



## Renewing the Gold Award North Yorkshire & York Healthy Schools

Longman's Hill CP School, Myrtle Avenue, Selby YO8 9BG

Your school will have already achieved the North Yorkshire & York Gold award for Active Lives, Emotional Health & Wellbeing, Food in Schools, PSHE and Staff Wellbeing.

This action plan is for schools that need to renew their Gold Healthy Schools Award as it is three years since your school was awarded.

The aim of this renewal is to support schools to maintain their commitment to a whole school approach to health and wellbeing. The renewal consists of sustaining the criteria for the four themes of the Healthy Schools Award alongside some new focused elements for each theme and uploading some supporting evidence. As well as on the ongoing commitment to staff wellbeing.

Once the action plan is complete, please submit for the Gold Renewal award via the healthy school website:

- Log onto <https://healthyschoolsnorthyorks.org/> and sign in with your school username and password
- Once all criteria have been achieved, please work through the Gold Renewal section online, uploading evidence where required.
- Finally upload your completed action plan and supporting photographs. Please can all photographs be copied either into a word document or this action plan along with a short summary of what the photograph is showing.
- Then complete a short online survey, essential feedback for our funders. Your evidence will then be submitted for assessment towards an award and go through the quality assurance process.
- The submission dates for the academic year are available via the [Healthy Schools website](#)
- Any issues, questions or support needed please contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

**Active Lives**

As a school we have maintained all the criteria for the Active Lives theme for the Healthy Schools Award	YES
<p><b>PRIMARY</b></p> <ul style="list-style-type: none"> <li>• Our PE premium reporting is up to date and published online</li> <li>• We provide different opportunities throughout the school day for pupils to be active eg active learning, breaktime activities, Forest Schools/ outdoor learning.</li> <li>• Our extra-curricular activities include a wide range of opportunities for all</li> <li>• We encourage active travel to school – with adequate cycle and scooter parking, cycle proficiency training etc</li> </ul> <p><b>SECONDARY</b></p> <ul style="list-style-type: none"> <li>• Our extra-curricular activities include a wide range of opportunities for all</li> <li>• We encourage active travel to school – with adequate cycle parking, promotion of local bus and train services</li> </ul>	
<p><b>Please write in this section how your school is meeting the requirements set out for this theme this could include a photograph within the action plan of some provision and information about what the photograph is showing.</b></p> <p>At Longman’s C P School our PE premium reporting is up to date and published online <a href="#">Sports Funding – Longman's Hill Community Primary School</a> Our funding documents are published on the website with details of the current and following year. It is updated every July.</p> <p>We have a P.E lead in school who works closely with the headteacher, P.E Governor and the external agency Fit4Fun who provides us with a specialised P.E coach. The P.E Policy is updated every year and reflects what is currently relevant in school. P.E. is regularly evaluated and discussed with SLT. The LTP is reviewed regularly and is taught by an external coach. Discussions are daily between the coach and the P.E. lead. Pupils are assessed by the school tracking system which has recently been updated. P.E. is mentioned in school reports at the end of the year. All P.E. is celebrated in school on the School Games Board in the school hall with upcoming events, achievements of groups and individuals. School Games values are displayed in the hall and are used in the vocabulary during P.E. sessions. Assemblies are used to celebrate P.E achievements where relevant.</p> <p>Each child is taught at least 2 hours of P.E. per week with some classes getting an extra session when their class teacher is released for subject leadership responsibilities. Also many children are accessing extra-curricular activities on top. As well as P.E lessons the children have opportunities to be active in class. We use Jumpstart Johnny, GoNoodle and Cosmic Yoga for</p>	

brain and movement breaks. Regular opportunities are made for children to be active in lessons. Our outdoor space is used for active lessons where appropriate and we have opportunities for outdoor learning within our curriculum.

At both breaktime and lunchtime the children are encouraged to use equipment and we have a well-stocked playtime equipment shed which the Year 5 and 6 children manage on a rota basis. The children have space on both the playground and field for being active. There is also a mindfulness shelter for calmer activities.

