 terms or 6 months.

Gold Award

HSL recognises good practice in demonstrating, sustaining (and learning from) outcomes and impact in supporting children and young people to achieve and maintain good health and wellbeing.

In order to achieve the Gold Award, a school should:

- Have achieved the HSL Silver Award.
- Record results and outcomes.
- Detail approach taken.
- Provide analysis of results.
- Explain how activity is being sustained.



SCHOOL DETAILS

Applying for awards¹.

Complete first 2 tables below when applying for Silver:

Name of School	Riverside Bridge School	Borough	LBBB
Key contact	Leila Amri Claire Barros	Job title	Deputy Headteacher Healthy Schools Eating
Silver Plan Start Date	March 31 st 2022	Silver Plan End Date²	March 31 st 2023

Date achieved Bronze Award	15/07/2021
Consent to share Silver Plan	Yes <input checked="" type="checkbox"/> <i>Plan can be used as an example of good practice to be shared with other schools and partners.</i> No <input type="checkbox"/>
Headteacher sign off	<i>Name and date: Kim Cerri</i>
School Council Representative sign off	<i>Name and date: Jason Beckers</i>

Complete table below when applying for Gold:

Date achieved Silver Award	
Consent to share Gold Report	Yes <input type="checkbox"/> <i>Report can be used as an example of good practice to be shared with other schools and partners.</i> Yes <input type="checkbox"/> <i>Report <u>without photographs</u> can be shared with other schools and partners.</i> No <input type="checkbox"/>
Headteacher sign off	<i>Name and date:</i>
School Council Representative sign off	<i>Name and date:</i>

¹ Please refer to following page for submission dates.

² Projects and interventions undertaken as part of a Silver Plan should run over at least 2 terms or 6 months.

HEALTHY SCHOOLS QUALITY ASSURANCE GROUP (QUAG)

All submissions for Silver and Gold Awards are reviewed by 3 members of the QUAG.

Feedback from the QUAG will be provided within two weeks of meeting the submission dates for the academic year.³

³ If you submit an application for an award 2 weeks before a submission date, then please allow up to 4 weeks before receiving feedback (time prior to submission date plus 2 weeks to process).



HEALTHY SCHOOLS LONDON SILVER AWARD PLANNING TEMPLATE

PURPOSE

HEALTH AND WELLBEING PRIORITY: Describe the issue that you are trying to improve.

EXAMPLES: *Improving participation in physical activities; oral health; mental health and emotional wellbeing*

Details:

To increase levels of physical activity and healthier eating/healthier eating behaviours for all our pupils across the school.

To contribute to an increase in overall physical health and mental health and well-being.

GROUP: Define your group/s and number of pupils who will benefit from the action plan (whole school or year group, plus any smaller targeted group e.g. SEND, LAC, EAL).

EXAMPLES:

- *All children Year 1 to Year 6 (225 pupils), OR*
- *KS 2 pupils (120) and Reception children (30)*

Details:

All pupils from Years 1-11:

150 pupils.

NEEDS ANALYSIS

NATIONAL AND LOCAL DATA AND EVIDENCE: Ask your local Healthy Schools Lead for help with completing this section.

Include:

- details that provide evidence that your selected Health and Wellbeing Priority is an issue at national, regional or local level
- how the evidence base indicates that your planned work will be effective for your group/school or any adaptation you'll need to make



EXAMPLES:

- *Data - Local Authority Child Health Profiles (data)*
- *Guidance and Reports – Public Health England, Department for Education, Local Authority Health and Wellbeing Strategy*
- *Evidence Base – reference strategies, research or best practices e.g. NICE, Cochrane Database of Systematic Reviews*

Details:

Being obese puts all people, regardless of ability, gender or age at much greater risk of many important health problems including:

- heart disease
- high blood pressure
- strokes
- diabetes
- several types of cancer
- mobility difficulties

Within the **Public Health England 2020-25 Strategy ‘Improving the Nation’s Health’**, they have prioritised healthier diets and healthier weight as one of the top 10 priorities for protecting and improving public health. The strategy further highlights that poor diets and excess body weight deprive people in England of more than 2.4 million life years through premature mortality, illness and disability each year. There are close links to broader social disadvantage, such as poverty, poor housing and social isolation, which is experienced disproportionately by people with learning disabilities.

It’s been recognised for many years that people with learning disabilities are at increased risk of being overweight or obese compared to the general population, with poorly balanced diets and very low levels of physical activity. This risk, in turn, increases the likelihood of a range of health and social problems. The most recent data, taken from **‘Health Care of People with Learning Disabilities Experimental Statistics 2020-21 (Dec 2021)’** is based on analysis of data from GPs across the whole of England. This showed that, in comparison to the general population, a smaller proportion of people with learning disabilities are in the milder category termed ‘overweight’ (27% of people with learning disabilities compared to 31.8% of people without a learning disability). However, there are higher proportions in the more severe category of obese (37% of people with learning disabilities compared to 30.1% of people without learning disabilities).

