

MAYOR OF LONDON



The Mayor of London's Award Programme

Healthy Schools London
Guidance pack



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Introduction

[Copy to be drafted by the Deputy Mayor and added in time for September]

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The Awards programme

There are awards at three different levels:

Bronze Award	Silver Award	Gold Award
		
Acknowledges and celebrates that the school has a high-quality embedded approach to health and wellbeing and for all children and young people.	Evidences that the school has identified a health and wellbeing priority and devised a new approach, project, practice or intervention to target the priority.	Recognises that the school has evaluated the impact and sustained the outcomes of this new approach, project, practice or intervention.
<ul style="list-style-type: none"> Review of the school's policies and practices that support health and wellbeing outcomes 	<ul style="list-style-type: none"> Undertake a needs analysis Use the needs analysis to identify and define group/s and number of pupils Develop planned measurable outcomes and an action plan Show how it will monitor and evaluate the project to measure success and demonstrate improvements 	<ul style="list-style-type: none"> Record results and outcomes Reflect on approach taken Provide analysis of results and share impact Explain how activity is being sustained

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The Awards pathway

Bronze Award

Achieving the Bronze Award recognises and celebrates that a school has established a high-quality, whole-school approach to health and wellbeing that is embedded for all children and young people. The Bronze Award forms the foundation of the Healthy Schools London programme, covering the key themes of health and wellbeing and underpinning any future Silver or Gold Award achievements.

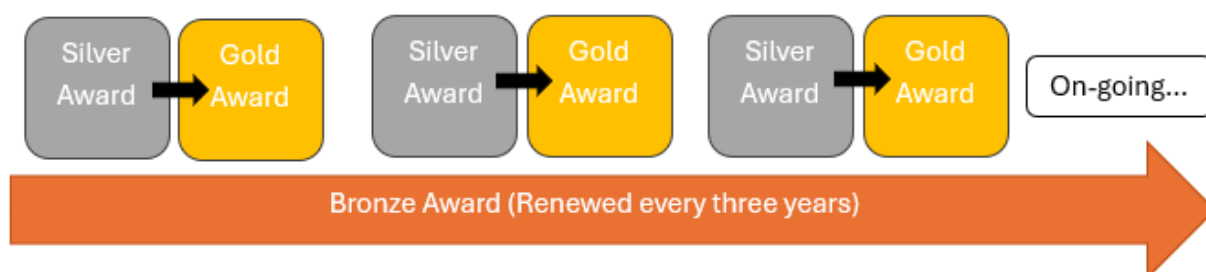
To ensure this foundation remains relevant and reflective of current practice, the Bronze Award is renewed every three years.

Silver and Gold Awards

Schools build on this foundation by progressing to the Silver and Gold Awards, which demonstrate how they have developed their approach further. These awards celebrate schools that have built on the good practice evidenced in their Bronze Award and taken clear, purposeful action to improve outcomes for their children.

After achieving both Silver and Gold Awards for a particular priority, a school may begin the process again - either by selecting a new health and wellbeing priority, or by continuing with the same theme but focusing on a different aspect.

While schools achieve and renew one Bronze Award, they can go on to achieve multiple Silver and Gold Awards, marking their continued commitment to development, improvement, and progression in pupil health and wellbeing.



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Progression through the Awards

Registration	<p>1. Register for award on GLA website</p> <ul style="list-style-type: none">- Complete the simple registration process on the website, including confirming if a school is a Water Only School or not. <p>2. Contact Borough Lead</p> <ul style="list-style-type: none">- Discuss your next steps and the support available with your Borough Lead (BL).
Bronze Award	<p>1. Contact Borough Lead</p> <ul style="list-style-type: none">- Discuss your Bronze Award application with your BL. <p>2. Complete Bronze Award tool</p> <ul style="list-style-type: none">- Record your current practice using the Bronze Award tool, ensure all criteria are met and provide evidence to support all criteria. <p>3. Submit Bronze Award tool</p> <ul style="list-style-type: none">- Your award tool will be considered for approval by your Borough Lead and feedback will be given where relevant. Your award will be validated by the Greater London Authority (GLA) team.
Bronze renewal: Every three years	<p>1. Notification</p> <ul style="list-style-type: none">- You will receive notifications via email advising you to contact your Borough Lead before beginning renewal. <p>2. Review Bronze Award tool and record updates</p> <ul style="list-style-type: none">- Review your original Bronze Award tool in full and update any changes. <p>3. Reflect</p> <ul style="list-style-type: none">- Reflect on your progress, priorities, and next steps for health and wellbeing. <p>4. Submit updated Bronze Award tool and any accompanying documents</p> <ul style="list-style-type: none">- Your renewed award tool will be considered for approval by your Borough Lead and feedback will be given where relevant. Your award will be validated by the Greater London Authority (GLA) team.
Silver Award	<p>1. Bronze Award in date</p> <ul style="list-style-type: none">- Your Bronze Award has been either achieved or renewed within 3 years of your Silver application.

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	<p>2. Contact Borough Lead</p> <ul style="list-style-type: none"> - Discuss your Silver Award application with your BL. <p>3. Complete Silver Award planning tool</p> <ul style="list-style-type: none"> - Undertake a needs analysis, identify a health and wellbeing priority, develop an action plan to implement a new approach to address the priority. <p>3. Submit Silver Award planning tool</p> <ul style="list-style-type: none"> - Your planning tool will be considered for approval by your Borough Lead and feedback will be given where relevant. Your award will be validated by the Greater London Authority (GLA) team.
Gold Award	<p>1. Bronze and Silver award in date</p> <ul style="list-style-type: none"> - Your Bronze Award has been either achieved or renewed within 3 years of your Gold application. - Your Silver Award has been achieved within the previous 3 years of the Gold application. <p>2. Contact Borough Lead</p> <ul style="list-style-type: none"> - Discuss your Gold application with your BL. <p>3. Complete Gold Award reporting tool</p> <ul style="list-style-type: none"> - Evaluate the outcomes and impact of the new practice, activity or intervention implemented through your Silver action plan, describe sustainability plans. <p>4. Submit Gold Award reporting tool</p> <ul style="list-style-type: none"> - Your reporting tool will be considered for approval by your Borough Lead and feedback will be given where relevant. Your award will be validated by the Greater London Authority (GLA) team.
Further progression	<p>Once a Gold Award is achieved, schools can:</p> <ol style="list-style-type: none"> Apply for new Silver/Gold Awards in a different health and wellbeing priority. Revisit the same priority but focus on a new aspect or approach.

Certificates and logos

Once your award has been approved by your Borough Lead and validated by the GLA, you will receive a dated certificate that can be displayed to celebrate your achievement with staff, children, parents, and the wider community.

You will also be provided with a digital award logo, which can be used on your school's website, newsletters, email signatures, or other communications to highlight your commitment to health and wellbeing.

The role of Borough Leads

Borough Leads (BL) play a key role in the HSL awards programme. Borough Leads are responsible for leading the HSL programme locally across each borough. The way BLs are organised is dependent on how the role is managed locally and BLs work differently in different boroughs.

Borough Leads support schools as they complete their applications and progress through the awards process. They review award tools, provide feedback where needed, and recommend them for validation. Final approval of awards is carried out by the Greater London Authority (GLA) team.

There are varying levels of support available across boroughs. Where Borough Lead support may be limited or unavailable, schools can access support with the awards programme through the HSL project team.

Further support

For support:

- Contact your HSL Borough Lead, or
- Reach out to the HSL project team: [email link to be added]

You can also find more information, support and guidance on the HSL website [link to be embedded].

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Bronze Award tool guidance

Introduction

The Bronze Award tool is designed to help your setting reflect on, celebrate, and strengthen your current approach to health and wellbeing. It supports you to review what's already working well and where you could make changes to your practice to ensure you meet all the criteria.



This guidance is designed to support you to work your way through the Bronze Award tool.

The Bronze Award tool is divided into seven health and wellbeing sections and within each section there are a series of criteria that you need to demonstrate that your provision meets.

Each criterion is listed below with:

- A short summary of what the criterion focuses on
- How to complete response – indicated by an arrow
- A set of questions/prompts to help you reflect on your practice and think about what to include in your response



Your responses should include:

- Clear descriptions of your school's practice - describe what you do in your school, not just what you aim to do
- Real-life, practical examples from your school where relevant – these should demonstrate your practice in action
- Concise and specific language - bullet points are welcome
- There is a suggested word count to guide the length of your responses

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When describing how you meet the criteria, you may wish to draw on:

Documentation: Use policies, curriculum overviews, staff training records, and published materials (e.g. website content or newsletters) to show how health and wellbeing are embedded across your school.

Daily routines and learning environments: Reflect on how your school's physical and social environment promotes health and wellbeing consistently throughout the day, beyond the classroom.

Inclusive practice: Highlight how your school actively includes and supports pupils with a wide range of needs, identities, and lived experiences, ensuring equity in health and wellbeing provision.

Communication with families: Show how you inform and engage parents/carers on health and wellbeing topics in ways that are accessible, inclusive, and regular.

Community and external partnerships: Demonstrate how your school connects with external professionals and local organisations to enhance support for pupils, families, and staff.

Real-life examples: Your examples should be specific and show how your actions had a real and positive impact. Avoid vague or generalised descriptions and focus on what you've done.

Online resources:

On the Healthy Schools London website [Link to be embedded], you will find a wide range of useful links to help support your school's award journey. These include toolkits and templates, example documents, key information and details of programmes and initiatives you might want to get involved in. While not exhaustive, the collection of resources signposts schools to high-quality, practical support aligned with the different aspects of health and wellbeing.

Section 1: Leadership and Management

This section focuses on how your school provides clear leadership to support a whole-school approach to emotional and physical health and wellbeing. This information helps to demonstrate that your school takes a collaborative and joined-up approach to health and wellbeing, and that responsibility is shared and embedded across roles.