Forest school is used across the whole school with teachers delivering. Each class has two six week blocks of Forest School sessions each academic year. These normally alternate between the seasons so that children can experience active learning outside in all weather.

We have also recently introduced Drumba into our music curriculum and all classes have the opportunity to do this every year for a six-week block. This is a great initiative combining music and activity.

We have an orienteering course set up in the school grounds and have also made our own maths trails for outdoor active maths learning.

We have a good range of extra-curricular activities before and after school and during the school day. These are open to all children and rotate different year groups sports and activities to encourage participation. Some of the clubs we run include hockey, gymnastics, football, dodgeball, boxing, Drumba and include a wide range of opportunities for all. Local club links are made with opportunities signposted to children and parents. Gardening club is another an active club in school. Mindfulness and Well-being ambassador clubs run at lunchtime in school to support positive mental wellbeing. Currently these children are working on creating a dance for everyone to join in with on Sports Day. Playground pals also offer games and active activities at playtime.

A variety of taster sessions are available over the year for children to access different sports and active opportunities and links are made to these clubs if possible. Local clubs are linked, archery, judo etc and children access these clubs when possible. Lots of children are high achievers in their chosen sport (kickboxing UK champion, playing for premier league clubs, horse riding etc) We keep a register so that we can track which children are less active or not taking part in extracurricular clubs. We also have a system to see if Pupil Premium children are being active and have had success with this. A questionnaire is sent out asking what children are taking part in out of school to determine whether they are fully active after school. There are a wide variety of extracurricular school clubs and these are changed regularly.

All activities whether in school or out of school are not gender bias and open to all to access. The football team is now a mixed team as there is no stipulation in the rules for it to be a specific gender.

We encourage active travel to school by encouraging children to walk or scoot/ride to school where possible. We have a walk to school initiative and we collect data from this as the parents fill in details at the back of their child's planner and then they receive badges etc. We also have adequate cycle and scooter parking (Photo attached) and see lots of children biking and scooting to school.

Year 5 take part in cycling proficiency and it is through North Yorkshire. Our current Year 5 class have recently completed this.

Residentials happen in Year 4 and Year 6. We also have regular school trips yearly and take part in a range of PE pro events.

We have recently achieved GOLD for the fifth year running for the school games mark.

**Additional evidence to be uploaded with the action plan via the healthy schools website :**

**PRIMARIES:** please attach latest sports premium report link to your application or include the webpage from your school website where it can be accessed [Sports Funding – Longman's Hill Community Primary School](#)

**ALL:** Please attach current physical activity clubs schedule to your application

**Emotional Health and Wellbeing (EHWB)**

As a school we have maintained all the criteria for the EHWB theme for the Healthy Schools Award YES

Please provide evidence on

- If the school has accessed the [Senior Mental Health Lead Training](#) funded by the DfE what has been implemented due to accessing the training to improve the whole school approach to emotional health and wellbeing.
- How the school has actively engaged with pupils around EHWB and provided pupils with an opportunity to lead some of the work on wellbeing within the school. This could be through pupil well-being ambassadors, anti-bullying ambassadors, pupils leading assemblies focused on wellbeing.
- Explicit examples of how pupils have been asked what is working well for them in relation to EHWB and what could be improved, and evidence of what improvements have been implemented from pupils responses.

**Please write in this section how your school is meeting the requirements set out for this theme this could include a photograph within the action plan of some provision and information about what the photograph is showing.**

Across school there is a whole school approach and commitment to Emotional Health and Wellbeing. The headteacher completed the Senior Mental Health Lead Training in Summer Term 2023.

As a THRIVE school, we are already doing a lot of the recommended things and placing high emphasis on children's mental health and emotional wellbeing. We have 2 trained THRIVE practitioners.