It is important to note, that a higher proportion of people with learning disabilities is obese. For most people, the diet and exercise requirements of losing weight are both exercising more and eating healthier amounts of healthier foods. However, the task of helping people with disabilities achieve this can involve additional complexities. Some people with learning disabilities have particular problems with weight control as a result of the conditions they have, such as Prader-Willi Syndrome or because of specific medications they take. However, whatever underlying causes people have for their weight problems, diet and exercise are almost always important elements in achieving and maintaining a healthy weight and the principles discussed here are relevant.

Within the **NHS online guidance for ‘Managing Weight with a Learning Disability’** (last updated Dec 2020: <https://www.nhs.uk/live-well/healthy-weight/managing-weight-with-a-learning-disability/>). This confirms that people with a learning disability are more likely to have problems with their weight. Some people may be underweight because their disability means they have difficulties with eating or swallowing, for example, and others may be overweight due to their condition. The



guidance for people supporting and working with people with disabilities is to support and provide help with healthy eating including, among other tips, supporting them with shopping for healthier foods, cutting down eating between meals, portion sizes and keeping records.

Ofsted goes on to recognise that obesity is everyone's problem in their document '**Tackling Childhood Obesity: A Shared Problem**', (2018) within which they identify that all schools have a key role to play in promoting healthier lifestyles, healthy eating and physical activity, including addressing these issues through the curriculum, by increasing physical activity at school, teaching specific skills e.g., cooking, dancing, promoting healthier eating and providing healthy meals that meet the school food standards, and they stress the importance of working with parents.

We have noted the **new guidelines** published by the **UK Chief Medical Officers 'Physical Activity Guidelines for Disabled Children Disabled Young People' (2022)**, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1055018/infographic-physical-activity-for-disabled-children-and-disabled-young-people.pdf and this silver plan is in line with the 4 main principles of **Equality, Inclusivity, Finding what's Fun and Exploring what Activities make you Feel Good**. To embrace all our students with their wide range of disabilities and needs, we have ensured an increase in daily activities for those that can participate in these including the daily mile, whilst also introducing a range of fun activities such as the class competitions and the music and movement, along with ensuring the activities are implemented in bite size chunks and are challenging but manageable for the students.

We are also mindful of guidance that shows the positive links between physical activity and mental health. According to **mentalhealth.org.uk**, "Physical activity is a great way to keep you physically healthy as well as improving your mental wellbeing. Research shows that doing exercise releases feel-good chemicals called endorphins in the brain. Even a short burst of 10 minutes brisk walking can improve your mental alertness, energy and mood.....Whether you're tending your garden or running a marathon, exercise can significantly improve your quality of life" (2021). As such, our intention is to increase the overall physical activity opportunities through sports, fun competitions, gardening and growing for all our pupils, to have a positive impact of the mental health and emotional wellbeing of all our pupils.

Key priorities that have been outlined in the London Borough of Barking and Dagenham **Joint Health and Wellbeing Strategy 2019-2023** will be addressed by our Silver Action Plan as follows:

Priority 1: Best start in life

To give our residents.... the best platform to grow, develop and explore in the first 7 years. Evidence demonstrates that the Early Years shape mental and physical health for the rest of life and is therefore a key time to invest.

Outcome 1: to increase the %age of children in LBD who are best prepared to start school by the age of 5
: to decrease obesity prevalence in reception aged children (National Child Measurement Programme)

Priority 3 – Resilience:

Empowering our residents to not just survive but to thrive across the life-course.

Outcome 5: to improve physical and mental wellbeing



Also, within the **Borough Manifesto** which cited in the **Joint Health and Wellbeing strategy**, it is clearly stated that one of the 5 key targets is to:

- Increase the rate of regular physical activity higher than East London by 2037

In addition to this, the local **LBB Child Health Profiles 2021** show that levels of child obesity are worse in LBB than in England. 12.9% of children in Reception, as opposed to 9.9% nationally, and 29.0% of children in Year 6 are obese, as opposed to 21% nationally. The data is also shown for children with excess weight (the combined data for those who are overweight and obese) and this shows that compared with the England average, this area has a similar percentage of children in Reception (24.6%) and a worse percentage in Year 6 (44.7%) who have excess weight.

From this local data, we are clear that this remains a school, local and national priority, further informing our need to prioritise this area strategically, as part of our silver plan.

