



School name:

*Date submitted to QuAG:*

## Solihull Healthy Schools Programme: Whole School Review (2017 update)

We are delighted that as of July 2016 we are able to work in partnership with Lions Clubs of Solihull through their Lifeskills ([www.lionslifefskills.co.uk](http://www.lionslifefskills.co.uk)) programme. As a result of the Lions Clubs' generosity, schools with primary age children revalidating as Solihull Healthy Schools will be awarded the 'Life Changes - loss, change and bereavement for children aged 3 to 11 years old' resource. A secondary version of this resource is currently being written. Schools with secondary age pupils will be able to select a resource from the Lions Lifeskills catalogue of publications that best meets their needs.

This template encourages you to think through and record your school's provision for children and young people's health and wellbeing. The review is organised under seven headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School ethos, culture, environment and SMSC development
5. Provision of support services for children and young people
6. Staff continuing professional development (CPD) needs, health and wellbeing
7. Partnerships with parents/carers and local communities

Through completing this review every two years you are evidencing that your school has maintained its foundation for health and wellbeing, which was originally confirmed when National Healthy School status was achieved. This template offers a series of questions for self-review.

Please use the template to record your school's provision and, once completed fully, submit for validation and subsequent recognition by the Solihull Healthy Schools Quality Assurance Group (QuAG). The QuAG meets on a termly basis, towards the end of each school term. In order for a school's status to be maintained, the Whole School Review will be validated according to the following criteria being met:

- How far is it clear that the minimum evidence for all criteria for a Healthy School have been maintained?
- Is there any **evidence** that this is not the case?
- How far has the school continued to adopt a whole school approach, involving the whole school community in the process?
- Is further clarification required?

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## 1. Leadership, management and managing change

Criteria	Minimum Evidence	School Evidence
<p>The school provides clear leadership to create and manage a positive environment, which promotes emotional and physical health and wellbeing in school.</p>	<p>The school has:</p> <ol style="list-style-type: none"> <li>A member of the senior leadership team who has a strategic lead for; and (if different) A member of staff responsible for: <ul style="list-style-type: none"> <li>PSHE education including relationships and sex education (RSE) and drug, alcohol and tobacco education.</li> <li>Healthy eating including school nutrient and food-based standards, catering and curriculum.</li> <li>Physical activity.</li> <li>Emotional health and wellbeing (EHWB) including anti-bullying.</li> </ul> </li> <li>A governing body which provides strategic leadership for all aspects of health and wellbeing including ensuring that health and wellbeing is part of the school development plan.</li> </ol> <p>Governor training opportunities: <a href="http://www.solgrid.org.uk/governors/">http://www.solgrid.org.uk/governors/</a></p>	<p><b>Leadership information:</b></p> <p><b>PSHE education</b> (names and job titles) SLT Lead: Staff member responsible: _____</p> <p><b>Healthy eating</b> (names and job titles) SLT Lead: Staff member responsible: _____</p> <p><b>Physical activity</b> (names and job titles) SLT Lead: Staff member responsible: _____</p> <p><b>Emotional health and well-being</b> (names and job titles) SLT Lead: Staff member responsible: _____</p> <p><b>Governors</b> (names and job titles) Lead governor for health and wellbeing (or similar): Examples of governor involvement/input: Examples of health and wellbeing featuring in the school development plan:</p>