As a direct result of the DfE Senior Mental Health Lead Training we have :

- added SEMH concerns to the PPM meeting sheets so that we can discuss children of concern at termly meetings and put appropriate interventions in place.
- created the Pastoral Lead role in school, placing even greater emphasis on this aspect of our work. The Pastoral Lead has successfully built relationships with families requiring support.
- we are also undertaking a piece of work regarding the behaviour policy to ensure it is aligned with THRIVE and a more trauma informed approach. We waited for THRIVE to be really embedded at school before starting this work and are now well on the way to completing it with a new policy due to be finalised in summer 25. The headteacher has delivered staff training to encourage staff to think of challenging behaviours as 'connection seeking' to re-frame how we approach managing these behaviours. We have done some work with children for them to understand that some children struggle with emotional regulation and choosing appropriate behaviours (just as others struggle with reading or swimming). We have delivered class assemblies to support this.

We have a tiered approach to supporting EHWP-  
universal for all – class THRIVE and breathing practices daily after lunch and an emotional register to pick up on any worries and address these and also promote talking to trusted adults in school. We also have worry boxes in classes.  
targeted support – daily emotional check ins, group thrive, 1:1 thrive, woodland group (a lunchtime club supporting children with mental health), external services e.g. CAMHS or support from the SEND Hub.

As part of my work with the Wellbeing Ambassadors and Playground Pals we discussed how we wanted to improve playtimes. The children wrote to the headteacher asking for a buddy bench and we now have one in the playground. Lots of staff joined in helping to paint it and the children have somewhere to sit if they need some support in the playground.

The children have been involved with the development of the new behaviour policy and their views and opinions have helped to shape the decisions made in relation to whole school behaviour and rewards.

The School council have been involved with the development of school menus after completing a questionnaire and discussing this in a recent meeting.

We also have had two whole school awareness days/weeks to promote positive mental health. In October we all wore something yellow to support the Young Minds Charity and Children's Mental Health Day. We had a day of special activities supporting Positive Mental Health. Recently we have had World Mental Health Day and across that week had lots of extra activities in class and at lunch to promote Positive Mental Health. As a result of the children's wishes we had extra colouring activities out, music in the playground and the parachute out with a group of children leading the games. The children also supported me delivering the assembly that week. (photos) The Wellbeing Ambassadors also share monthly wellbeing calendars with their class.

We also have a school Dog, Maya who the children enjoy seeing in school. They often snuggle up with her and read or have 1:1 or small group sessions with her there supporting. She is a very calm dog and supports wellbeing across school. [Meet Our School Dog Maya! – Longman's Hill Community Primary School](#)

**Additional evidence to be uploaded with the action plan via the healthy schools website:**

- Examples of how pupils have been engaged and led some of the provision to support emotional health and wellbeing this could be through photographs within the action plan or in a word document with information about what the photograph is showing, pupil feedback survey or the pupils writing up what they have done in school- [Photograph sheet attached.](#)

**Food in schools**

As a school we have maintained all the criteria for the Food in Schools theme for the Healthy Schools Award	YES
<ul style="list-style-type: none"><li>• We have continued to meet mandatory national school food standards with our school meals, monitoring uptake and consulting with pupils to reduce food waste.</li><li>• We continue to promote healthy packed lunches to parents and carers along with water in water bottles and healthy breaktime snacks.</li></ul>	

- Our approach to healthy school food is maintained through updating a whole school 'Healthy Eating statement' or food policy published on the school's website
- We monitor and promote uptake of free school meals.
- Secondary schools – consider rollover of free school meal allowance for free school meal pupils

**Please write in this section how your school is meeting the requirements set out for this theme this could include a photograph within the action plan of some provision and information about what the photograph is showing.**

Our Office manager tracks pupil uptake of meals. We have brought the meal service in-house so there are regular meetings between the headteacher, school cook and office manager to ensure our menus are planned against the food standards and are well-balanced.