SCHOOL DATA AND EVIDENCE

EXAMPLES:

- *School Development Plan*
- *Survey data*
- *Staff observations*
- *Incident data*

Details:

At Riverside, a key strategic priority identified in the SIP 2021-22 is Priority 3 of the SIP for 2021-22:



Personal Development Strategy for 2021/2022

Context:

The ethos of the school has equality and diversity running through everything we do. Our Growth Curriculum allows the pupils opportunities to meet the spiritual, moral, social and cultural requirements to ensure that fundamental British Values are taught, learned and experienced. The development of a work-related learning programme has enabled pupils to experience what life is like extended beyond school. Pupils from all ages take part in a work-related/careers programme which spirals through the years until they reach year 11 and experience a work experience placement. Over the past 18-month work experience has not been able to be actioned due to the pandemic, however we are looking to re-instate this for the academic year 2021/2022. The PE department and Food Technology department have developed a healthy living curriculum to ensure that all children have the opportunity to learn about their physical health to support their overall well-being. More needs to be done to engage parents in encouraging healthier lifestyles choices for their children.

Priority 3:

To provide all pupils with high-quality opportunities and experiences to prepare them for some degree of independent adulthood in modern British society.

Impact:

- 3.1 Life Skills curriculum is established/embedded.
- 3.2 The School acts as an advocate for all pupils to ensure they have access to their statutory entitlement as detailed in their EHCPs.
- 3.3 The vast majority of leavers are able to achieve some degree of independence that will enable them to be part of the local community.
- 3.4 The School will need to work within the Community to accept and understand pupils with SEND better.

Area	Intent	Implementation	Evidence	Autumn Term 2021	Spring Term 2021	Summer Term 2021	Autumn Term 2022	Spring Term 2022	Summer Term 2022
Healthy Living	To ensure pupils will be able to enjoy an active lifestyle in society through understanding the benefits of looking after themselves. (3.2 and 3.3)	<ul style="list-style-type: none"> By designing a PE and Food Technology curriculum which focuses around healthy lifestyle and looking after oneself skills. By having engaging break/playground activities. By ensuring all pupils leave school with mobility that ensures access to their community. By involving the school into the Healthy Schools London Scheme. By entering borough sports competitions. By using the wider spaces around the school such as the edible garden and the Food Forest. By delivering and awarding the AQA Award Scheme from Reception to Year 11 linked to Healthy Living and Well-Being. 							
	To develop pupils' understanding of how to keep physically healthy. (3.1 and 3.2)	<ul style="list-style-type: none"> By ensuring pupils' termly targets reflect each pupil's EHCP needs. By ensuring each pupil has a daily hygiene routine. By ensuring each pupil has a well-balanced daily diet. By supporting parent in understanding the impact of healthy lifestyle on their child. By supporting parents in referring pupils with diet concerns to the feeding clinic and dietician. By encouraging parents to attend workshops and meetings around improving their child's lifestyles. By involving further the Pupil Healthy Lifestyles and Green Team Committees in healthy lifestyles projects. 							



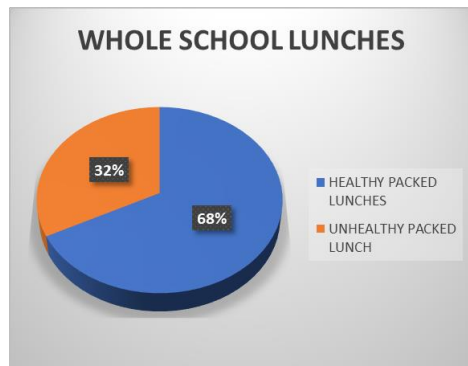
Gathered data: In November and December 2021, we held a whole school consultation, which involved an extensive survey for all staff to complete regarding the healthy eating habits, physical activity and concerns regarding every student's health and development.

Packed lunches and snacks brought in from home

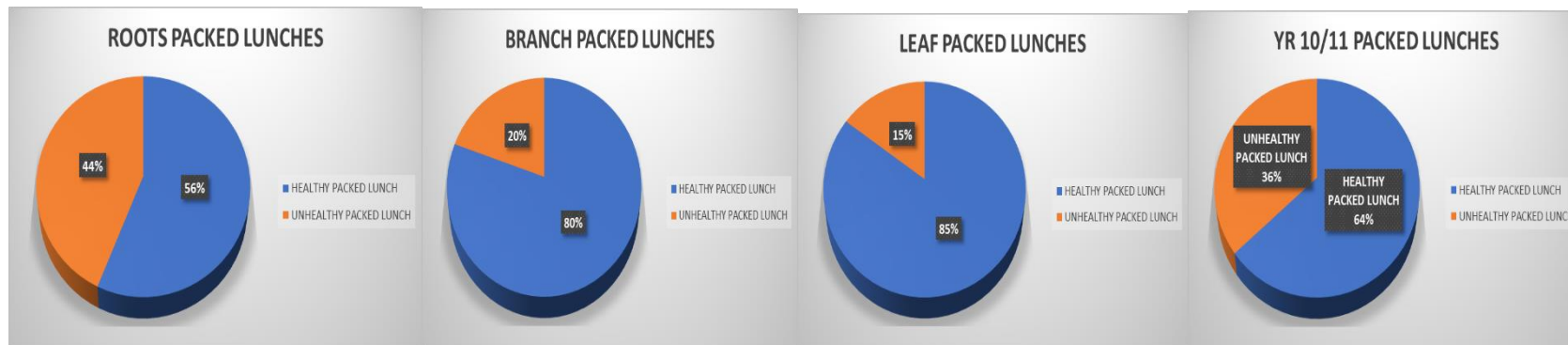
Our key findings from the survey and data, were that there were many concerns for snacks that are brought in from home, lack of physical activity and weight gain for some of our students due to lockdown, inactivity and poor diet.