1.1 PSHE Education

1.2 Emotional Wellbeing & Mental Health

1.3 Food Education, Nutrition and Healthy Eating

1.4 PE, Sport and Physical Activity

This criterion focuses on your school's leadership across key areas of health and wellbeing, PSHE education, emotional wellbeing and mental health, food education.



Identify key staff who are responsible for strategic leadership and day-to-day implementation of work across the four core areas.

In your response, consider the following prompts:

SLT Lead

For each area, please identify the member of the Senior Leadership Team (SLT) who holds strategic responsibility. This person should oversee planning, policy alignment, and whole-school implementation in that area. For example, your Assistant Head may lead on PSHE or PE.

Staff members responsible

You should also list any other staff who play a key role in delivering, supporting, or coordinating work in these areas. This could include:

- Subject leaders, class teachers, or form tutors
- Pastoral staff, SENDCo, DSL, wellbeing or mental health leads
- External professionals (e.g. CAMHS, SaLT, OTs, therapists)

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- Support staff (e.g. teaching assistants, mentors, lunchtime staff, caterers)
- Wider team members (e.g. School Business Manager, premises staff, after-school club team)

If some staff are listed more than once, that is acceptable as it can indicate a cohesive, cross-cutting approach to health and wellbeing.

Section 2: Policies and documentation

This section focuses on ensuring that your school has clear, up-to-date policies that reflect current legislation, and best practice to support health and wellbeing. These policies should guide day-to-day practice, be known and used by staff, and shared with children, young people and families in an accessible way.

2.1 The school has all statutory policies/documents in place, including:

- **School Behaviour / Anti-bullying**
- **Relationships, Sex and Health Education (RSHE) policy**
- **SEN Information Report**
- **Safeguarding / Child Protection**
- **Equality Statement**
- **PE and Sports Premium Impact report**
- **Pupil Premium Strategy Statement**

This criterion focuses on ensuring that your school has all required statutory policies and documents in place, and that they are regularly reviewed within the appropriate time frames to remain current and compliant.

These may be published as standalone policies or incorporated into wider school policies or documents. For example, your RSHE policy may form part of your PSHE policy.



Tick the box to confirm that these policies are in place, up to date, and meet statutory requirements.

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Not all policies are statutory in all types of schools, so if a policy is not applicable to your school, please indicate this by marking it as not applicable (n/a).

2.2 The school has in place wider policies, documents or procedures that focus on:

- **PSHE, RSE/RSHE and drug, alcohol, tobacco and vaping education including how incidents are dealt with**
- **Emotional Wellbeing and Mental Health**
- **Food Education, Nutrition and Healthy Eating including statutory school nutrient and food-based standards, catering and curriculum**
- **PE, Sports and Physical Activity**

This criterion focuses on ensuring your school has up-to-date policies, documents, or procedures in place that address the following areas:

- **PSHE, RSE/RSHE and drug, alcohol, tobacco and vaping education**, including how incidents are managed

Your school should outline how statutory PSHE content is taught across year groups in an inclusive, age-appropriate way. It should detail how RSE/RHSE and drug, alcohol, tobacco and vaping education is delivered, and include procedures for managing incidents or disclosures related to substance use or relationships, linking with safeguarding and behaviour policies.

- **Emotional Wellbeing and Mental Health**

Your school should set out a whole-school approach to promoting and supporting mental health and emotional wellbeing, including preventative strategies, early identification, and support pathways. It should define staff roles (e.g. Mental Health Lead), outline referral processes, and include staff wellbeing and training commitments.

- **Food Education, Nutrition and Healthy Eating**, including statutory food-based and nutrient standards, catering provision, and curriculum content

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Your school should outline how food education is delivered across the curriculum, how the school complies with statutory school food standards, and details of catering provision (e.g. menus, pupil voice). It should also reflect how the school promotes healthy eating in a supportive and inclusive way.

- **PE, Sport and Physical Activity**

Your school should describe how the school meets the expectation of at least 90 minutes of PE per week, with a goal of 2 hours and 30 minutes of extra-curricular physical activity. It should include curriculum planning, extracurricular opportunities, inclusion strategies and links to physical activity guidelines.

These may exist as standalone policies or be embedded within broader documents (e.g. food education within a PSHE or D&T policy).



Tick the box to confirm the policy/procedure is in place

List the date of the last review.

Provide a link to where the policy is published online (e.g. on your school website). If the policy is not online, send it to your Borough Lead.

2.3 The school employs a range of consultation methods to engage staff, parents/carers, governors, and pupils in the development and review of policies, and ensures that all stakeholders are appropriately informed about new policies or policy changes.

This criterion focuses on how your school actively consults and communicates with key stakeholders, such as staff, parents/carers, governors, and pupils, when developing, reviewing, or updating policies.



Please tick all the methods your school currently uses to consult and communicate with stakeholders. This can include both formal and informal approaches such as meetings, surveys, newsletters, or classroom discussions.

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Schools are not expected to use all methods to meet the criterion. Use the “Other” box to list anything additional.

Some methods, such as school council discussions, assemblies, or lessons, may be more relevant when consulting pupils, while others like staff induction or governor meetings support staff and leadership involvement.



In the box provided, briefly describe one example of how you consulted with stakeholders to shape or update a specific policy.

This should include:

- Who was consulted (e.g. pupils, parents, staff)
- What methods were used (e.g. school council meeting, forum, survey)
- How the feedback influenced the final version of the policy

Section 3: Learning and teaching, curriculum planning and resourcing

This section focuses on how your school delivers, monitors, and evaluates key areas of the curriculum that support health and wellbeing. It highlights how pupil progress and achievement are assessed, recorded, and celebrated, ensuring high-quality teaching and learning aligned with national guidance.



In this section, for each criterion explain how you meet it by describing your school's practice and include practical, real-life examples, where relevant, that show what this looks like in action.

The word count for each criterion in this section is 250-400 words.

PSHE

3.1 There is a planned programme of PSHE education taught across all year groups, which includes statutory requirements in line with national guidance.

This includes coverage of:

- **Statutory Relationships, Health education (KS1-2) and Relationships, Health and Sex Education (K3-4)**
- **Emotional Wellbeing and Mental Health**
- **Drug, alcohol, tobacco and vaping**
- **Oral health**

This criterion covers the requirement for a planned, age-appropriate programme of PSHE education across all year groups, ensuring pupils receive the statutory content outlined in national guidance.

In your response, consider the following questions:

How do you ensure that statutory content is covered, including Relationships and Sex Education (RSE/RSHE), emotional wellbeing and mental health, drug, alcohol, tobacco and vaping education and oral health?

Reflect on how each of these is addressed across different year groups, how they are timetabled, who teaches them and whether they are revisited and explored in greater depth over time.

How is PSHE education embedded across the wider curriculum and linked to other subject areas such as science, PE, and computing?

Consider where PSHE themes naturally connect with other learning (e.g. online safety in computing, healthy lifestyles in PE) and how these links are planned.

What schemes of work, frameworks, or resources do you use to plan and deliver your PSHE programme?

Think about whether you follow a published scheme (e.g. Jigsaw, 1Decision, SCARF, PSHE Association materials) or use a school-developed approach, and how these help ensure coverage and progression.

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3.2 The school monitors and evaluates PSHE education provision to ensure the quality of teaching and learning.

This criterion focuses on how your school monitors and evaluates the quality of PSHE education to ensure that teaching is consistent, inclusive, and effective across all key areas so that all pupils receive meaningful, high-quality learning experiences.

In your response, consider the following questions:

How does your school monitor and evaluate the delivery and impact of teaching in PSHE including the key statutory areas:

- **RSE/RSHE**
- **Emotional wellbeing and mental health**
- **Drug, alcohol, tobacco and vaping education**

Consider how you gather evidence through lesson observations, learning walks, planning reviews, pupil voice, or staff feedback.

How do you ensure that high-quality PSHE teaching is delivered consistently across all year groups and key stages?

Think about how your curriculum planning, CPD, resource use, and quality assurance processes promote consistency and progression.

How do you make sure that your PSHE curriculum and teaching approach are inclusive and accessible to all pupils?

Reflect on how your provision meets the needs of pupils with SEND, reflects the diversity of your school community, and promotes respectful discussion of different identities and experiences.

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3.3 The school assesses, records and reports pupils' progress and achievement in PSHE education.

This criterion focuses on how your school assesses, records, and reports pupils' progress and achievement in PSHE education, ensuring that learning is meaningful, development is monitored over time, and progress is effectively communicated to pupils and parents.

In your response, consider the following questions:

What assessment methods do you use to capture pupils' knowledge and understanding, skills development, and attitudes across the PSHE curriculum?

Reflect on the use of self-assessment, teacher observations, written reflections, peer feedback, and class discussions as part of formative and summative assessment.

How do you record pupils' progress and achievement in PSHE in a meaningful and manageable way?

Think about the systems you use (e.g. annotated plans, trackers, learning journals) and how they reflect both attainment and personal development.

How do you report or share information about pupils' progress and achievement in PSHE with pupils themselves, parents and carers?

Reflect on whether PSHE is included in written reports, parents' evenings and school awards or celebrations.

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Food Education, Nutrition and Healthy Eating

3.4 There is a planned programme of food education, nutrition and healthy eating taught across all year groups which meets national curriculum guidance and UK Government recommendations for primary or secondary.

This criterion focuses on how your school delivers a planned, progressive programme of food education, nutrition and healthy eating across all year groups, aligned with national curriculum guidance and government recommendations.

In your response, consider the following questions:

- **How is food education timetabled across each year group, and who is responsible for delivering it?**

Think about whether it is taught as a standalone subject or through another curriculum area (like D&T or science), and whether staff have access to relevant training or expertise.

- **What does progression look like in your food and nutrition education from early learning to more advanced skills and understanding?**

Reflect on how your curriculum builds knowledge and skills year-on-year, and how you ensure pupils revisit and deepen key concepts over time.

- **How are food education, nutrition and healthy eating linked to other curriculum areas and wider school life?**

Think about how you connect learning across subjects like science, PSHE, and PE—and how messages about healthy eating are reinforced through school meals, displays, or events.