We sent a questionnaire to parents asking for their views on the meals and adjusted menus (still within the food standards where we could) to encourage more uptake of school meals. Recent changes have been that we added grab bags as an option, different jacket potato topping options and paninis on some days.

This year the School council asked for some changes to menus which we have implemented in the summer term. They asked for more variety. So with their ideas we have made some changes such as included chicken wraps, swapped out some bread baps in the grab bags for ham and cheese wraps on some days instead.

By working with the children and offering menu choices that they want and like we are seeing an improvement with waste. Additionally, our school cook places the orders for school so she only orders what is required each week, preventing over-ordering of fresh produce that cannot be used. We use ParentPay and parents have to pre-order the meals which helps with the correct ordering and waste.

Twice a year we have a 'School meal Taster Day' and we give free meals to every child in Early Years and Key Stage One child-even if they usually bring a packed lunch from home we encourage them to try a school meal on this day to promote uptake of school meals.

On the open day for new and prospective parents we did a stall with our school meals for parents to try.

When we do Early Years transition in the summer term, parents of new starters are invited to come and stay for a school lunch with their child, so they can sample the food in the hopes of encouraging them to have them in September.

We have kept our school meal prices very competitive at only £2.75 a meal. We do not run our school meal system at a profit to ensure that parents get value for money. Lower prices and better menu choices ensures a greater uptake- and we have seen a recent improvement with children choosing our school meals.

We have created a leaflet for any new prospective parents that we give when they come to look round school an 'Are You Eligible?' leaflet and the office and admin team monitor the uptake of Free School Meals.

We have a Food in Schools section on our school website. We have the menus for parents to choose from on ParentPay and here they see a copy of the current menu. [Food At School – Longman's Hill Community Primary School](#)

We continue to promote healthy packed lunches to parents and carers along with water in water bottles and healthy breaktime snacks. We refer to this on our class newsletters, whole school newsletters, in our prospectus, at our new starters meetings and in class.

Our curriculum provides opportunities to discuss the importance of a balanced diet in Science, P.E and PSHCE lessons. The children can design their own healthy packed lunch. We refer to our school Food Policy on the website and provide links to guides for healthy packed lunches. We only allow water in water bottles and encourage children to eat the school fruit in Early Years and Key Stage 1 and children can only bring healthy snacks for breaktime in Key Stage 2.

Our food policy is published on the school's website and is regularly checked and updated.

**Additional evidence to be uploaded with the action plan via the healthy schools website:**

- Please attach current menu [Menus – Longman's Hill Community Primary School](#)
- Please attach or provide a weblink to the school website for either a whole school 'Healthy Eating statement' or a whole school food policy [Food At School – Longman's Hill Community Primary School](#)

**Personal, Social, Health Education**

As a school we have maintained all the criteria for the PSHE theme of the Healthy Schools Award	YES



- The school is effectively delivering a planned PSHE curriculum that meets the statutory relationships, sex and health education requirements, the contextual safeguarding issues within the area and pupils needs.
- The schools is effectively quality assuring the planned PSHE provision to ensure the curriculum is being taught and pupils are learning from the planned curriculum.
- The school has maintained a Relationships and Sex Education Policy that reflects the statutory guidance and the provision in school

**Please write in this section how your school is meeting the requirements set out for this theme this could include a photograph within the action plan of some provision and information about what the photograph is showing.**

Our planned PSHCE curriculum is based on the North Yorkshire Curriculum model which we have adapted to fit into five threshold concepts which are repeated each year throughout school but with age appropriate objectives. These form our Long-Term planning progression document for PSHCE and the five Threshold concepts are; Developing Respectful, Safe and Healthy Relationships, Keeping Myself Safe, Keeping Healthy, Preparing for my future and Being an active citizen. [PHSCE & RSE Curriculum – Longman's Hill Community Primary School](#)

We have organised these objectives into 13 week blocks of learning and matched these to the school calendar of wider activities such as themed days and events including Mental Health Week, Safer Internet Week. This has enabled teachers to fully integrate and maximise learning opportunities which are linked to and support the PHSCE curriculum in a meaningful way. It also ensures full coverage as we know we can fit everything in. These documents form our Medium-Term plans and each class has their own.