The whole school food and drink policy has clear guidance on healthy packed lunches, and we have used the criteria for these as follows:

- Healthy packed lunches: Green items and limited items from the amber section
- Unhealthy packed lunches: Red items and a prevalence of items from the amber section and limited or no items from the green section



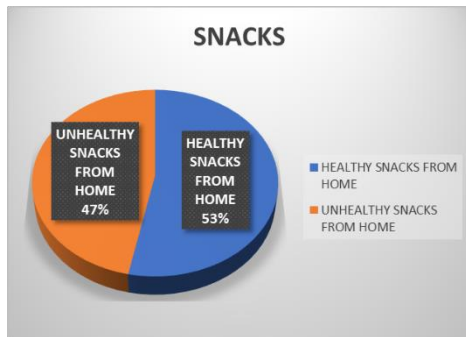
Data from whole school for packed lunches show that as a whole school, packed lunches are deemed to be healthy.



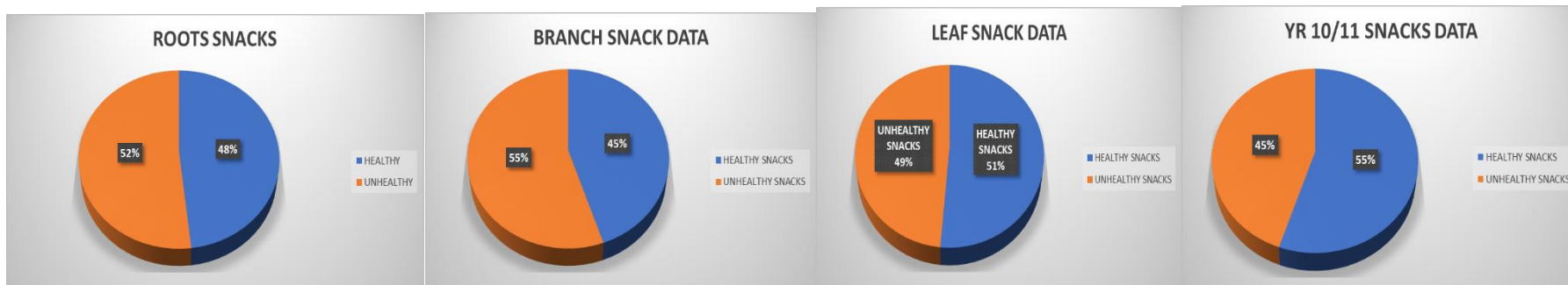


We have 4 pathways including Roots, Branch, Leaf and the Accreditation (Y10/11) pathway. Each of these pathways includes children with similar developmental levels from across Y1-11. When looking at these individual pathways, we see that our Branch and Leaf pathways have a high percentage of healthy packed lunches with only 20% for Branch and 15% for Leaf unhealthy packed lunches. However, when looking at Roots pathways which have our highest number of pupils, with 59 in total, of which 25 pupils bring in packed lunches, 44% of these packed lunches (11/25) are unhealthy. We feel this pathway need more support for healthier packed lunches. We would like to increase the percentage of healthy packed lunches from 56% (14/25) to 65% (16/25)

Our Year 10 and 11 classes, which have a total of 31 pupils, 11 of the pupils in this Accreditation pathway bring in packed lunches, of which 64% (7/11) of the packed lunches are healthy. Looking at the number of pupils in these classes we would like to increase healthier packed lunches from 64% (7/11) to 82% (9/11)

