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**North Yorkshire and York Healthy Schools - Active Lives theme**

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| **Please insert your school name into this box** |
| Please write in here if this application is for **all schools in a federation** for this theme. Please write the names of all the schools as part of this application (this does not apply to academy trusts): |

**PLEASE READ THIS SECTION FIRST**

**The process for achieving a North Yorkshire and York Healthy Schools Award**

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| The aim of this action plan is to record progress and evidence towards achieving the Active Lives theme of Healthy Schools.   * You are asked to write evidence for all criteria into the action plan but it is made clear in bold when additional information needs to be written. * A list of the further supporting documents that need to be uploaded online as evidence is provided at the start of the action plan |

**Getting started in school**

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| **Lead Staff Member**  Identify a named lead for the Healthy Schools Award but we do recommend a wider team work together on the award due to the different themes of the programme.  Share the Active Lives action plan with the staff healthy schools team/ whole staff team and record what is already in place and is working well, using data from the Growing up in North Yorkshire survey / School Health and Wellbeing Survey to support your responses.  Identify any outstanding elements of the Active Lives criteria that need to be in place before submitting for the Active Lives theme. Identify the actions required to fulfil the criteria, who is responsible and the time frame. | **Pupils Healthy Schools Team**  To make a submission for a healthy schools award the school **must have** a Pupil Healthy Schools team. This could be an existing group of pupils such as the school council, wellbeing champions, sport leaders or a newly formed group of pupils to support the school achieve the Healthy Schools award.  Share the Active Lives action plan with the pupils healthy schools team and enable pupils to contribute to what is working well in school and what could be further improved. Data from the Growing up in North Yorkshire survey/ School Health and Wellbeing Survey could also be shared with pupils.  The aim of the pupil team is to involve them to explore what is working well, what could be better and to help implement a positive change in your school linked to this theme.  (See appendix 1 at the end of the action plan for a suggestion on how you can feedback on pupil involvement) | **North Yorkshire: Growing up in North Yorkshire survey (GUNY)**  **York: School Health and Wellbeing Survey (SHWS)**  If your school took part in the GUNY / SHWS we would like data from the survey to be used to support your schools submission for a Healthy Schools award.  The data could be used to show:   * what was not working well and how you have implemented actions to make improvements * how well the provision is working in school and how this has been achieved   GUNY Comparison data could be used from the 2018, 2020 and 2022 survey.  If your school did not take part in the GUNY/ SHWS other data can be used – please identify the data source in the action plan. |

**Documents that need to be in place and will be required to be uploaded via the healthy school’s website as further evidence to support your schools submission for the Active Lives theme**

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| **As part of the submission we require the following documentation to be uploaded as further evidence for this theme** | |
| **Documentation that is required** | **Yes, in place** |
| **A Physical Activity policy** an up-to-date physical activity policy which is wider than a PE policy and is regularly reviewed and shared with the whole school community. The policy should be inclusive of all physical activity opportunities throughout the school day including breaktimes and encouraging active travel to and from school. |  |
| **An example of your extracurricular sport and activity timetable** |  |
| **One photograph** of a healthy schools noticeboard, physical activity display board or an aspect that supports this theme in school |  |

**Submitting for the Active Lives theme once all elements of the action plan have been completed**

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| Submitting for an 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 Active Lives ‘Theme content’ section online, uploading evidence where required. * Finally upload your completed action plan and supporting photographs. *Please can all photographs be copied into a word document 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. |

Please see the [healthy schools website](https://healthyschoolsnorthyorks.org/) resources page for support, documents and information in relation to this theme and the training and events section to support staff CPD for this theme. Any issues, please contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

**The following is the action plan that needs to be completed when making a submission for the Active Lives theme of the Healthy Schools Award**

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| **Active Lives action plan criteria- this needs to be fully completed before applying** | | |
| **Pupil Voice**  **Please write in this section what the pupil’s healthy schools team identified** as the area for development in relation to the Active Lives theme and what changes have been implemented to make improvements. This should be **supported by a photograph** of a healthy schools noticeboard, physical activity display board or an aspect that supports this theme in school. | | |
| **Growing up in North Yorkshire Survey or for York schools the** **School Health and Wellbeing Survey (or other school data if the survey was not accessed by the school)**  **Please write in this section to showcase** some data from your schools survey that relates to the Active Lives theme to either show how an area was identified for development or evidence to show an improvement in provision. | | |
| **Criteria to be achieved for Active Lives theme**  **PLEASE provide information to show that all aspects of the criteria are in place in your school.** | **Outline what you already have in place in your school to meet these criteria and how you know it is working.** | **ACTIONS – outline what you have put in place since working on the Healthy Schools scheme to meet these criteria.** |
| **Senior Leadership commitment**  The leadership and management of the school provides visible leadership and champions PE, School Sport and Physical Activity for whole school development and consistently monitors the provision that is being provided. |  |  |
| **Policy**  The school has an up-to-date **physical activity** **(not just physical education) policy** that is regularly reviewed and reflects the provision within the school and has been developed in consultation with the whole school community. The policy should be inclusive of all physical activity opportunities including encouraging active travel, active learning, playtimes and outdoor learning where appropriate eg maybe specifically for nurture groups or SEN in secondary schools.  **EVIDENCE UPLOAD: Physical Activity Policy** |  |  |
| **Subject Leadership**  There is a named PE subject lead in school with protected time and clear responsibilities and who has parity to other subject leaders in status and resources.  The quality of provision is subject to regular and effective self-evaluation which is monitored by the SLT and governors.  **EVIDENCE: confirm in the action plan that a named subject lead is in place.** |  |  |
| **Curriculum including monitoring and evaluation**  There is a taught planned programme for all year groups which meets the statutory requirements of the PE curriculum. The planned curriculum has adequate curriculum time and is regularly monitored and evaluated  Pupil’s progress in PE is assessed and this progression is communicated to pupils and parents through school pupil reports.  The school are teaching the statutory aspects of the Health Education curriculum which includes ‘physical health and fitness’.  PE and school sport are celebrated as part of whole school achievements eg linked to formal house/form rewards, assembly, an achievements noticeboard.  **EVIDENCE: provide detail in the Action Plan of how the school effectively monitors PE & physical activity; along with how sporting achievements are celebrated in school.**  **PRIMARY**  The statutory PE curriculum is planned to link with wider opportunities within the school for physically active learning and cross curricular learning e.g physical literacy and physical numeracy: outdoor learning.  **EVIDENCE: detail in the action plan an example of a cross curricular opportunity for pupils to be physically active.** |  |  |
| **PRIMARY ONLY: PE Premium funding**  The schools PE and School Sports Premium funding website publication is up to date and detailed on the school website which must include the following information:   * The amount of premium received * A full breakdown of how it has been spent (or will be spent) * The impact the school has seen on pupils’ PE and sport participation and attainment * How the improvements will be sustainable in the future and will build school capacity for PE/ sport delivery   **EVIDENCE: provide detail in the Action Plan of the website address/ link for where this up-to-date PE premium report is published.** |  |  |
| **Staff CPD**  There is a program of CPD for relevant staff to deliver high quality PE and provide an active environment around school.  Relevant staff feel confident and comfortable teaching PE with access to on-going CPD.  Expert visitors are used to enhance teaching, rather than a replacement for teaching by staff.  **EVIDENCE: provide detail in the Action Plan of relevant staff training.**  **PRIMARY**  Ideally a member of staff has achieved the professional vocational qualifications (level 5/6) Primary School Specialism and subject leadership in PE and School Sport.  **Provide detail in the action plan.** |  |  |
| **Targeted Support and Provision**  The school is identifying and engaging with groups of pupils who may require further support such as inactive, low confidence, overweight and SEND pupils with more targeted or specific interventions and opportunities. The provision is monitored to ensure pupils are engaging and it is meeting their needs.  Pupil premium pupils are offered activities and participation is tracked.  **EVIDENCE: detail in the action plan how pupils are identified, monitored, the types of activities offered and the impact of these.** |  |  |
| **Active Travel**  The school encourages all pupils, parents/ carers and staff to actively travel to school under safe conditions. These could be supported by participating in Walk to School days/weeks, rewards and incentives for walking/cycling where the whole school community take part.  Appropriate secure cycle storage is available.  Schools register on Modeshift STARS and begin work to create a Travel Plan to show their commitment to travel for the school journey:  [www.modeshiftstars.org](http://www.modeshiftstars.org)  **EVIDENCE REQUIRED: registered on Modeshift STARS**  **PRIMARY ONLY**  The school offers bikeability training and considers participation in the Junior Road Safety Officer scheme supported by NYCC Road Safety Team. |  |  |
| **Extra curriculum opportunities**  The school provides opportunities for all pupils to participate in a broad range of extracurricular activities that promote physical activity and offers choice and variety.  Schools should demonstrate that they are broadening the physical activity experience outside of PE lessons. This could include but is not limited to:   * Adaptation of the extracurricular sports offer to support SEND and inactive pupils to access opportunities that are right for them. * Ensure activities offered don’t include gender bias but are inclusive and open to all * Include a range of activities alongside traditional clubs – eg dance, yoga * Consult with pupils around what activities they would like to attend   **EVIDENCE UPLOAD: an example of an extracurricular sport and activity timetable** |  |  |
| **Working in partnership with Parents/ Carers & the wider community**  The school provides a comprehensive School Community Links programme to create opportunities for young people to compete inside and outside of school.  The school promotes local, varied opportunities for physical activity.  Messages around healthy lifestyles are sent home to parents and carers via eg Public Health Change 4 Life leaflets, local sporting opportunities.  **EVIDENCE: provide detail in the Action Plan of an example of signposting to parents & carers about physical activity opportunities.** |  |  |
| **Promote the HAF Holiday programme**  Promote the holiday activity programme to all pupils in school and ensure that any materials sent to school specifically for free school meal eligible pupils are distributed to relevant pupils.  Consider applying for HAF funding and running or procuring own holiday provision in school utilising the funding to enable free school meals eligible children to attend for free.  **North Yorkshire schools:**  [What is FEAST - North Yorkshire Together](https://northyorkshiretogether.co.uk/feast/) |  |  |
| **NEXT STEPS**  **What are your next identified steps to continue to ensure the effective implementation of a whole school approach to Active Lives?**  **Detail below.** | | |

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| **Appendix 1: Pupil Healthy Schools Team** - A suggested approach is the You said… We did… Feedback on the changes …  **For example:**  ***You said:*** All pupils were asked the question, “How can we make lunchtimes happier, safer and calmer?” Pupils were given a week to formulate their ideas and then we held a consultation for them to put their ideas forward. After discussion, the following ideas were taken on board and changes made:  ***We did: Example***   * KS1 and KS2 should have separate playtimes so that there are less children in the hall and then outside at playtime. The times were changed to separate sessions. * I would like to sit with my friends and I would like to choose who I sit with (presently they sit in their houses). Pupils were given the option to choose where to sit.   ***Example feedback on the changes / positives***:   * “Lunchtime is much better now than it used to be. This is because you can sit with your friends and the lunch hall is quieter and calmer.” * “I like the lunch hall better now because it is much quieter.” * “I love lunchtimes now because I am sitting with my friends. Before, I used to sit with no one to talk to.” |