We have worked hard to ensure the recommended curriculum planning is both adapted and contextualised for our children. We have added in extra sessions on rail and water safety and have designed lessons based around the CHIPS resources and books to improve our teaching of diversity and the protected characteristics. [Protected-Characteristics-Overview-by-Term.pdf](#)

I have delivered staff training to ensure the appropriate progression of knowledge, skills, and vocabulary around the theme of 'Consent' which is a key part of the Personal Development strand of our work in school, preparing children for their journey through adolescence and adulthood in a safe and respectful way. Responding to Pupil and Staff voice activities in this area we have developed a clear progression document around relevant objectives, so that children cover these areas adequately through a spiral curriculum model at an age appropriate level and learning is built on over time, as recommended by the Statutory Guidance for Relationships Education. This is to ensure that all children are given the knowledge and tools they need to stay safe and speak out if they feel unsafe. [Teaching-Consent-at-LHCPS-EY-to-Y6-grids.pdf](#)

As Subject Lead, I have ensured that each lesson objective is delivered and evidenced in the now standard 'Big Book' format that I trialled as Subject Lead then rolled out to all staff. The use of symbols to identify each area of learning is very clear and the 'Threshold Concepts' can be seen through triangulation of evidence in my monitoring activities. There is a good range of evidence from PSHCE lessons and we also use pupil voice and the GUINY Survey to further improve our curriculum.

I have observed and supported staff members with their teaching of PSHCE and given feedback and discussed next steps. We also use the PSHCE Association to support planning and relevant CPD. I always attend the Network Meetings, so I am updated regularly on the most current PSHCE topics and information.

Our school has maintained a Relationships and Sex Education Policy that reflects the statutory guidance and the provision in school. This is due to be reviewed again this year, but we have previously consulted on this with parents. [Longman's Hill CP School](#)

Our PSHCE Policy is also published online. [Race Equality](#)

**Additional evidence to be uploaded with the action plan via the healthy schools website:**

- Please add a link in here to the schools planned PSHE curriculum that is accessible via the school website. [PHSCE & RSE Curriculum – Longman's Hill Community Primary School](#)
- Please provide evidence of the quality assurance process so this may include records of lesson walk throughs, book scrutiny's, example of completed pupil assessment and pupil voice feedback focused on the pupils learning from the PSHE curriculum- [attached log of PSHCE subject lead work 2024-2025](#).

Please upload or provide a link on the school website to the schools Relationships and Sex Education Policy [Longman's Hill CP School](#)

### Staff Wellbeing

As a school we have maintained all the criteria for the Staff Wellbeing theme of the Healthy Schools Award	YES
The school regular monitors staff wellbeing and responds to any emerging issues.	
Any further examples on how the school continues to successfully support staff wellbeing. This could include a photograph within the action plan of some provision and information about what the photograph is showing.	

**Please provide evidence with the action plan of how the school regular monitors staff wellbeing and how the school has responded to any emerging issues from staff feedback and any other ways the school has supported staff wellbeing. There is no requirement to upload any additional information for staff wellbeing.**

At Longman's Hill C P School we monitor staff wellbeing through the appraisal process where staff can raise any concerns they may have. This happens twice a year as an official meeting, but staff also know that any concerns can be discussed at any time. We have adopted all the relevant NYCC policies including Attendance Management, H&S, equality and Resolving issues at work. The headteacher has an open-door policy and staff are comfortable with raising concerns before they escalate. Where appropriate the head will mediate to resolve issues that may arise between staff. Everyone is clear of the policies and secure with the systems. This improves confidence for staff and improves staff wellbeing.