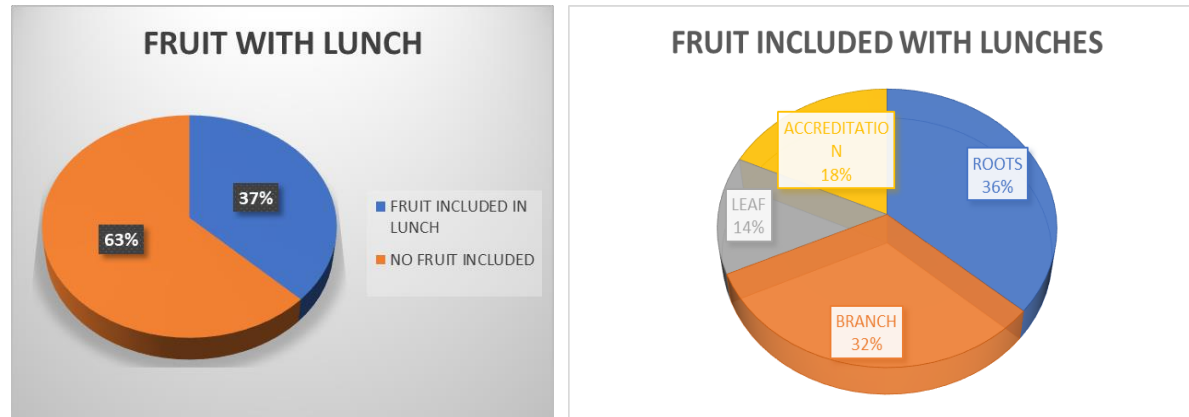


Data from whole school for snacks show that as a whole school, healthy snacks marginally have a higher percentage at 53% (77/146). We would like to increase the percentage of healthy snacks across the whole school to 63% (92/146).





Unhealthy snacks across each of the four pathways at Riverside Bridge School are high. This is an area that will be our priority to improve.



Looking at the data here we can see that 63% (37/59) of our students that have packed lunches do not have fruit included (this is the total number of students who bring in packed lunches across the school). We want to increase the percentage of fruit with packed lunches across the whole school from 37% (22/59) to 50% (30/59). We will widen this in the target to also an increase in fruit or a salad or vegetable, e.g. cucumber, tomato, pepper, celery) to allow flexibility and also encourage uptake of these foods (part of the same food group).

The survey highlighted that 13 out of 19 class teachers said that they had concerns around student's weight gain and physical inactivity in their own class. Only 3 out of 19 classes adhered to the Bridge 'Daily' Mile. This had gone on hold during lockdown and with social distancing restrictions, as well as all our healthy living clubs had been stopped. Some of these restrictions have been lifted and as a result, we will increase the Bridge 'Daily Mile' to all 19 classes participating in the Bridge Mile.

Staff have reported that they are finding it difficult to engage students with additional physical activity during the school day. This has prompted the Healthy Living Team to refine the physical activities at Riverside Bridge School and will create a 'get active' drive across the school, including fun runs, sports activities and interhouse competitions to increase physical activity.

In addition to the survey, we noted anecdotal feedback from staff that overall, children have been less active and eating less healthy food during lockdown. Staff had reported from observations and discussions with parents/carers, that students have been less active during lockdown due to not having an outdoor space, being



unable to access local parks and leisure activities and due to behavioural reasons; parents/carers were unable to take their children for regular exercise (which they would normally access during school hours).

This further reinforced our need to address these areas with the students and to engage with the parents too.

HEALTH INEQUALITIES: Describe how you will ensure that your activities support all groups, including special educational needs, disabilities, Pupil Premium pupils etc.

EXAMPLES:

- *We are aiming to increase participation in physical activities for all pupils. Data from a survey undertaken in 2014 showed that there was a significant difference in up-take of after-school clubs between pupil premium recipients and non-recipients. Those who qualified for pupil premium were far less likely to be involved in any after-school clubs, including those incorporating physical activity. We have therefore set separate measurable outcomes and actions for Pupil Premium pupils as a targeted group.*

Details:

Our 150 pupils come with complex layered needs including Severe Learning Difficulties, Moderate Learning Difficulties, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs and they are amongst the most vulnerable children in our society and our vision is to unlock every child's potential, by increasing social inclusion, addressing mental health and well-being and promoting social and emotional development. We are passionate in our desire to see them blossom and develop into happy, resilient, respectful independent and healthy young adults, well-equipped with the life-skills needed to thrive in our society, socially, emotionally, healthily and, in time, professionally. Inclusive education has the power to transform the lives of children and young people with special needs and our mission is to make the ordinary possible for them, including exercising regularly and adopting healthy eating behaviours.

We want our pupils to become physically confident and independent in a way which supports their health and fitness. Through sports participation, we also want to enable our pupils to build character and embed values such as fairness and respect. From learning how to develop fundamental motor skills to become increasingly more confident and competent and therefore more active physically, we want to offer our pupils a broad range of opportunities such as Jump London, swimming lessons to extend their agility, balance and coordination individually or in a team. Our pupils need also to be able to take part in competitive and co-operative physical activities in a range of challenging situations and contexts such as borough competitions and outdoor activities.

We also want our pupils to learn about the principles of nutrition and healthy eating as well as instilling a love of cooking as learning how to cook is a life skill which will enable all our pupils to feed themselves and others well in later life. As part of the Food Technology curriculum which is delivered by a specialist teacher a minimum of once a week, pupils learn how to make healthy choices in relation to food and drinks; learn how to appreciate food from different countries and cultures; how to shop for the ingredients needed for their recipes and pay for them; how to maintain good hygiene when it comes to cooking and eating; and sensory exploration of different fruits and vegetables, e.g touching, smelling, licking, drawing etc, to generate interest in these foods, using the teaching and learning resources from 'TasteEd'. We also want to ensure all pupils participate in food events like Chinese New Year Fortune Cookies Day, Pancake Day, etc. so, they learn how to participate in group activities, engage positively in interaction with peers and receive peers' feedback positively.