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## 2. Policy development

Criteria	Minimum Evidence	School Evidence
<p>The school has the following policies which are reflected in practice and through ethos, culture and the environment. These policies promote respect and value diversity. They are reviewed by consultation at least every three years.</p> <ul style="list-style-type: none"> <li>School Behaviour including Anti-bullying;</li> <li>Confidentiality;</li> <li>Mental health and emotional wellbeing; (from Sept 2018);</li> <li>Relationships and Sex Education (RSE);</li> <li>Drug, Alcohol and Tobacco Education including Smoke Free and Managing Substance Related Incidents (MSRI);</li> <li>Safeguarding/Child Protection;</li> <li>Special Educational Needs including medical needs;</li> <li>Physical Activity;</li> <li>Food policy that meets school food-based standards;</li> <li>Supporting Children with Medical Conditions in School.</li> </ul>	<ul style="list-style-type: none"> <li>Named policies in place</li> <li>Date of policy reviews</li> <li>Consultation process</li> <li>Consulted groups</li> <li>How policies are shared</li> </ul> <p><b>Guidance:</b>  <b>Statutory policies</b> may need to be reviewed annually or bi-annually.  <b>Some policies may be combined or separate</b>, e.g. RSE and Drug, Alcohol and Tobacco Education may be included within a PSHE education policy.</p> <p><b>Examples:</b></p> <p><b>Consultation processes</b></p> <ul style="list-style-type: none"> <li>Written/verbal surveys and questionnaires</li> <li>Staff and/or governor meetings</li> <li>Parents' forums/evenings</li> <li>School/class/parent councils</li> <li>Lessons</li> <li>Focus groups</li> </ul> <p><b>Consulted groups</b></p> <ul style="list-style-type: none"> <li>Pupils</li> <li>Staff (teaching and non-teaching)</li> <li>Parents/carers</li> <li>Governors</li> </ul> <p><b>Strategies for sharing policies</b></p> <ul style="list-style-type: none"> <li>School website</li> <li>Letters, texts, tweets</li> <li>PSHE lessons, assemblies</li> <li>Induction for pupils/staff</li> <li>Staff handbook</li> <li>Visitor information booklets</li> <li>Posters around school</li> </ul>	<p><b>Policy reviews:</b></p> <p><b>School Behaviour/Anti-bullying</b> (statutory)            Last review date:                      Next Review date:            Consultation process:            Consulted groups:            How do you share the policy with stakeholders?</p> <hr/> <p><b>Mental Health and Emotional Wellbeing</b> (from Sept 2018)            Last review date:                      Next Review date:            Consultation process:            Consulted groups:            How do you share the policy with stakeholders?</p> <hr/> <p><b>Confidentiality</b>            Last review date:                      Next Review date            Consultation process:            Consulted groups:            How do you share the policy with stakeholders?</p> <hr/> <p><b>Relationships and Sex Education</b> (statutory)            Last review date:                      Next Review date            Consultation process:            Consulted groups:            How do you share the policy with stakeholders?</p> <hr/> <p><b>Drug, Alcohol and Tobacco Education including Smoke Free and Managing Substance Related Incidents</b>            Last review date:                      Next Review date            Consultation process:            Consulted groups:            How do you share the policy with stakeholders?</p> <hr/> <p><b>Safeguarding/Child Protection</b> (statutory)            Last review date:                      Next Review date            Consultation process:            Consulted groups:            How do you share the policy with stakeholders?</p>

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	<ul style="list-style-type: none"> <li>School rules</li> </ul> <p>Support with policies can be found on the relevant pages of the Health and Wellbeing website:  <a href="http://www.solgrid.org.uk/wellbeing/">http://www.solgrid.org.uk/wellbeing/</a></p> <p>Safeguarding/Child Protection policy guidelines can be found here:  <a href="http://www.solgrid.org.uk/safeguarding/">http://www.solgrid.org.uk/safeguarding/</a></p>	<hr/> <p><b>Special Educational Needs including medical needs</b> (statutory)</p> <p>Last review date:                      Next Review date</p> <p>Consultation process:</p> <p>Consulted groups:</p> <p>How do you share the policy with stakeholders?</p> <p>How do you share the policy with stakeholders?</p> <p><b>Physical Activity</b></p> <p>Last review date:                      Next Review date</p> <p>Consultation process:</p> <p>Consulted groups:</p> <p>How do you share the policy with stakeholders?</p> <hr/> <p><b>Food Policy that meets school food-based standards</b> (statutory regulation for local authority maintained schools)</p> <p>Last review date:                      Next Review date</p> <p>Consultation process:</p> <p>Consulted groups:</p> <p>How do you share the policy with stakeholders?</p> <hr/> <p><b>Supporting Children with Medical Conditions in School Policy</b> (statutory)</p> <p>Last review date:                      Next Review date</p> <p>Consultation process:</p> <p>Consulted groups:</p> <p>How do you share the policy with stakeholders?</p>