- **How do you ensure that your healthy eating initiatives are delivered in supportive and inclusive?**

Consider the language used by staff, how diversity in bodies and abilities is represented, and whether your approach promotes wellbeing and confidence for all pupils.

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- **What schemes of work, teaching resources or external support do you use to plan and deliver your food education programme?**

Consider whether you use any published schemes (e.g. Cook School, Food for Life), local partnerships, or resources aligned with the Eatwell Guide or national curriculum.

3.5 The school monitors and evaluates Food Education, Nutrition and Healthy Eating provision to ensure the quality of teaching and learning.

This criterion focuses on how your school monitors and evaluates the quality and consistency of Food Education, Nutrition and Healthy Eating, ensuring that teaching and learning are inclusive, effective, and delivered safely across all year groups.

In your response, consider the following questions:

How do you monitor and evaluate the quality of teaching and learning in Food Education, Nutrition and Healthy Eating?

Consider how you use lesson observations, pupil voice, planning reviews, or staff feedback to understand the impact of your provision.

How do you ensure that high-quality teaching and learning is consistent across all aspects of food education and throughout all key stages?

Think about how you maintain continuity and coherence in curriculum planning, delivery, and outcomes from year to year.

How do you support non-specialist teachers to deliver high-quality teaching and learning in food education?

Think about what training, planning support, team teaching, or resource packs are in place to build confidence and capability.

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3.6 The school assesses, records and reports pupils' progress and achievement in food education, nutrition and healthy eating.

This criterion focuses on how your school assesses, records, and reports pupils' progress and achievement in food education, nutrition and healthy eating, ensuring that learning is effectively monitored and celebrated, and that assessment supports planning and pupil development.

In your response, consider the following questions:

How do you assess what pupils know, understand, and can do in relation to food education, nutrition and healthy eating?

Think about how you capture learning in both theoretical and practical areas, such as nutrition knowledge, food choices, and cooking skills.

What assessment methods do you use to track pupils' progress, both formally and informally, across different year groups?

Reflect on your use of quizzes, practical tasks, observation, pupil self-assessment, and reflections to gather evidence of learning.

How do you record pupils' progress in a way that is manageable, meaningful, and helps inform future planning?

Consider whether you use class tracking tools, portfolios, or learning logs to track knowledge and skill development over time.

How do you communicate pupils' progress and achievement in food education to pupils themselves, parents and carers?

Think about how this is shared through reports, parent meetings, displays, or pupil voice activities.

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3.7 There is a planned programme of minimum of 90 minutes of high quality PE per week taught across all year groups (aiming for at least two hours) which meets national curriculum guidance the [UK Government School Sport and Activity Action Plan](#).

This includes:

- **The recommended 120-180 mins of physical activity for children with disabilities across the week**
- **[Aiming to meeting the Chief medical officer activity guidelines](#)**

This criterion focuses on how your school delivers a planned programme of high-quality PE that meets national curriculum requirements and aims to meet or exceed government activity guidelines, ensuring all pupils, including those with disabilities, have regular, inclusive access to physical education each week.

In your response, consider the following questions:

How is PE timetabled across each year group, and does your provision meet or aim to exceed the minimum 90 minutes of high-quality PE per week?

Consider whether pupils are offered at least two sessions per week and how any barriers to access (e.g. space, staffing) are addressed.

What does progression look like in PE from early learning to more advanced skills and understanding?

Reflect on how your curriculum builds knowledge and skills year-on-year, and how you ensure pupils revisit and deepen key concepts over time.

How do you ensure that PE provision meets the needs of all pupils, including children with disabilities and those with additional needs?

Reflect on how your PE offer supports the recommended 120–180 minutes of physical activity per week for pupils with SEND and how inclusive adaptations are planned and delivered.

Who teaches PE, and if a primary school, how are class teachers supported to build their confidence and skills in delivering high-quality lessons?

Reflect on whether class teachers, coaches, or specialists deliver PE and how CPD, mentoring, or planning support is used.

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3.8 The school monitors and evaluates PE provision to ensure the quality of teaching and learning.

This criterion focuses on how your school monitors and evaluates the delivery, consistency, and impact of PE to ensure all pupils receive high-quality, inclusive, and progressive teaching and learning.

In your response, consider the following questions:

How do you monitor and evaluate the quality of PE teaching and learning across year groups?

Think about how you use methods such as lesson observations, team teaching, staff feedback, learning walks, planning scrutiny, or pupil voice surveys to assess the effectiveness of your PE provision.

What support is in place for class teachers or non-specialist staff to deliver PE with confidence?

Include examples of any CPD, use of external coaches or team teaching, access to schemes or planning tools or any peer support you provide.

Do you gather feedback from pupils on their PE experience?

Consider how you incorporate pupil voice to improve engagement, adapt provision, or identify areas where children may lack confidence, access, or enthusiasm for physical activity.

3.9 The school assesses, records and reports pupils' progress and achievement in PE.

This criterion focuses on how your school assesses, records, and reports pupils' progress and achievement in PE, ensuring that learning in physical education, including swimming, is monitored and celebrated, and used to inform future teaching.

In your response, consider the following questions:

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How do you assess what pupils know, understand, and can do in PE across different year groups?

Think about how you assess both physical competencies (e.g. movement, coordination, teamwork) and broader skills like strategy, fairness, and resilience.

What systems do you use to record and track pupils' progress in PE over time and how is this information used to inform teaching and curriculum planning?

Consider whether you use assessment grids, digital trackers, or class profiles, and how this supports progression and identifies gaps.

How do you report pupils' progress and achievement in PE to pupils, parents, and carers?

Reflect on how PE is represented in school reports or shared through parent consultations, certificates, or sports events.

How do you assess and record swimming attainment, and how many pupils meet the national curriculum expectations for swimming and water safety by the end of Year 6?

Think about how this data is gathered and used, and whether it's reported as part of your PE and Sports Premium evaluation.

3.10 The content of the school curriculum in each academic year has been published on the school website.



Please provide a link to the section of your school website where your curriculum content for each academic year is published.

Section 4: School ethos, culture, environment, personal development & wellbeing

Outdoor Areas and Playground Provision

4.1 In the playground pupils participate in and enjoy a range of activities in outdoor areas or playground including:

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- **A variety of energetic activities and sport**
- **Quiet activities**
- **Effective supervision and support**
- **Pupil-based support**

This criterion focuses on how your school provides a safe, active, and inclusive playground environment that supports pupils' physical, social, and emotional wellbeing during outdoor and break times.



Tick all types of provision your school currently offers in the playground.

This might include:

- **Energetic activities and sport:** e.g. football, skipping, climbing equipment, running games, dance zones, obstacle courses
- **Quiet activities:** e.g. reading corners, mindfulness zones, drawing areas, friendship benches
- **Effective supervision and support:** e.g. zoned areas with staff trained in positive play, clear behaviour expectations
- **Pupil-based support:** e.g. play leaders, peer mediators, wellbeing buddies, sports ambassadors



Briefly describe two examples, highlighting specific actions taken to improve playground provision or engagement and the impact these actions have had.

Food provision

4.2 The school has a welcoming, clean and hygienic eating environment that encourages positive social interaction.

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This criterion focuses on how the school's dining space contributes to a positive eating experience for pupils, encouraging healthy habits, social interaction, and a calm, respectful atmosphere.



Tick 'Yes' if your school has a welcoming, clean, and hygienic eating environment that supports this goal.

In the space provided, briefly describe one aspect of your dining environment that is working particularly well and the impact it has had.

This might include:

- Creating a café-style layout with round tables to encourage conversation
- Using tablecloths, music, or themed displays to make the space more inviting
- Displaying pupil-designed posters or healthy eating prompts
- Involving children in setting up, clearing tables, or giving feedback on lunch experiences
- Introducing family-style dining or staggered lunchtimes to support positive behaviour and social skills

4.3 The school encourages families to register for benefits-related free school meals.

This criterion focuses on how your school actively supports and encourages families to register for benefits-related Free School Meals (FSM) even if their child is already receiving a meal under the Universal Infant FSM scheme.



Describe the strategies you use to encourage registration, such as:

- Direct communication with families (letters, texts, face-to-face)
- Confidential and accessible application support
- Promoting the financial and school-wide benefits of registering
- Use of universal registration forms (e.g. asking all parents to complete an eligibility check form on enrolment)

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- Collaboration with the Local Authority or support services to identify eligible families

4.4 School lunches meet the [DfE Standards for school food \(2015\)](#).

This criterion asks schools to confirm that all lunches provided comply with the [DfE School Food Standards \(2015\)](#). These statutory standards apply to all maintained schools and academies and are designed to ensure that pupils receive a balanced, nutritious meal each



Tick one of the following to show how your school ensures compliance:

- Assured by borough-approved caterer or external provider
(Provide the name of your caterer/provider)
- [Checklist](#) completed by in-house catering team and submitted to your Borough Lead (This is required if meals are not externally assured)

4.5 Any food provided by the school across the school day meet the [DfE Standards for school food \(2015\)](#).

This criterion asks you to confirm that all food provided by your school across the school day (not just lunch) meets the [DfE School Food Standards \(2015\)](#).

This includes food offered at:

- Breakfast clubs
- Snacks (e.g. at break time or after-school clubs)
- Tuck shops
- Food used in classroom activities or rewards
- School trips or events where food is provided by the school

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Complete the "Food Other Than Lunch" [checklist](#)

Email the completed checklist to your Borough Lead as part of your evidence for this section

4.6 Add link to your current menu/s here or send to your Borough Lead.

This criterion focuses on ensuring that your school shares clear and accessible information about the food provided throughout the school day, including the current lunch menu and any other menus such as those for breakfast or after-school clubs.

You may also have a child-friendly version of the menus, using symbols, pictures, or colour coding to highlight healthy choices.



Provide a link to where your menu/s are published online (e.g. on your school website). If your menu/s are not online, send to your Borough Lead.