INTENDED RESULTS

<p>PLANNED OUTCOMES (there should be a minimum of 3 and maximum of 7 measurable outcomes).</p> <ul style="list-style-type: none"> INDIVIDUAL: List the specific measurable changes that you expect to result from your activities e.g. changes in attitudes, behaviours, knowledge or skills of your pupil group/s WHOLE SCHOOL: List any organisational changes which you expect to result from your activities and how you will measure them 	<p>MONITORING METHODS</p> <p>List the tools and methods that you will use to monitor whether your activities are being implemented as planned.</p>
<p>EXAMPLES:</p> <ul style="list-style-type: none"> <i>Individual - To increase the percentage of students reporting the school helps them to understand and know how to manage their thoughts and feelings. From a baseline of 16% (45/278) to an end line of 70%.</i> <i>Individual - To increase the percentage of targeted Year 6 pupils reporting the school has helped prepare them for secondary school. From a baseline of 41% (11/27) to an end line of 80%.</i> <i>Whole School - To increase the number of days that salad and fruit are offered at tables rather than children self-serving from counter. From a baseline of 1 day per week, to an end line of 5 days per week.</i> 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> <i>Pre and post pupil surveys</i> <i>Pupil satisfaction survey for those that access school support</i> <i>School Menu analysis</i>
<p>Details:</p> <p>To increase the percentage of healthy snacks that the pupils bring in from home, across the whole school from 53% (77/146 students) to 63% (92/146 students)</p> <p>To increase the percentage of fruit, a salad or a vegetable included in packed lunches across the whole school from 37% (22/59 children with packed lunches) to 50% (30/59)</p> <p>To increase the percentage of pupils in the Roots pathway who bring in a healthier packed lunch from 54% (14/25 pupils) to 65% (16/25 pupils).</p> <p>To increase the percentage of Accreditation (Yr 10 and Yr 11) pathway pupils bringing in healthier packed lunches from 64% (7/11 pupils) to 82% (9/11 pupils)</p> <p>To increase the amount of daily physical activity being completed by all pupils, by increasing the Bridge Mile from 3 classes (26 pupils) to all 19 classes (146 pupils)</p>	<p>Details:</p> <p>Staff pre and post survey, includes snacks and packed lunch audit</p> <p>Online parental survey summary</p> <p>Student feedback/report (<i>including changes in enjoyment/positive attitudes to eating/physical activity, where relevant</i>)</p> <p>School council feedback/report</p> <p>Staff training evaluations, <i>including knowledge and attitudes</i></p>



ACTION PLAN

ACTIVITIES AND INTERVENTIONS: List the specific activities that you have planned (for staff, pupils or parents) to achieve your improvements, including any resources or partner services that will be providing support.	TIMESCALE: List the month & year when you expect each activity to take place.	LEAD: List the staff member responsible for each activity.
EXAMPLES: <ul style="list-style-type: none"> • Staff training on emotional health and wellbeing 	September 2019	D. Shaw, PSHE Coordinator
<ul style="list-style-type: none"> • Impacts of sugary drinks included in parent cooking sessions 	November 2019	J. Jones, Healthy Schools Lead
<ul style="list-style-type: none"> • Across the curriculum, work with children about how to avoid conflict and work with children on to how to solve problems 	January 2020	D. Shaw, PSHE Coordinator
Details: As part of the whole school well-being provision, we will deliver whole staff training on the survey results related to the healthy snacks , the importance of our pupils bringing in HEALTHIER snacks, what these alternatives are and how we can support parents and pupils with this.	March 2022 and ongoing	C, Barros, (CB) Healthy Schools Lead
Details: Reviewing the Food and Technology curriculum to ensure that all pathways have a range of lessons on nutrition and the impact of healthy eating, sensory cooking lessons and tasting sessions, to ensure that all pupils are introduced to healthy foods in Food Technology lessons.	Sept 2022 and ongoing	CB, Healthy Schools Lead
Details: PE department to complete an audit of the Physical activity curriculum and have a review of the curriculum stems to ensure their relevance to our pupils' needs. This will be based on implementing a wider range of physical activities to ensure all pupils are physically active at school and ensuring pupils' termly targets are covering this aspect of the pupils' EHCP.	Sept 2022 and ongoing	NL, PE Lead
Details: Parent voice and liaising with local organisations to support families.	March 2022 training and ongoing	L, Amri, (LA) Deputy Headteacher