### 3. Learning and teaching, curriculum planning and resourcing

Criteria	Minimum Evidence	School Evidence
<p><b>The school curriculum includes these areas of learning which are monitored and evaluated to ensure the quality of teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• <b>PSHE education</b> including relationships and sex education (RSE) and drug, alcohol and tobacco education</li> <li>• <b>Healthy eating</b> including cooking skills and food education</li> <li>• <b>Physical activity</b> including a minimum of 90 minutes to 2 hours curriculum PE a week and health-related exercise</li> <li>• <b>Emotional health and wellbeing</b> including anti-bullying, social and emotional learning (SEL) and developing resilience</li> </ul> <p><b>Pupil progress and achievement</b> in these areas of learning are assessed, recorded and reported in line with current guidance and celebrated appropriately.</p>	<p>Each area of learning:</p> <ul style="list-style-type: none"> <li>• is included in the curriculum</li> <li>• has a Programme of Study / scheme of work</li> <li>• is monitored &amp; evaluated</li> <li>• assesses, records, reports and celebrates pupil progress and achievement</li> </ul> <p><b>Examples:</b></p> <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• Pupil/lesson observations</li> <li>• Written or verbal assessment</li> <li>• Peer and self-evaluation</li> <li>• Learning walks</li> <li>• Pupil progress meetings</li> </ul> <p><b>Assessment of</b></p> <ul style="list-style-type: none"> <li>• Learning-knowledge</li> <li>• Skills</li> <li>• Understanding</li> <li>• Behaviour (e.g. healthy eating, physical activity, social and emotional)</li> <li>• Health and well-being</li> <li>• Support needs</li> <li>• Identifying impact of interventions</li> </ul> <p><b>Methods of recording and reporting</b></p> <ul style="list-style-type: none"> <li>• School/end of year reports</li> <li>• Teacher or end of unit assessments</li> <li>• Staff meetings</li> <li>• Parent/carer evenings</li> <li>• Pupil peer and self-assessment</li> </ul> <p><b>Celebration of pupil progress and achievement</b></p> <ul style="list-style-type: none"> <li>• Certificates</li> <li>• Assemblies</li> <li>• Showcase performances</li> <li>• Invitations to headteacher's office to showcase work</li> </ul>	<p><b>PSHE education including relationships and sex education (RSE) and drug, alcohol and tobacco education</b></p> <p>Where/how is PSHE included in the curriculum?</p> <p>How is it monitored and evaluated?</p> <p>How do you <b>assess, record</b> and <b>report</b> pupil progress and achievement?</p> <p>How do you celebrate pupil progress and achievement?</p> <hr/> <p><b>Healthy eating including cooking skills and food education</b></p> <p>Where/how is Healthy eating included in the curriculum?</p> <p>How is it monitored and evaluated?</p> <p>How do you <b>assess, record</b> and <b>report</b> pupil progress and achievement?</p> <p>How do you celebrate pupil progress and achievement?</p> <hr/> <p><b>Physical activity including a minimum of 90 minutes to 2 hours curriculum PE a week and health-related exercise</b></p> <p>Where/how is Physical activity included in the curriculum?</p> <p>How is it monitored and evaluated?</p> <p>How do you <b>assess, record</b> and <b>report</b> pupil progress and achievement?</p> <p>How do you celebrate pupil progress and achievement?</p> <hr/> <p><b>Emotional health and wellbeing including anti-bullying, social and emotional learning (SEL) and resilience</b></p> <p>Where/how is EHWPB included in the curriculum (specific teaching and the way in which the wider curriculum is delivered)?</p> <p>How is it monitored and evaluated?</p> <p>How do you <b>assess, record</b> and <b>report</b> pupil progress and achievement?</p> <p>How do you celebrate pupil progress and achievement?</p>

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## 4. School culture and environment

Criteria	Minimum Evidence	School Evidence
<p><b>The school ethos, culture and environment promote emotional and physical health and wellbeing. The school involves all children and young people in decision-making.</b></p> <p><b>Indoor and Outdoor Spaces</b></p> <p>Playgrounds are safe, supportive, encourage physical activity and include quiet areas. The dining area is safe, attractive and welcoming.</p>	<p><b>Playground</b> provision includes:</p> <ul style="list-style-type: none"> <li>a range of activities</li> <li>active and quiet areas</li> <li>plenty of physical activity</li> <li>supervision and support</li> </ul> <p><b>Dining area</b> provision includes:</p> <ul style="list-style-type: none"> <li>welcoming, sociable and attractive eating environment</li> <li>promotion of healthy eating</li> <li>cleanliness</li> </ul> <p><i>Solihull catering, used by the majority of schools in Solihull, have received the Silver Food for Life catering mark: <a href="http://www.solgrid.org.uk/directory/school-meals/">http://www.solgrid.org.uk/directory/school-meals/</a></i></p>	<p><b>Playground/outside space provides</b></p> <p>Energetic activities or sports including:</p> <p>Quiet activities at lunch/break times including:</p> <p>Supervision at lunch/break times via:</p> <p>Support at lunch/break times via:</p> <hr/> <p><b>Dining area provides</b></p> <p>Welcoming, social and attractive environment by:</p> <p>Promotion of healthy eating by:</p> <p>A clean and hygienic environment by:</p>
<p><b>Food</b></p> <p>The school provides pupils with food that meets the standards for school lunches and food-based standards for school food other than lunches. The school provides guidance on healthy packed lunches and pupils should have easy access to free, clean and palatable drinking water at all times.</p>	<p><b>Guidance</b></p> <p><b>Food other than lunches</b> includes:</p> <ul style="list-style-type: none"> <li>breakfast /after school clubs</li> <li>tuck shops</li> <li>vending machines</li> </ul>	<p><b>School provides</b></p> <p>School lunches that meet food-based standards:</p> <p>Food other than lunches meets food-based standards:</p> <p>Healthy packed lunch and snack guidance disseminated via:</p> <p>Free, clean palatable drinking water at all times via:</p>
<p><b>Physical Activity</b></p> <p>The school provides opportunities for pupils to be physically active in and out of the curriculum throughout the school day. There is a mechanism for monitoring participation. The school encourages pupils to stay active outside school hours.</p>	<p><b>Guidance:</b></p> <p><b>Physical activity</b> opportunities include:</p> <ul style="list-style-type: none"> <li>before, during and after school clubs</li> <li>breaks and lunch times</li> <li>school trips and residential</li> </ul>	<p><b>School provides</b></p> <p>Opportunities for physical activity including:</p> <p>Participation is monitored and the findings acted upon using the following methods:</p> <p>Pupils are signposted to local clubs and activities by:</p>

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		<p><a href="#">PE and sports funding</a> is used to (Schools with primary age pupils only):</p>
<p><b>Active Travel</b> The school promotes active travel to and from school.</p>	<p><b>Examples</b> <i>By implementing a school travel plan and running active travel initiatives such as:</i></p> <ul style="list-style-type: none"> <li>• <i>walk/cycle/scoot to school days</i></li> <li>• <i>walkers/cyclers/scoot breakfast clubs</i></li> <li>• <i>cycling/scooting at break times</i></li> <li>• <i>pedestrian skills and cycle/scooter training</i></li> <li>• <i>active travel competitions</i></li> <li>• <i>accreditation programmes</i></li> </ul> <p><i>Road safety and active travel support are available here:</i> <a href="http://www.solihull.gov.uk/Resident/Parking-travel-roads/road-safety/road-safety-in-schools">http://www.solihull.gov.uk/Resident/Parking-travel-roads/road-safety/road-safety-in-schools</a></p>	<p><b>Active Travel is promoted by</b> School travel plan (where applicable):</p> <p>Active travel initiatives including:</p>
<p><b>Pupil Voice</b> The school has mechanisms in place to ensure the views of all children and young people (including those hard to reach, with Special Educational Needs and/or disability) are reflected in school decision making.</p>	<p><b>Examples:</b> <b>Pupil Voice mechanisms and data collection</b></p> <ul style="list-style-type: none"> <li>• <i>School/year or class councils</i></li> <li>• <i>Pupil surveys/questionnaires</i></li> <li>• <i>Interviews</i></li> <li>• <i>Suggestion boxes</i></li> <li>• <i>Circle time</i></li> </ul> <p><b>Pupil views reflected in:</b></p> <ul style="list-style-type: none"> <li>• <i>Policies</i></li> <li>• <i>Teaching and learning</i></li> <li>• <i>Curriculum</i></li> <li>• <i>Resources</i></li> <li>• <i>School ethos</i></li> </ul>	<p><b>Pupil voice mechanisms and data collection tools</b> include:</p> <hr/> <p><b>Pupil views</b> are listened to, valued and acted upon (give examples):</p>