4.7 The school has packed lunch guidance (including for school trips) promoting healthy eating and oral health that is consistent with DfE school food standards for school meals and is shared with pupils and parents/carers.

This criterion focuses on having clear, consistent packed lunch guidance that supports healthy eating and oral health, in line with the DfE School Food Standards. It should apply to daily lunches as well as food brought in for school trips or events, be actively shared with parents/carers, communicated to pupils in an age-appropriate way, and understood by staff so it can be supported consistently and sensitively across the school.



Provide a link to where your packed lunch guidance is published online (e.g. on your school website). If your guidance is not online, send it to your Borough Lead.

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4.8 The school encourages pupils to drink water throughout the day and ensures that free, clean palatable drinking water is always available including at break, lunch times, in the classroom and in the playground.

This criterion focuses on ensuring that your school both provides access to free, clean drinking water and actively promotes regular hydration as part of a healthy school culture. It supports your school in meeting the DfE School Food Standards and reflects good practice around availability, encouragement, and education about hydration throughout the day.



Describe how your school meets this criterion.

This could include:

- Where and when is drinking water available (e.g. water fountains, jugs in classrooms, bottles in lunch areas)?
- Are there clear systems for refilling water bottles?
- How do staff encourage regular water drinking (e.g. water breaks, visual prompts, class routines)?
- Are pupils taught about hydration in the curriculum (e.g. in science, PE, PSHE)?

4.9 If you are a Water Only School and have a formal/written water only policy, add a link here or send it your Borough Lead.

This criterion applies to schools that are already fully [Water Only School](#) (WOS) meaning that water and certain plain reduced fat milk (this includes semi-skimmed or skimmed, lactose free and soya milk) are the only drinks available at school unless for medical or welfare reasons, or if children are under 5. This means all times of day, not just lunchtime.



If your school has a policy or statement outlining your Water Only approach, provide a link to where it is published online (e.g. on your school website). If it is not online, send it to your Borough Lead.

It is for schools to self-assess whether they are a Water Only School.

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It's important to note that you don't need to be a Water Only School to achieve your Bronze Award, but we do ask that you're open to more information and support.

There is a range of resources available to help schools become water only, including helpful [Water Only Schools Toolkits](#) for both primary and secondary schools (including template water only policies), certificates and posters.

If your school is not yet a Water Only School you can contact your Borough Lead for advice and support. You may also choose to focus on becoming a Water Only School as the basis for a future Silver Award application.

Physical activity

4.10 The school provides 30 minutes of extra-curricular physical activity opportunities each day in line with the [Chief Medical Officers' Physical Activity Guidelines](#).

This criterion focuses on how your school provides pupils with opportunities to be physically active for at least 30 minutes each day outside of timetabled PE lessons, in line with the [Chief Medical Officers' Physical Activity Guidelines](#).

Extra-curricular physical activity refers to any movement-based activity that takes place beyond the PE curriculum. This could include:

- Clubs such as football, dance, gymnastics, yoga, running, cheerleading, or martial arts
- Active break/lunchtime provision, e.g. skipping zones, active play equipment, play leaders
- Active travel programmes, e.g. Bikeability, walking buses, scooter training
- Wake and shake, daily mile, or movement-based morning routines

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Describe your school's practice and include practical, real-life examples, where relevant, that show what this looks like in action.

4.11 The school has systems in place to track pupil's participation in extra-curricular active opportunities.

This criterion focuses on how your school monitors and tracks which pupils are taking part in extra-curricular physical activity, such as clubs, active breaktime provision, after-school sport, or enrichment sessions.



Describe your school's practice and include practical, real-life examples, where relevant, that show what this looks like in action.

This could include:

- A register or tracking system for clubs and activities
- Information collected by year group, gender, SEND, FSM status

You should also include an example of how you use this information to encourage and include pupils who are less engaged in physical activity.

4.12 The school actively encourages pupils who are less engaged in physical activity to participate more.

This criterion focuses on how your school identifies and actively supports pupils who are less engaged in physical activity, helping to remove barriers, boost confidence, and increase their participation through inclusive, enjoyable, and targeted opportunities.



Describe how you meet this criterion and include practical, real-life examples, where relevant, that show what this looks like in action.

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You could include examples of what your school does to encourage engagement, such as adapted PE sessions, smaller or non-competitive groups, inclusive after-school clubs, pupil voice to inform activity choices, or staff modelling enthusiasm for physical activity. You might also describe partnerships with external coaches or clubs, use of peer mentors or sports leaders, or positive reinforcement strategies.

4.13 The school signposts pupils to local clubs and activities.

This criterion focuses on how your school actively connects pupils and families with physical activity opportunities in the local community, helping them stay active beyond the school day.

The emphasis here is on external clubs and activities based in your school's local area such as community sports teams, dance schools, martial arts groups, leisure centre programmes, or youth fitness initiatives.



Describe how you meet this criterion and include practical, real-life examples, where relevant, that show what this looks like in action.

Active travel

4.14 The school promotes active travel to and from school.

This criterion focuses on how your school actively encourages pupils to walk, cycle, scoot, or use other active methods of travel to get to and from school.



Describe how you meet this criterion and include practical, real-life examples, where relevant, that show what this looks like in action.

This could include:

- Running or promoting Walk to School Week, Bikeability, or scooter events
- Providing secure bike and scooter storage
- Sharing messages about active travel in assemblies, newsletters, or displays

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- Promoting park and stride schemes (where families park further away and walk part of the journey)
- Involving pupils in active travel campaigns or pupil-led safety patrols
- Highlighting road safety education in the curriculum

If your school holds an award or is working towards an award on the [TfL Travel for Life programme](#) (previously TfL STARS) you can include the level achieved (e.g. Bronze/Silver/Gold) and year awarded as evidence.

If your pupils travel from further afield, or if you're unsure how this criterion applies to your school, please contact your Borough Lead for tailored support and advice.

Pupil voice

4.15 The school has mechanisms in place to ensure the views of pupils are reflected in decision making, policy and practice.

This criterion asks schools to demonstrate that they have meaningful and inclusive mechanisms in place to ensure that pupils' views are reflected in school policy, practice and decision-making.



Describe how you meet this criterion and include practical, real-life examples, where relevant, that show what this looks like in action.

Your response could include:

- School council or pupil parliament
- Eco-team, wellbeing ambassadors, sports leaders, or peer mentors
- Participation in borough or national surveys, such as the Active Lives survey, or school-based questionnaires
- The use of Assessment for Learning (AfL) strategies to gather pupil views on lessons and learning
- Regular use of exit slips, feedback boards or pupil voice circles
- Opportunities for pupils to set their own goals or reflect on their progress
- Suggestion boxes, digital surveys, class votes or discussions

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- Pupil-led assemblies or classroom monitors

Consider how your approach is inclusive and reflects the views of all learners.

4.16 Pupil participation has changed practice or provision within the school.

This criterion focuses on exploring an example of how pupil participation has led to a tangible change in the school's practice or provision, specifically in relation to health and wellbeing.



Describe how you meet this criterion and include practical, real-life examples, where relevant, that show what this looks like in action.

For example:

- Pupils helped design or adapt the school menu to reflect healthier or more culturally appropriate options
- A change to playground zoning or equipment following pupil feedback
- Introduction of a new after-school club based on pupil suggestions
- Pupils led an awareness campaign around mental health, healthy eating, or active travel

It doesn't need to be a major initiative as small but meaningful changes are equally valid.

Spiritual, moral, social and cultural development and emotional wellbeing

4.17 The school provides for the spiritual, moral, social and cultural development of pupils.

This criterion focuses on how your school supports pupils' development in each area of SMSC (Spiritual, Moral, Social, and Cultural) through the curriculum, daily routines, and wider school life.

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Provide a brief example for each of the four areas below, showing how SMSC is embedded in your school's ethos and practice:

Spiritual - Describe how your school encourages pupils to reflect on their beliefs, values, feelings or sense of self.

Moral - Explain how pupils are helped to understand right and wrong, develop a sense of justice, and take responsibility for their actions.

Social - Show how pupils learn to work with others, develop social skills, and contribute to their school and wider community.

Cultural - Highlight how your school helps pupils appreciate their own cultural background and understand and respect the diversity of others.

4.18 The school provides opportunities you provide for children and young people to:

- **Build confidence and self-esteem and celebrate their achievements**
- **Develop responsibility, independence and resilience**
- **Learn how to assess risk and stay safe**

This criterion focuses on how your school intentionally supports children and young people's personal development, focusing on three key areas. These opportunities should be integrated across the curriculum, school culture, and wider provision from EYFS to secondary.



Give one brief example for each area, drawn from real practice in your school.

Building Confidence and Self-Esteem

Schools should offer pupils frequent, varied chances to feel valued, experience success, and see their contributions celebrated.

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Examples could include:

- Pupil leadership roles (e.g. peer mediators, school council, Eco-Schools reps)
- Public events or performances (e.g. assemblies, debates, showcases)
- Verbal and peer praise, award systems (e.g. Golden Book, certificates, house points)
- Representation opportunities (e.g. welcoming visitors, writing for the school website/newsletter)
- Achievement programmes (e.g. Jack Petchey, Duke of Edinburgh)
- Student-led clubs, mentoring or panel participation

Developing Responsibility, Independence and Resilience

Pupils should be supported to take initiative, lead others, and learn through challenge.

Examples could include:

- Leadership roles (e.g. form captain, prefects, peer mentors)
- School responsibilities (e.g. monitors, office helpers, lunch duty)
- Engagement in charity, enterprise or student-led initiatives
- Involvement in newsletters, podcasts, or student voice panels
- Resilience-building through PSHE, outdoor learning, residential (e.g. orienteering, Duke of Edinburgh, Thrive or Zones of Regulation programmes)

Learning How to Assess Risk and Stay Safe

Schools play a key role in helping pupils recognise risk, stay safe, and make informed choices both online and offline.