<p>We will start up a new PTA, have training sessions for parents online and in school; this will allow us to fully support and encourage parents and carers in providing a healthier lifestyle for their families.</p> <p>Content for these sessions will include knowledge and attitudes re: how to be active, healthier eating, the benefits/consequences of both, links to wellbeing, ideas at home.</p> <p>Guest speakers will be invited to support school initiatives.</p>		
<p>Details:</p> <p>Run a parent survey on snack foods sent in to school and following that review putting training in place to raise parental awareness of what healthy foods and suitable snacks are available to their child and how physical activities outside of school are impacting on children’s general mental and physical well-being. This will enable the school to target specifically those parents/carers that may need support from the school or external agencies. Targeted work with these parents will involve supporting them in their understanding and attitudes re: the importance of healthy eating, not using food as a reward, links with wellbeing.</p>	<p>May-June 2022</p>	<p>LA Deputy Headteacher CB, Healthy Schools Lead</p>
<p>Details:</p> <p>Parent information - Online, workshops, booklets.</p> <p>We will be creating a Healthy Living section on the school website with links to our YouTube channel and twitter page. These will include recipes, suggestions for healthier alternatives, monthly sports challenges. We will be developing a Healthy Living booklet for parents as a reference for what to include in snacks, lunch boxes and for meal times at home. The booklet will include helpful hints for our pupils with varying dietary needs and links for other professionals. We will review the effectiveness of this with parents at the end of the year, to help review and inform future developments.</p>	<p>March 2022 and ongoing</p>	<p>LA Deputy Headteacher CB, Healthy Schools Lead</p>



<p>Details: Our PE Lead will deliver Staff Training (2x sessions) for all staff on increasing physical activity throughout the day: this will include sharing the results from the survey, the importance of increasing physical activity for all our pupils and the need to implement the daily Bridge Mile in every class.</p>	<p>March – July 2022</p>	<p>NL, PE Lead</p>
<p>Details: Introducing and implementing a range of innovative and fun Class Competitions based on increasing physical activity, and improving healthy eating etc. These will include:</p> <ul style="list-style-type: none"> - walk-a-thlon – Bridge Mile - flash mob dance - bike-a-thlon - colour run, dressing-up fun runs - sports day - pentathlon competitions - smoothie challenge - healthy food stalls 	<p>March 2022 and ongoing</p>	<p>NL, P.E Lead CB, Healthy Schools Lead</p>
<p>Details: We will hold a whole school ‘Healthy Eating week’ within which we will run a range of activities every day. We will be consulting with the pupils on the school council initially, who will then decide on the different activities that will be included in that week, and we will design that week’s timetable from the ideas/themes/resources taken from the British Nutrition Foundation Healthy Eating Week (June 2022): https://www.nutrition.org.uk/healthy-eating-week/</p>	<p>June 2022</p>	<p>CB, Healthy Schools Lead</p>
<p>Details: We will be participating in the national ‘Gardening Week.’ This will involve making use of our edible garden and with the community garden which is adjacent to the school.</p>	<p>April 2022</p>	<p>CB, Healthy Schools Lead</p>



<p>We will link this to the overall health benefits of gardening including</p> <ul style="list-style-type: none"> - the learning about healthy eating and eating things we have grown, - physical activity benefits - positive mental wellbeing benefits. 		
<p>Details:</p> <p>We will work with our new 9 ‘Healthy Living Ambassadors’ for them to support a range of the physical activity and healthy eating initiatives over the coming year including:</p> <p>They will support</p> <ul style="list-style-type: none"> - Healthy eating week - Healthy food challenges. - Promoting healthy lifestyles across the school - Nutrition activities - Assemblies - Workshops for pupils/ parents and staff - The Daily Mile - physical activities - playground activities - get moving initiatives - wellbeing activities and awareness 	<p>March 2022 and ongoing</p>	<p>CB, Healthy Schools Lead NL, P.E Lead</p>
<p>Details:</p> <p>We will hold an upper school (Leaf and Accreditation classes) sports tournament. This will run for four weeks and include:</p> <ul style="list-style-type: none"> - different sports each week to encourage pupils to be more active. - physical activity benefits 	<p>May 2022</p>	<p>NL, P.E Lead</p>



<p>Details:</p> <p>We will implement a new initiative of 'Music and Movement,' which will include sensory Physical activity sessions for our lower school (Roots and Branch classes) This will encourage pupils that are physically less active to participate and engage in activities such as dance and movement providing benefits:</p> <ul style="list-style-type: none">- physical activity benefits- positive mental wellbeing benefits.	<p>March 2022 and ongoing</p>	<p>NL, P.E Lead</p>
<p>Details:</p> <p>A cycling initiative will be run for the whole school across the summer term, with activities such as:</p> <ul style="list-style-type: none">- learning to ride a bike with outside agencies- a bicycle/tricycle/scooter fun day 'Tour de Riverside.'- healthy bikers breakfast week for all pupils and staff that cycle into school.	<p>March- June 2022</p>	<p>CB, Healthy Schools Lead NL, P.E Lead</p>



HEALTHY SCHOOLS LONDON GOLD AWARD REPORTING TEMPLATE

Complete this section when your above Silver Action Plan activities have been concluded and you are ready to apply for the Gold Award.