If staff are absent the headteacher will have a return to work meeting with the staff member and a chat where a form is completed. Any patterns of absence are noted, and further meetings are made to offer support and occupational health referrals if required. Staff who are having any form of counselling are always given paid time off to attend. Additionally, staff are given details for NYCC scheme "Health Assured" where they can access support anonymously 24/7. This helps with staff attendance and there is support in place. The headteacher uses the individual stress risk assessment questionnaire with vulnerable staff and those with any mental health related absences and puts in place any HR recommendations.

Staff have filled in Wellbeing questionnaires linking to workload and actions were put in place after this to help reduce workload. We have open and honest discussions about how to make improvements at staff meetings. We also have regular 'concerns and triumphs' staff meetings whereby staff can have an open dialogue with others about any issues. This means everyone feels they can participate in consultations and feel heard and valued.

We have several things in place to manage workload. We have a golden week in place every term- where there are no meetings that week or staff-run extra-curricular clubs even though the staff meetings are part of paid, directed time. Staff are encouraged to leave work at the end of school rather than remaining on site.

We have a staff wellbeing shelf in staffroom with books to borrow and positive quotes for staff to read, relax and unwind. We also have a staff sharing board where we can share books we've read, TV shows we've watched and it is a place to share and put the Thank you cards and notes we receive or planning for staff socials.

We have a secret staff buddy scheme in place where each person secretly picks a member of staff to do kind things for such as leaving them little presents, helping them with dishwasher duty or leaving them a cup of tea. Most staff participate in this and it can be a lovely gesture to give as well as receive.

We had a twilight meeting on health and wellbeing and were encouraged to think about ways to improve our workload. SLT have reviewed the marking policy and then staff sat together and agreed the changes to help make it more manageable. We have recently worked as a team to update the school behaviour policy and all members of staff were involved. SLT are now writing the policy after consulting with everyone first.

As part of our work around work life balance SLT always ensure staff meeting are no longer than one hour per week. We do other meetings in class time like staff appraisal, ppm meetings, class pass up meetings. Subject leads are given time out of class to do subject lead work on a rota basis. Some staff meeting time is also used for report writing. Recently we have been working on Maths planning as part of the School development plan and again SLT were aware of workload so gave time from staff meeting time to be used for maths planning. After some staff raised an issue with workload the headteacher responded by giving staff a training day to focus on maths planning and subject leadership.

The headteacher made the decision to reduce the amount of test weeks we have in place as this was causing excessive workload with the marking and assessments. We also improved our assessment system, so it is more manageable for all.

The headteacher has also been working hard to improve our computing system so that staff can work from home and work can be shared more easily. Time was given for saving and organising folders.

The headteacher has made the decision across school not to be move teachers unnecessarily so that planning can be reused.

We have a staff shout out board in the staffroom to say thank you and positive things to other staff members. We also run this on Teams so that all staff can be involved at any time. We also have fresh drinking water in the staff room, tea and coffee making facilities and a comfortable place to sit and have a break.

As PSHCE Lead I send out staff wellbeing ideas from third parties like compass buzz. I also send out a monthly mail for PSHCE and often share well-being calendars. The headteacher has completed the Senior Mental Health Lead Training.

All of these have helped improve staff wellbeing and shown the positive commitment to improving this important area from SLT.

**Through doing this self - evaluation for the renewal of the Gold Health schools award have you identified any other aspects of health and wellbeing that will be some next steps for your school?**

SLT are going to redo the Wellbeing staff questionnaire again next academic year and then analyse the results again.

SLT are going to add Staff Wellbeing to the School Development Plan to ensure that all we have in place continues and that next steps can be identified.

If your school has completed the Gold Renewal Award, please be aware we do also have a Platinum Award for schools who would like to continue developing their whole school approach to health and wellbeing. This award consists of the school self-identifying what their focus will be and working on an agreed action plan for a minimum of an academic year to improve an aspect of health and wellbeing. More information about the Platinum Award can be accessed via the [healthy schools website](#) or please get in contact with the team via email [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)