Examples could include:

- PSHE lessons on topics like consent, substance misuse, online safety and mental health
- Road safety, cycling proficiency or travel safety training
- Residential or outdoor learning that involve managed risk (e.g. archery, night walks)
- E-safety curriculum in ICT, including secure use of devices

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- First aid training, fire safety visits, workshops from NSPCC or local services
- Using drama, discussion, and real-world case studies to explore risky situations

Section 5: Provision of support services for children and young people

This section focuses on how your school identifies, supports, and responds to the needs of vulnerable children and young people. It looks at the systems in place to ensure that pupils, alongside their parents and carers, can confidentially access timely advice, services, and support both within the school and through external partnerships. This includes early identification processes, targeted interventions, and collaborative working with health, education and social care professionals to address a wide range of needs and reduce inequalities in health and wellbeing outcomes.

Schools play a crucial role in early identification and intervention, acting as a trusted and consistent point of contact where children, young people and families can access the support they need to thrive emotionally, socially, and physically.

5.1 There are processes in place to support staff to identify and refer pupils who might need support.

This criterion focuses on how your school identifies pupils who may need additional support whether academic, emotional, social, or physical and how they ensure concerns are acted upon through clear referral pathways.



Tick all the identification and referral processes your school uses, such as:

- Staff observation (e.g. changes in behaviour, mood or engagement)
- Progress monitoring and cohort tracking
- Pupil Premium, EAL and SEN registers
- Attendance and punctuality monitoring
- Pupil assessment (academic or wellbeing-focused)
- Parent/carers consultations
- Young carers register
- Weighing and Measuring programme (e.g. NCMP) results

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- Looked After Children (LAC) register
- Other relevant approaches specific to your school

Please note that the list of processes provided is not exhaustive, and schools are not expected to tick every option in order to meet the criteria. Please tick all that apply and feel free to add other relevant provision under “Other”.



Describe a real-life scenario where one of the above processes led to a concern being identified and a referral or support plan being implemented.

This could include:

- A staff member raising a pastoral concern that triggered internal support
- Academic underachievement highlighting a need for SEND assessment or small-group intervention
- A pupil flagged through attendance monitoring, leading to contact with parents and support via Early Help
- Referral to external agencies such as the school nurse, CAMHS, or social care

5.2 The school has a comprehensive offer of support and arrangements in place to meet the needs of vulnerable pupils.

This criterion asks schools to describe the range of practical support, adaptations, and targeted provision they have in place to meet the needs of vulnerable pupils including those with SEND, pupils in receipt of Pupil Premium, EAL learners, children with social, emotional or mental health needs, and others at risk of disadvantage or exclusion.



Tick all forms of support your school currently offers.

- **Ordinarily Available Provision:** Inclusive classroom strategies (e.g. scaffolding, adapted resources, movement breaks).

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- **EAL provision:** Language support, bilingual materials, or small-group sessions.
- **Adapted curriculum:** Flexible tasks, assistive tech, or personalised targets.
- **Targeted interventions:** Short-term, structured support (e.g. literacy catch-up, SEMH groups).
- **Learning Support Assistants / 1:1 Support:** In-class or individual adult support for learning or behaviour.
- **Learning mentor:** Regular pastoral support to build confidence and relationships.
- **School-based therapist or Counsellor:** Emotional or therapeutic support delivered in school.
- **Quiet room / Sensory room:** Calm spaces to help pupils regulate or manage sensory needs.
- **Key contact person:** A trusted adult for high-needs pupils (e.g. LAC, young carers, children at risk).

Please note that the list provided is not exhaustive, and schools are not expected to tick every option in order to meet the criteria. Please tick all that apply and feel free to add other relevant provision under “Other”.



Describe two examples in detail, showing:

- The type of support provided
- The need it addressed
- The impact it had on the pupil(s)

5.3 The school has arrangements in place to effectively work with other professionals and agencies to support individuals and their families and to monitor the support provided.

This criterion asks you to demonstrate how your school works effectively with external professionals and agencies to support individual pupils and their families.

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Tick all the relevant services your school engages with.

- **LA Local Offer:** Signposts local SEND and family support services.
- **Educational Psychologist (EP):** Assesses learning, emotional or behavioural needs.
- **CAMHS:** Provides support for pupils with significant mental health concerns.
- **Specialist SEND Teachers:** For dyslexia, autism, sensory needs, etc.
- **Speech and Language Therapist (SaLT):** Supports communication and language development.
- **Visiting Therapist/Counsellor:** Provides in-school emotional or therapeutic support.
- **Local/National Charities:** Such as YoungMinds, Barnardo's, Place2Be, providing mentoring, wellbeing support, or funding.
- **Healthcare Professionals / School Nurses:** Support with physical health, safeguarding, or managing medical conditions.
- **Virtual Schools:** Help to coordinate provision for Looked After and previously Looked After Children.
- **Mental Health First Aiders:** Trained staff who support early intervention and signposting.

Please note that the list provided is not exhaustive, and schools are not expected to tick every option in order to meet the criteria. Please tick all that apply and feel free to add other relevant provision under "Other".



Describe two examples of partnership working in action, including the impact on pupils.

Section 6: Staff training and continuing professional development (CPD), health and well-being

This section focuses on how your school identifies staff training needs related to health and wellbeing and ensures staff are equipped with the up-to-date knowledge, skills and confidence to support pupils effectively. It also covers how schools prioritise the wellbeing of their staff, promote positive role modelling, and provide clear routes to access support.

It is vital that schools create a supportive working environment where staff are valued, professionally developed, and empowered to care for both their own health and wellbeing and the health and wellbeing of the pupils they support.

6.1 The school has processes in place to identify staff training needs relating to health and wellbeing topics.

This criterion focuses on how your school identifies and responds to staff training needs related to health and wellbeing.



Tick all the processes your school currently uses to assess staff training needs.

- **Staff surveys/questionnaires:** Anonymous wellbeing or training surveys help identify confidence levels and priority topics.
- **Performance management:** Training needs are raised through appraisal objectives or development conversations.
- **Support meetings:** 1:1 wellbeing check-ins or return-to-work meetings may reveal training or support gaps.
- **Staff committees or working groups:** These may raise requests or review current CPD provision.
- **Safeguarding/health & safety incident monitoring:** Patterns in incidents can highlight training gaps (e.g. first aid, behaviour de-escalation).

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- **Observations and learning walks:** Provide insight into where staff may need support with inclusive practice, differentiation, or managing wellbeing needs.
- **Needs analysis:** Structured audit of staff skills or statutory training coverage.
- **Staff meetings:** Open discussions about challenges and successes may reveal shared training needs.
- **Feedback from CPD sessions:** Used to evaluate effectiveness and identify next steps.
- **Inspections/external reviews:** Recommendations may highlight areas where training should be prioritised.
- **Occupational health input:** May suggest reasonable adjustments or development needs for individuals.

Please note that the list provided is not exhaustive, and schools are not expected to tick every option in order to meet the criteria. Please tick all that apply and feel free to add other relevant provision under “Other”.



Briefly describe one brief example of how this identification and referral process has been implemented in practice.

6.2 Relevant staff have up to date knowledge and skills, and appropriate professional development is provided.

This criterion focuses on ensuring that relevant staff have up-to-date knowledge and skills across key areas of pupil health and wellbeing. This could be delivered through a variety of means including:

- Whole-staff INSET or twilight sessions
- Role-specific CPD (e.g. DSL training, SaLT refresher, PE or food safety updates)

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- External accredited programmes (e.g. Mental Health First Aid, Youth Sport Trust, PSHE Association)
- Local authority or NHS-led training
- Online training or e-learning modules
- Staff sharing knowledge from courses through cascade models



Tick all that apply to your school, based on recent or current professional development activity.

Schools are not expected to have training in every area to meet the criterion. Please tick all that apply and feel free to add other relevant provision under “Other”.

6.3 Staff wellbeing is a priority for the school and there are activities and support in place to support staff including approaches to enable staff’s work/life balance.

This criterion focuses on how your school actively promotes and supports the wellbeing of staff as part of a whole-school approach to health and wellbeing.



Outline how your school prioritises staff mental and physical health and provides both practical support and a culture of care.

This could include:

- A wellbeing policy that includes staff explicitly
- Recognition through schemes like the London Healthy Workplace Charter
- Named wellbeing leads or champions on SLT or staff wellbeing working groups
- Staff yoga, mindfulness, or relaxation sessions
- Social activities or team bonding events
- Protected INSET for wellbeing and reflection
- Anonymous suggestion boxes or staff voice surveys
- Secure bike racks for staff and promotion of active travel
- Council-run cycle schemes or discounted gym membership

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- Quiet spaces for staff breaks or rest
- Flexible working practices where possible
- Encouragement of healthy lunch options or walking meetings

6.4 The school provides pathways for staff to be able to access advice, support and services.

This criterion focuses on how staff in your school can access advice, wellbeing support, and professional services when they need them.



Briefly describe the formal and informal systems in place to enable staff to get the support they need.

This could include:

- **Education Support Partnership**: National charity offering a free 24/7 helpline, counselling and advice specifically for education staff
- **Mental Health First Aiders (MHFA)**: Named staff trained to offer peer support, signposting and early intervention for colleagues
- **Wellbeing check-ins with line managers**: Regular 1:1s or informal conversations to monitor workload and emotional wellbeing
- **Occupational Health support**: Referral processes in place for staff needing adjustments, advice or return-to-work support
- **Peer support or mentoring networks**: Colleagues available for informal guidance, shared planning, or simply someone to talk to
- **Intranet or wellbeing board**: Information on available services, contact details, and wellbeing resources in one central place.

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6.5 Staff are positive role models for health and wellbeing.

This criterion focuses on how staff in your school model positive behaviours and attitudes that support a healthy, active, and emotionally supportive school environment.



Describe how this is shown through everyday routines, school events, or staff participation in wellbeing-related activities

This could include:

- **Joining in with physical activity sessions or The Daily Mile** alongside pupils
- **Running or taking part in after-school or lunchtime clubs**, e.g. walking groups, sports, yoga, or mindfulness
- **Participating in active charity events**, such as fun runs, step challenges, or fitness fundraisers
- **Eating lunch with children**, promoting positive mealtime conversations and behaviour
- **Bringing healthy packed lunches on school trips**, showing consistency with healthy eating messages
- **Promoting kindness, respect and emotional resilience** in daily interactions
- **Engaging in staff wellbeing activities**, modelling balance and self-care

Section 7: Engaging with parents/carers, the local community and external agencies

7.1 The schools provides opportunities for parents/carers to access information, support and advice on health and wellbeing.

This criterion focuses on how schools identify what health and wellbeing information they provide to parents and carers.



Tick all topics your school shares information about with parents/carers:

- **PSHE education** – Curriculum content and learning objectives
- **RSE (Relationships and Sex Education)** – What's taught, when, and how parents can stay informed or involved
- **Drugs, alcohol, tobacco and vaping** – Awareness of risks and how the school addresses these in education
- **Online safety** – Supporting safe internet use at home
- **Safety in the home** – Tips or resources on injury prevention, fire safety, or first aid
- **Bullying** – Prevention, school policy, and how parents can support
- **Healthy eating** – School food standards, lunchbox guidance, cooking or nutrition information
- **Oral health** – Toothbrushing routines and access to dental care
- **Physical activity** – Daily activity guidance and ideas for staying active
- **Healthy lifestyles** – Routines, sleep, screen time and balanced habits
- **Mental health and emotional wellbeing** – Recognising signs of need, promoting resilience, and where to get help
- **Other** – Include any additional topics shared (e.g. bereavement, puberty, puberty for children with SEND, accessing support services)

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The list of topics is not exhaustive, and your school is not expected to tick every box. Tick only those that reflect the information you currently share with families and feel free to add other relevant information shared under "Other".

7.2 The school promotes positive, accurate information about immunisations and signposts parents and carers to local vaccination services.

This criterion asks schools to demonstrate how they support positive, accurate messaging around immunisation, and how they signpost parents and carers to trusted local vaccination services.



Briefly explain how your school promotes immunisation information, supports families to understand its importance, and helps signpost vaccination services. You may also mention who leads this work within your school

Examples of how schools can promote immunisation and support take-up may include:

- **Distributing NHS or local authority leaflets or posters** to parents/carers
- **Assemblies or curriculum content** that cover the importance of vaccines and public health (age-appropriate)
- **Including immunisation messaging in newsletters or social media** updates during key times (e.g. flu season, HPV, MMR campaigns)
- **Reminding families to check their child's "Red Book"** and raising awareness of vaccine schedules
- **Providing translated or accessible information** to ensure all parents can understand the importance of immunisation
- **Signposting to local clinics or school nurse teams** where families can access vaccinations
- **Liaising with health professionals** to ensure children are up to date, where appropriate

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- **Encouraging take-up of school-based vaccination programmes** (e.g. flu or HPV vaccines), while respecting family choice
- **Designate an Immunisation Lead role within the school staff** someone responsible for overseeing the sharing of immunisation information and coordinating any related activity (such as visits from vaccination teams).

7.3 The school actively engages all parents/carers through diverse communication methods to share information, support, and advice on health and wellbeing.

This criterion focuses on how schools actively and consistently engage with parents and carers through a variety of communication approaches to share information related to health and wellbeing.



Tick all of the methods your school currently uses to communicate and engage with parents/carers around health and wellbeing. These might include:

- **Newsletters** – Printed or digital, sharing health tips, updates and events
- **Coffee mornings or drop-ins** – Informal opportunities to connect and share advice
- **Social events** – Sports days, fairs, or performances that include wellbeing messaging
- **Open door policy** – Welcoming, accessible environment that encourages communication
- **Workshops or open evenings** – Subject- or theme-specific sessions (e.g. RSE, mental health, online safety)
- **Translated letters or information** – Supporting parents for whom English is an additional language
- **Interpreter support** – At parent/carer evenings or key events
- **Parent governors** – Ensuring family voice is heard in decision-making
- **Parent Teacher Associations (PTA)** – Supporting events and sharing health initiatives

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- **Parent/carers volunteers** – Helping in growing clubs, reading groups, sports events, or mentoring

The list is not exhaustive, and your school is not expected to tick every box. Tick only those that apply to your current practice and feel free to add other relevant approaches under "Other".

7.4 The school engages with the local community and a range of external agencies to support pupils, parents/carers and staff.

This criterion focuses on how schools work with the wider community and external organisations to support the health, wellbeing, and personal development of pupils, as well as to offer advice or opportunities for families and staff.



Tick all of the community links and services that are relevant to your school's current engagement:

- **Police Community Support Officers (PCSOs):** Delivering workshops or assemblies on safety, anti-social behaviour, online safety, or road safety
- **Drug Education Services:** Supporting curriculum content or targeted work around substance misuse, vaping, or peer pressure
- **Youth Services:** Working with vulnerable or disengaged pupils through mentoring, life skills, or after-school provision
- **Local Sports Clubs:** Providing coaching, holiday clubs, or signposting pupils to local physical activity opportunities
- **Dietitians or Nutrition Teams:** Supporting food education, menu planning, or family workshops
- **Dentists or Oral Health Teams:** Offering hygiene education, fluoride treatments, or assemblies on brushing routines
- **Scouts, Guides or Cadets:** Encouraging leadership, independence, and community service through out-of-school engagement

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- **Holiday and Food Programme Providers (HAF):** Working with the school to signpost eligible families to free holiday activities and meals
- **Quality Marks or Award Bodies:** Engaging in programmes that recognise excellence in areas like physical activity, emotional wellbeing, or healthy schools (e.g. School Food Matters, Artsmark, Eco-Schools)

This list is not exhaustive. Tick only the partnerships that apply to your school and feel free to include other local organisations under “Other”.

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Bronze renewal guidance

Achieving the Bronze Award recognises that your school has established a high-quality, whole-school approach to health and wellbeing. It demonstrates that key policies and practices are in place and embedded across your school, laying the foundation for Silver and Gold Awards.

However, to ensure these approaches remain up to date and meaningful, the Bronze Award must be renewed every three years. Renewing the award provides a valuable opportunity to:

- Review and refresh your school's work on health and wellbeing
- Celebrate what's working well
- Identify areas for improvement or development
- Plan your next steps toward a Silver or Gold Award

Bronze Award renewal process

The Bronze Award renewal process has two parts: **update** and **reflect**.

First, you'll review and update your original Bronze Award tool to capture any improvements or changes. Then, you'll complete a short reflection to consider your progress, future priorities, and next steps.

Update

As part of the Bronze Award renewal process, you should review your original Bronze Award tool in full and update any sections where your school's policies, practices or provision have changed, improved, or expanded since the award was first submitted.

This is your opportunity to:

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- Reflect on what has developed or been strengthened in your school's approach to health and wellbeing.
- Provide the most accurate and up-to-date picture of your current provision.
- Showcase areas of improvement or innovation that have taken place since achieving your Bronze Award.

You do not need to rewrite the entire document, only revise the relevant criteria where updates are needed.

Reflect

This stage of the Bronze Award renewal process encourages your school to pause and reflect on your progress, priorities, and next steps for health and wellbeing.

Complete the three short reflection questions at the end of the renewal tool:

- **Areas identified for further development:**

Identify any specific criteria you plan to strengthen or improve going forward. These might relate to curriculum, environment, staff training, or targeted support. Examples could include improving lunchtime supervision, expanding food education, increasing staff confidence in delivering PSHE, or creating more opportunities for less active pupils to participate in physical activity.

- **Next steps:**

Outline what actions your school will take next to build on your progress. Will you update a policy, roll out new CPD, or gather more pupil voice? Use this space to note whether you plan to begin a Silver Award project focused on one of your development areas.

- **Reflections on Silver or Gold Awards (if applicable):**

If you've already achieved a Silver or Gold Award, reflect on how that work is progressing.

- For **Silver**, describe how the action plan is being delivered and how outcomes are being tracked.
- For **Gold**, highlight the sustained impact and any improvements or changes that have happened since achieving the award

Silver Award planning tool guidance

The Silver Award planning tool evidences you have identified a health and wellbeing priority and devised a new approach, project, practice or intervention to target the priority.



To achieve the Silver Award, your school should:

- Hold an in-date HSL Bronze Award
- 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

This guidance is designed to support you to work your way through the Silver Award planning tool.

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Purpose: What are you trying to achieve?

This section is the foundation of your Silver Award action plan. It asks you to clearly define the health and wellbeing priority your school is focusing on, and to explain what you are trying to achieve, and for whom.

Health and wellbeing priority

Your chosen priority should be informed by a needs assessment including data, observation, consultation and pupil voice and should link to your school improvement outcomes and reflect an area where you want to make measurable improvement for pupils, staff, or families.

In your response, you should tick one health and wellbeing priority from the list below:

- Food Education, Nutrition and Healthy Eating
- Oral Health
- PE, Sports and Physical Activity
- Mental Health and Wellbeing
- PSHE
- Family Wellbeing

When you submit your Silver Award application online, you will also be asked to select one or more focus areas.