RESULTS AND IMPACT

RESULTS: Describe your results and whether you were able to achieve your planned outcomes.

EXAMPLES:

The group of pupils remained the same throughout the implementation of the action plan, September 2018 to July 2019: All pupils (Reception & KS1) = 190. The sample size completing initial and final surveys varied, September 2018 = 135 and July 2019 = 175.

1. To increase the percentage of children eating a portion of salad with their lunch. Target 40%.

*In September 2018, 17% (23/135) of children ate a portion of salad with their lunch. In July 2019, this had increased to 56% (98/175). **EXCEEDED***

2. To reduce the percentage of pupils reporting that they ate an unhealthy snack after school on the previous day. Target 40%.

*In September 2018, 61% (83/135) of children reported that they ate an unhealthy snack after school on the previous day (Note: unhealthy snack defined as chocolate, sweets, biscuits, pastries, crisps). In July 2019, this had reduced to 46% (81/175). **IMPROVED BUT NOT MET***

Include tables, graphs and bar charts to demonstrate changes in data.

Details:

UNINTENDED OUTCOMES: Describe any unintended outcomes (positive or negative).

EXAMPLES:

- *Healthy Eating week had a fantastic impact upon the whole school and had a wider impact upon the snacks children are choosing after school. We had at least one third of each class enter the competition, which prompted discussion around what children were eating after school and their understanding of what is healthy and unhealthy. The competition meant that children wanted to share with their parents their ideas for recipes and parents were happy to engage with their children to develop healthy snacks.*
- *The review of targeted individual pupil's developmental abilities, emotional wellbeing and behaviour in comparison with levels of communication was so effective that it was extended across the school and similar workshops were held for class teams in each of the learning pathways – autism spectrum disorder (ASD), severe learning difficulties (SLD) and profound and multiple learning disabilities (PMLD).*



Details:

ACTIVITIES: Explain if the activities in your action plan were delivered as intended, or if there were any changes and why. Describe any external or unanticipated factors that had an effect on your project.

EXAMPLES:

- *Activity: A partner organisation offered additional parent workshops, specifically focused on after school snacks and portion sizes. The workshops were well attended by a large group of reception parents - on average 15 parents attended each session. Parents were enthusiastic about the workshop with many requesting further hand-outs for friends. Some were parents who had been identified as needing targeting by teacher observations.*
- *External factor: The Local Authority commissioned an obesity prevention programme for families during the implementation of our action plan which we were able to access and plan for our school. This complemented the aims of our action plan and helped to support its success.*

Details:

OVERALL

STRENGTHS: Describe the overall strengths of your project.

EXAMPLES:

- *A zone structure was developed so that the playground had designated zones for different types of activities. The zones have been the major change to the school environment – the playground has structured titled zones e.g. music zone, construction zone, ball games zone. The children and lunchtime staff are clear about the zones which means that equipment in each zone stays in its designated zone all of the time. This has ensured the playground environment is less chaotic and more organised and structured.*
- *Tasting sessions provided an excellent opportunity for children to discuss unfamiliar fruits and vegetables and try these, then choose these independently in the lunchroom.*



Details:

LESSONS LEARNT: Describe what went well, what didn't go so well, and what recommendations you would you make for the future.

EXAMPLE:

- *We found that there was actually an increase in pupils accessing support for mental health and well-being. To begin with I felt this was a negative thing and felt concerned that the work we had put in had been unsuccessful. However, after talking to our pastoral managers we realised more students had accessed support because they felt more confident to talk about their own mental health, which is actually a positive thing and was one of our targets.*
- *I received feedback from teachers that cooking can be complex due to the location of our equipment, the need for a second adult to take food to ovens and the time taken for everything to be cleared away from classrooms. All of these things made cooking less desirable and taught less frequently. However, following these discussions I have made a proposal to our head teacher for a classroom to be built specifically for cooking.*

Details:

SUSTAINABILITY: Describe what you will do in future to sustain the project.

EXAMPLES:

- *Mindfulness has become an integral part of our school. The children and staff and many parents have loved doing it and have felt far reaching benefits from the programme. Our aim is now to keep developing our practice and to become a lead school and share our experiences with other schools. The PTA has enthusiastically agreed to support and fund the creation of a mindful area of the school playground. The intention is for the children to design and paint a wall mural in the area; to grow flowers and herbs and to position various items (e.g. wind chimes, glitter bottles etc.) which will create an area of calmness and reflection.*
- *This year we have had a very positive response to our school council deputies becoming salad monitors and encouraging children to eat more salad. Next year, we intend to give every child in KS1 an opportunity to be a salad monitor.*



Details:

PHOTOGRAPHS & QUOTES: Include any photographs, quotes, feedback or other evidence from your project.

Details: