

**Platinum Award Action Plan**

**North Yorkshire &York Healthy Schools**

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| **Please insert your school name and address into this box** |

As a school you can choose to go for the Healthy Schools Platinum award if your school has achieved the Gold Healthy Schools Award.

If it is three years since the school achieved the Gold Award then the school does need to complete the Healthy Schools Gold Renewal Action Plan alongside submitting the platinum identified health priority for the school. If it is under three years since the school achieved the Gold Award only the platinum identified health priority needs to be submitted.

To achieve Platinum, your school needs to identify a health and wellbeing priority and develop new actions to target this. We recommend this priority is part of your School Development Plan. Example priorities might include a focus on supporting pupils to develop their emotional resilience, increasing the amount of physical activity that pupils engage in during the school day, putting in place new measures to encourage healthy packed lunches, reducing bullying and negative behaviours or ensuring that pupils are learning effectively from the planned PSHE curriculum.

**Platinum Award Process**

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| * **Undertake a needs analysis** of the unique health and wellbeing issues affecting your school. If your school participated in the Growing up in North Yorkshire Survey (GUNY), we would expect this data to be used to support the needs analysis * 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 groups such as SEN or FSM eligible pupils. * **Develop planned measurable outcomes** and complete the platinum action plan to support achieving the health & wellbeing priority. * **Pupils Healthy Schools team:** To make a submission for the Platinum 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 Platinum Healthy Schools award. The pupils must contribute to the identified outcomes.   **Submit the identified health and wellbeing priority to the healthy school team at the start of Platinum Award process on this action plan via the** [**healthy schools website**](https://healthyschoolsnorthyorks.org/) **by one of the** [**three submission dates each academic year**](https://healthyschoolsnorthyorks.org/submission-dates-for-schools/) **so the identified priority can be confirmed by the healthy schools team.** |

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| * **Monitor and evaluate the provision/ intervention** to measure success and demonstrate improvements which were identified on the platinum action plan * It is envisaged working towards the Platinum Award will be a minimum of one academic year   **Once improvements have been demonstrated the schools than submits the outcomes on the Platinum Reporting Form which is downloadable via the** [**healthy schools website**](https://healthyschoolsnorthyorks.org/) **by one of the** [**three submission dates each academic year**](https://healthyschoolsnorthyorks.org/submission-dates-for-schools/) |

Below is the Platinum action plan that a school needs to complete.

At the end of the action plan document are some examples for each section to demonstrate the type of information we are requiring to support a school submit a successful platinum action plan

Any issues, questions or support needed please contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

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| **Health & Wellbeing Priority for Platinum Award** | |
| **Health and Wellbeing Priority:** **What is the identified priority?** *Describe the issue you are trying to improve including the data / information used to identify this need. (There are some examples at the end of the document)* | |
| Detail: | |
| **GROUP: Define your group/s and number of pupils who will benefit from the action (whole school or year group, plus any smaller targeted group).** | |
| Detail: | |
| **Intended Outcomes** | |
| **PLANNED OUTCOMES**  **Pupils:** Consider the specific measurable changes that you expect to result from your activities e.g. changes in attitudes, behaviours, knowledge or skills of your pupil group/s  **WHOLE SCHOOL:** Any organisational changes which you expect to result from your activities and how you will measure them  (There are *some examples of the end of the document)* | **MONITORING METHODS**  List the tools, methods and timeframe that you will use to monitor whether your activities are being implemented as planned. |
| **Health and Wellbeing Priority Intended Outcomes** | |
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| **ACTION PLAN for Health and Wellbeing Priority** | | |
| **ACTIVITIES AND INTERVENTIONS: List the specific activities that you have planned (for staff, pupils or families) to achieve your improvements, including any resources or partner services that will be providing support.**  *(see some examples at the end of the document)* | **TIMESCALE: List the month & year when you expect each activity to take place.** | **LEAD: List the staff member responsible for each activity.** |
| **Health and Wellbeing Priority** | | |
| **Details:** |  |  |
| **Details:** |  |  |
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| **Pupil Healthy Schools Team- The team within school will consist of (school council, wellbeing ambassadors, play ground leaders, combination of pupils, specific pupil healthy school team):** |
| **The key aspects the pupil Healthy Schools Team will focus on / found out more about will be in relation to the identified health and wellbeing priority:** |
| **Some key activities that the Pupil Healthy Schools Team will implement may include:** |

**Examples for the different sections to support schools make a successful Platinum Award Submission**

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| **Health and Wellbeing Priority: What is the identified priority?**  *Example from a school:*  *Our children show very low levels of resilience (data from GUNY and internal school data) . We have a high number of children being referred to CAHMS and high numbers of children with anxiety. We have high numbers of children being referred internally to our ‘retreat’ (where they access additional and different support) because they are struggling. In addition, we have a high prevalence of children with a diagnosis or traits of Autism, this number is increasing.*  *Priorities for action:*   * *Increase the resilience levels across the whole school community.* * *Increase awareness and understanding of mental health and well-being issues amongst parents and pupils.* * *Develop skills in self-care.* | |
| **Examples from schools of Intended Outcomes** | |
| * *Pupils - To increase the percentage of pupils who report finding relationships and sex education lessons useful. From a baseline of 43% to an increase of 70% measured through xx* * *Pupils- To increase the percentage of targeted Year 6 pupils reporting the school has helped prepare them for secondary school. From a baseline of 41% to an increase of 80% measured through xx* * *Whole School - To increase the number of pupils eating a school meal and ensuring all FSM pupils are eating a school meal at least 3 times a week measured through xx* | *EXAMPLES:*   * *Pre and post pupil surveys* * *GUNY data* * *Pupil Focus groups* * *School Meal analysis* |

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| **ACTION PLAN for Health and Wellbeing Priority** | | |
| *EXAMPLES:*  *Staff training on emotional health and wellbeing that focuses on supporting pupils build resilience* | *September 2024* | *Mental Health Lead* |
| *Focused communication with families about the Free School Meal entitlement, running some taster lunches for all families to attend including the new starter families* | *Autumn term 2024 – different year groups invited in each week in the autumn term* | *Healthy Schools Lead and catering staff* |
| *In the PSHE curriculum ensure there is consistent teaching about healthy relationships including sexual relationships and the monitoring of the curriculum shows that pupils are learning from the planned curriculum* | *Termly monitoring academic year 2024-2025 (lesson walk through, book look, pupil focus group and staff feedback) that is fed back to SLT and the governors* | *PSHE Coordinator* |