For example:

Main Priority – Mental health and wellbeing

Focus area – Emotional regulation and transitions support for Year 6 pupils

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Main priority	Focus area
Schools must select one main priority for their Silver and Gold Award.	Schools must select at least one focus but can select multiple.
Food Education, Nutrition and Healthy Eating	<ul style="list-style-type: none"> • Whole-school food culture • Food waste • After School Clubs • Breakfast Clubs • Packed Lunches • Dining Room environment • School meals and food provision • School food available other than lunch • Curriculum, teaching and learning • Cooking • Sustainability and food growing • Food poverty/insecurity • Food literacy • Oral health • Supervised toothbrushing • Water Only Schools • SEND needs • Healthy weight • Eating disorders/ healthy relationship with food • Other – Please indicate the focus
Oral health	<ul style="list-style-type: none"> • Water Only Schools • Supervised toothbrushing • Healthy eating and drinking • Oral health education • Access to oral health services • Other – please indicate the focus

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PE, Sports and Physical Activity	<ul style="list-style-type: none"> • Travel For Life • Active travel • Curriculum, teaching and learning • Daily physical activity • Active playtimes and lunchtimes • Extra-curricular clubs • Increasing participation • Sports competitions and events • Inclusive sports provision and SEND needs • Other – Please indicate the focus
Mental health and wellbeing	<ul style="list-style-type: none"> • Curriculum, teaching and learning • Anti-bullying • Attendance / Absenteeism • Body image • Involvement in decision making / Pupil voice • Self-esteem building • Suicide and self-harm prevention • Exam stress • Transitions • Emotional literacy • Emotional regulation • School satisfaction • Mental health first aid • Whole-school approach • Early identification • Access to support • Financial viability/challenges • Impact of domestic abuse • SEND needs • Eating disorders/ healthy relationship with food • Other – Please indicate the focus

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PSHE	<ul style="list-style-type: none"> • Curriculum, teaching and learning • Substance misuse, drugs and alcohol • Tobacco and vaping • Sex and relationships • Sexual health • Youth safety and violence • Immunisation and infection control • Online safety • Life skills and personal development • Safeguarding and risk awareness • Equity, diversity and inclusion • Gender-based harm • Period poverty/stigma • SEND needs • Other – please indicate the focus
Family wellbeing	<ul style="list-style-type: none"> • Domestic abuse • Mental health • Alcohol and substance misuse • Smoking and vaping • Vaccination hesitancy • Cost of living • Poverty and deprivation • Other – please indicate the focus

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Needs analysis: Why are you focusing on this priority and who will benefit?

National and local data and evidence

This section asks you to show how your selected Health and Wellbeing Priority links to national, regional, or local public health priorities and evidence. This helps demonstrate that your project is not only meaningful for your school but is also aligned with wider population health needs and best practice.

In your response, you should include a range of evidence to support your chosen priority. This might come from:

Data Sources

Include any relevant statistics that highlight the scale or urgency of the issue you're addressing. This might include:

- Local Authority Child Health Profiles
(e.g. obesity rates, mental health needs, physical activity levels, oral health indicators)
- Your borough's Joint Strategic Needs Assessment (JSNA)
- Ward-level or local deprivation data
- School health surveys or pupil wellbeing data

Examples:

The 2023 Child Health Profile for our borough shows that 18.5% of Year 6 pupils are classified as obese. Including overweight children, this figure rises to 33.5%.

In our ward, 61.9% of households have one or more dimensions of deprivation (35.4% = 1, 18.2% = 2, 7.1% = 3, 1.2% = 4). The local authority's Joint Strategic Needs Assessment 2017-18 reported that our school fell within the worst 20% of wards in London for self-reported bad/very bad health.

Guidance and reports

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Reference national and local strategies, frameworks, or statutory guidance that support your priority.

These might include:

- Department for Education (e.g. RSHE or mental health guidance)
- Office for Health Improvement and Disparities (OHID)
- Public Health England (legacy content)
- Your Local Authority's Health and Wellbeing Strategy
- Government obesity, oral health or mental health policies

Examples:

The Department for Education, in the June 2014 guidance “Mental health and behaviour in schools” states that schools should: “ensure that pupils and their families participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the pupil and their parents should always be considered” and “work with parents and carers as well as with the pupils themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them.

‘Silence is not always golden: tackling domestic violence’ by the National Union of Teachers encourages teaching pupils about relationships before the age of 11, before attitudes begin to harden.

Evidence-based practice

Cite research and best practice that demonstrates why your selected approach will be effective for your pupils. This might include:

- NICE (National Institute for Health and Care Excellence) guidance
- Education Endowment Foundation (EEF)
- Cochrane Database of Systematic Reviews
- Peer-reviewed research or recommended models of good practice

You can also include how your school might adapt this evidence for your own context or learner needs (e.g. SEND).

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Examples:

NICE (2008) guidance on social and emotional wellbeing recommends integrated school-wide approaches to reinforce classroom learning in all aspects of school life—including assemblies, playtimes and the wider school culture.

The EEF's guidance report, *Improving Social and Emotional Learning in Primary Schools*, provides evidence that effective SEL can lead to learning gains of up to four months over the course of a year. The report emphasizes the importance of explicitly teaching SEL skills and integrating them into everyday classroom practice. This approach is particularly beneficial for children from disadvantaged backgrounds, who may have weaker SEL skills than their peers.

School data and evidence

This section focuses on your school's needs analysis which is an essential step in identifying and understanding the specific health and wellbeing priorities affecting your pupils, families and staff. The aim is to ensure that your Silver Award action plan is rooted in real, school-level evidence, not just general borough or national data.

In your response, you should describe the evidence your school has gathered to inform your chosen priority.

This might include:

- School Development or Improvement Plan (e.g. references to mental health, behaviour, safeguarding or wellbeing)
- Pupil or parent/carer surveys (e.g. about emotional literacy, physical activity, school food, or bullying)
- Staff observations (e.g. behaviour patterns, playground concerns, attendance trends)
- Behaviour or incident logs
- Pastoral team feedback, referrals to internal or external services
- Pupil voice activities (e.g. school council discussions, focus groups)
- Inclusion, safeguarding or SEND team meeting notes

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Examples:

A key priority identified in the current School Improvement Plan (SIP) is the implementation of the "Mindfulness in Schools" programme, with the aim of supporting pupils' emotional regulation and focus throughout the school day.

In March 2025, 86 pupils from Years 1–3 (out of 120 total) completed a school survey on Emotional Literacy and Self-Esteem. The results indicated a clear need to support pupils in developing strategies for self-awareness, self-management and emotional regulation. This feedback has shaped our plan to integrate more mindful approaches into daily learning and behaviour support.

Regular fortnightly Inclusion Team meetings have highlighted a growing, school-wide need to strengthen pupil resilience. We've observed an increasing number of students across Years 7 to 13 requiring external support for emotional and mental health—such as CAMHS referrals, learning mentor input, and support from counselling or wellbeing services. Persistent absence due to mental health-related issues is also rising. This reinforces the need for a universal, whole-school approach to wellbeing that equips all pupils with the self-awareness, coping skills, and knowledge to access help when needed.

Group

In this section, you will describe who your chosen health and wellbeing actions are aimed at, and why you have chosen to focus on that group. This could include a whole-school focus or a specific target group that has been identified through your needs analysis.

In your response, you should:

1. Define the group/s who will benefit

Be clear about whether your actions will apply to:

- Whole school or year group: This means your plan will reach all pupils in a class, year group, or the whole school through a universal, whole-school approach.

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Example:

All children from Year 1 to Year 6 (225 pupils) will benefit from increased opportunities for physical activity during breaktimes.

- Targeted group: Your plan may also include focused work with a specific subset of pupils who have been identified through your needs assessment as having distinct health and wellbeing needs.

Example:

10 pupils with autism who struggle with emotional regulation will receive targeted intervention to build their self-regulation skills.

You can include both a universal and a targeted focus in your plan.

2. Explain why you have chosen this group

Use evidence from your needs assessment, school data, or pupil voice to explain the rationale. Be clear about the issue you are addressing and the impact it's having on this group.

Example:

Survey data showed a significant gap in access to after-school clubs between pupils eligible for Pupil Premium and their peers. Only 22% (8/36) attended a physical activity club 3+ times per week.

3. Address inclusion and health inequalities

Describe how your work will be inclusive of pupils who may face additional barriers to health and wellbeing, including:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils in receipt of the Pupil Premium
- Pupils with English as an Additional Language (EAL)
- Other groups experiencing inequity or disadvantage

This could include adapting delivery, offering flexible or sensory-friendly environments, or involving families where appropriate.

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Example:

Our emotional regulation programme includes sensory-friendly sessions for pupils with autism and will be adapted in collaboration with the SENDCo.

Planned outcomes and monitoring: How will you monitor and measure the results?

Planned outcomes & monitoring & measurement methods

This section asks you to set out clearly what you want to achieve (your outcomes) and how you will measure success. Strong outcomes start with a whole-school approach focusing on changes that embed health and wellbeing into your systems, routines, culture, and policies. From this foundation, you can then monitor the impact on individual pupils, staff and families.

Planned outcomes: You should list a minimum of 3 and a maximum of 7 outcomes, which can be a mix of:

- **Whole school outcomes**

Your planned outcomes should be led by the changes you are aiming to make across the whole school, such as:

- Policy and curriculum development
- Embedding inclusive and health-promoting routines
- Staff training and confidence
- Changes to the environment or school culture

These organisational changes create the conditions for sustainable individual impact.

- **Individual outcomes**

Once you've identified your whole-school outcomes, think about the measurable differences you hope to see in:

- **Pupil behaviour, knowledge, attitudes or participation**

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- **Staff confidence and practice**
- **Parental/carers engagement or understanding**

Your final plan should include a mix of whole-school and individual outcomes, with your school-level actions forming the foundation for any individual changes.

Your outcomes should be SMART:

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time-bound**

SMART Example:

To increase the number of active clubs available to pupils each week from 8 to 14.

Not SMART:

Offer more clubs.

Examples of Whole-School Outcomes:

- To increase the number of teachers implementing Restorative Justice agreements from 0% (0/13) to 54% (7/13).
- To increase staff confidence in delivering PSHE, from an average score of 2 to 4 in the staff audit.
- To offer salad and fruit on tables daily, up from once to five times a week.
- To embed emotional regulation strategies into breaktimes through training all midday staff.

Examples of Individual Outcomes:

- To increase the % of pupils reporting that school helps them manage emotions, from 16% (45/278) to 70%.
- To increase the % of Pupil Premium pupils attending a club regularly, from 22% (8/36) to 40%.

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- To raise the % of Year 6 pupils who feel ready for secondary school, from 41% (11/27) to 80%.

Monitoring and Measurement Methods: You should use a range of tools to measure both activity implementation and resulting impact.

Quantitative Methods:

- Surveys or audits (pre and post)
- Behaviour or attendance logs
- Participation registers
- Policy audits or catering logs

Qualitative Methods:

- Pupil, parent, or staff feedback
- Focus groups
- Suggestion boxes or visual displays
- Observations and reflective journals

If you're unsure how to structure your outcomes or baseline data, your Borough Lead can help you create a focused and measurable plan.

Action plan: What do you intend to do?

Approaches, activities, practices, or interventions, timescale & lead

This section is where you outline the specific actions you will take to deliver the changes identified in your needs assessment and achieve the planned outcomes. Your action plan should focus on new or enhanced activities, interventions or practices that will support pupils, staff and families.

You should use the table provided to clearly list:

- The approach, activity, change in practice or intervention that you plan to implement
- The timescale (start and end date, using month and year)
- The member of staff responsible for leading or coordinating the activity

Your plan should include actions for the following groups:

- Staff
- Pupils
- Parents/carers

Approaches, activities, practices and Interventions

Focus on **new approaches, practices, activities or interventions** that directly respond to implementing your planned outcomes. Include any external partners, services or resources that will support delivery.

Examples:

- Staff CPD on emotional health and wellbeing
- Weekly resilience sessions for target pupils
- Playground peer mentoring programme
- Assemblies on oral health or mental wellbeing
- Parent workshops on healthy packed lunches
- Whole-school campaign to promote active travel

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Timescale

Provide a clear month and year for each activity. If an activity runs over time, show both the start and end point. This will help track progress and ensure your action plan is realistic and time-bound.

Lead

List the staff member responsible for delivering or overseeing each action. This person will ensure the activity happens and monitor progress.

Gold Award reporting tool guidance

The Gold Award reporting tool recognises that you have evaluated the impact and sustained the outcomes of the new approach, project, practice or intervention in your Silver Award planning tool



To achieve the Gold Award, your school should:

- Hold an in-date HSL Bronze Award
- Have achieved the HSL Silver Award
- Record results and outcomes
- Reflect on approach taken
- Provide analysis of results and share impact
- Explain how activity is being sustained

This guidance is designed to support you to work your way through the Gold Award reporting tool.

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Results and impact: What have you achieved and what has been the impact?

INTENDED OUTCOMES

This section is where you reflect on the impact of your project. You should evaluate whether you achieved your planned outcomes and describe the difference your actions have made to pupils, staff, parents/carers, and the wider school community.

Support your findings with graphs, tables or charts to clearly show before-and-after comparisons. These help tell the story of your progress and make your results more accessible to different audiences.

Your response should include:

- **Achievement of your planned outcomes**
 - Clearly state whether each of your original SMART outcomes were achieved
 - Use baseline and endline data (numbers and percentages) to show impact
 - Refer directly to the planned outcomes you included in your Silver action plan
 - Highlight both quantitative and qualitative results

Examples:

Outcome 1: Increase the percentage of children eating salad at lunch (Target: 40%)

- September 2018: 17% (23/135)
- July 2019: 56% (98/175)

Outcome exceeded

The introduction of pupil-led salad bars and lunchtime promotions contributed to greater enthusiasm for healthy food choices and positive peer modelling.

Outcome 2: Increase the percentage of Year 6 girls reporting they feel confident speaking in front of others (Target: 70%)

- **Baseline (October 2023):** 28% (7/25)

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- **Endline (March 2024):** 76% (19/25)

Outcome exceeded

Pupil voice feedback highlighted greater participation in assemblies and classroom discussion. Teachers reported increased self-confidence among the target group.

Outcome 3: Increase the number of pupils attending after-school physical activity clubs at least once per week (Target: 60%)

- **Baseline (September 2023):** 38% (106/280)
- **Endline (June 2024):** 59% (164/278)

Improved, just below target

Despite narrowly missing the target, the increase reflects a significant improvement

You should include evidence where possible:

Such as:

- Pupil, parent, or staff surveys and evaluations
- Before/after comparisons (behaviour logs, participation data)
- Photos, posters or examples of pupil work
- Quotes from participants
- Graphs or visual data summaries

Unintended outcomes

This section is your opportunity to reflect on any unexpected results of your project whether positive or negative. Sometimes the actions we take to improve health and wellbeing have broader or different impacts than originally planned. Capturing these can be just as important as measuring planned outcomes.

Describe anything that happened as a result of your interventions that you did not plan for, but which still had a noticeable impact.

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This could be:

Positive unintended outcomes, such as:

- A change in **school policy or practice** inspired by your work
- A shift in **staff values, confidence, or enthusiasm** for health topics
- Increased **parental engagement** or new **community partnerships**
- Widened interest in the topic across the school (e.g. pupils applying learning at home)
- Invitations to **join new initiatives or programmes**, such as Trailblazer or local research pilots
- Development of new **resources, routines or training** that spread beyond the original target group

Negative or challenging outcomes, such as:

- Lower than expected engagement from a group
- Timetable clashes or resource pressures
- Staff changes impacting delivery
- Initial resistance or misunderstanding from pupils or parents

(If these occurred, explain how you addressed or learned from them.)

Examples:

Healthy Eating Week had a fantastic impact across the school. One-third of each class entered our recipe competition, which sparked pupil-led conversations about snack choices at home. Children began sharing recipes with their parents, who were keen to get involved in preparing healthy snacks.

The review of targeted pupils' communication and wellbeing needs was so effective that it was expanded to all school pathways (ASD, SLD, PMLD), leading to tailored workshops for every class team.

Our increased focus on emotional wellbeing contributed to our successful application to join the NHS Trailblazer programme, giving us access to long-term mental health support.

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Activities

This section is where you review what was delivered as part of your action plan.

You should explain whether your planned activities went ahead as intended, and if not, describe what changed and why. This helps show how flexible and responsive your school was in implementing the project.

You should also mention any external or unanticipated factors that affected delivery, positively or negatively, including opportunities you took advantage of or challenges you had to overcome.

Your response should include:

Whether each activity went ahead as planned:

- Was the activity delivered fully, partially, or differently?
- If changed, why? (e.g. scheduling, engagement, staffing, external factors)

Any adaptations made and the reasons:

- Did you replace, postpone or expand activities?
- Were there unexpected opportunities you built in?

Any external or unanticipated factors that had an effect:

- Local authority projects or support
- Partner organisation involvement
- Staff absence, timetable constraints, funding shifts
- Wider school or community developments

Examples:

Staff absence during the spring term meant the planned delivery of family physical activity workshops was reduced. However, videos were shared online and parent feedback suggested this supported wider access as they were able to use them with children and more than once.

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While the initiative launched school-wide as planned, some teachers chose to adapt the timing to suit their class routines delivering the activity after morning break instead of at the start of the day. One Year 2 class combined the routine with phonics warm-ups to support dual learning. Midway through the project, the PE lead created a bank of activity videos (led by older pupils), which increased engagement and allowed us to extend the routine into wet play sessions and even some after-school clubs.

Lessons learnt

This section is your opportunity to reflect on your experience delivering the action plan thinking about what worked well, what challenges you encountered, and what you would do differently in future.

In your response, you should include:

- **What went well?** What successes would you want to repeat?
- **What didn't go so well?** What were the barriers or challenges?
- **What would you recommend for the future?** What would you change, improve or avoid next time?

Try to include insights from staff, pupils and/or parents, and explain how those lessons have already informed next steps or decisions.

Examples:

We introduced a new morning movement routine to energise pupils before lessons. While pupils enjoyed the activity, it was difficult to maintain consistency across all classes. Some teachers felt unsure about leading physical sessions and said they didn't always have time before registration. In response, we created short activity videos led by older pupils, which staff found much easier to facilitate. For future projects, I'd build in peer-led content and staff training from the outset.

We found that there was actually an increase in students accessing support for mental health and wellbeing. At first, I was concerned that this meant our approach had been

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unsuccessful. However, after speaking to our pastoral managers, it became clear that more students were coming forward because they felt safer and more confident talking about mental health and this was actually one of our intended outcomes.

Sustainability

This section focuses on how your school will sustain and build on the progress you've made. Now that you've delivered your action plan, it's important to show how your new approach will continue to benefit pupils, staff, and families over the long term.

You should describe your next steps and explain how your work will be embedded into the life of the school, ensuring that the improvements made are not one-off, but part of a consistent and ongoing whole-school approach to health and wellbeing.

Describe how you plan to continue and develop your approach.

This might include:

- Embedding your work in the School Development Plan, curriculum, timetable, assemblies or enrichment programme
- Securing ongoing funding or resources from the school budget, PTA, grants or external partnerships
- Ensuring relevant staff training is built into your CPD programme or staff induction
- Formalising partnerships with catering providers, external coaches, therapists or local organisations
- Recognising and celebrating pupil progress in health and wellbeing (e.g. via rewards systems, certificates, assemblies)
- Maintaining communication with families through regular updates in newsletters, displays or your school website

Examples:

Mindfulness has become an integral part of our school. Staff, pupils and many parents have expressed how much they've benefited. We plan to develop our practice further and become a lead school, sharing our learning with others. Our PTA has agreed to fund a

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mindfulness area in the playground, co-designed by pupils and featuring calming items like chimes, murals and flowers.

We had great feedback on our school council deputies becoming salad monitors during lunch. Next year, we will rotate the role to give every KS1 pupil the chance to take part, helping build leadership and engagement around healthy eating.

We will share what we've learnt with our neighbouring primary school to support their food education and growing programme. We've also agreed to let them access our new kitchen space to support their learning.

Photographs & quotes

This section gives you the opportunity to bring your project to life by including visual and verbal evidence that supports the work you've described throughout the document.

These can be added here, or embedded in the relevant sections of your report to support and illustrate your responses. Make sure any images are appropriate and consented, and that quotes are linked to the outcomes or activities you've described.

You can upload or embed:

- **Photographs** of activities, events, displays, or environments (use captions to explain what each photo shows or supports)
- **Pupil, staff or parent quotes** that reflect impact, engagement or feedback
- **Written or visual feedback** collected from surveys, focus groups, or journals
- **Examples of pupil work**, posters, or artwork