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Criteria	Minimum Evidence	School Evidence
<p><b>Personal development and wellbeing</b> The school promotes spiritual, moral, social and cultural development (SMSC) and provides opportunities for children and young people to build confidence and self-esteem; develop responsibility, independence and resilience and learn how to assess risk and stay safe</p>	<p><b>Examples:</b></p> <p><b>SMSC including British Values and preparation for life in moderation Britain are promoted via:</b></p> <ul style="list-style-type: none"> <li>• Policies</li> <li>• Teaching and learning</li> <li>• Curriculum and resources</li> <li>• School environment</li> <li>• Personal development and wellbeing</li> </ul> <p><b>Build confidence and self-esteem via:</b></p> <ul style="list-style-type: none"> <li>• Celebrating achievement – displays</li> <li>• Celebratory activities – assemblies; school performances</li> <li>• Reward systems</li> </ul>	<p><b>What do you do to promote the following with pupils (examples of practice):</b></p> <p><b>Social development</b></p> <p><b>Moral development</b></p> <p><b>Spiritual development</b></p> <p><b>Cultural development</b></p> <p><b>British values</b> (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) and preparation for life in modern Britain are evidenced through:</p> <hr/> <p><b>School provides opportunities to:</b></p> <p>Promote self-confidence, self-esteem and self-management skills by</p> <p>Develop responsibility, independence and resilience by</p> <p>Learn how to assess risk and stay safe both on and off-line (physically and emotionally) by</p>

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## 5. Provision of support services for children and young people

Criteria	Minimum Evidence	School Evidence
<p>The school has systems to identify and meet the needs of vulnerable children and young people and has arrangements to provide appropriate and relevant support. All children and young people and parents/carers can, confidentially, access advice, support and services (within and beyond school).</p>	<ul style="list-style-type: none"> <li>Systems to: identify; meet; and monitor the impact of interventions addressing the physical and emotional needs of vulnerable children and young people</li> <li>Arrangements to provide appropriate and relevant support e.g. school is aware of and uses <a href="#">Solihull's Designated Safeguarding leads handbook</a>; use of Pupil Premium funding to support the diminishing of differences in achievement</li> <li>All children and young people and parents/carers can, confidentially, access advice, support and services (within and beyond school) including use of Solihull's yellow poster 'Confidentiality for Visitors' or similar</li> </ul> <p>Sources of support:  <a href="http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/">http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/</a>   <a href="http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/confidentiality-in-schools/">http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/confidentiality-in-schools/</a></p>	<p>School has:</p> <p><b>Systems</b> to identify and meet pupil needs including:</p> <p><b>Arrangements</b> to provide support including:</p> <p><b>Access</b> to confidential advice, support and services including:</p> <p>Mechanisms for <a href="#">monitoring the impact</a> of interventions/support including:</p>

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## 6. Staff continuing professional development (CPD) needs, health and wellbeing

Criteria	Minimum Evidence	School Evidence
<p><b>Staff CPD</b> The school identifies staff CPD needs for health and wellbeing and provides appropriate training and development opportunities.</p> <p><b>Staff health and well-being</b> The school supports staff in maintaining their health and wellbeing and a healthy lifestyle and encourages them to be positive role models. All staff can, confidentially, access advice, support and services (within and beyond school).</p>	<p><b>Examples:</b></p> <p><b>Identify training needs by:</b></p> <ul style="list-style-type: none"> <li>• Performance Management meetings</li> <li>• CPD evaluations</li> <li>• Pupil needs</li> <li>• Whole school priorities</li> </ul> <p><b>Staff CPD including:</b></p> <ul style="list-style-type: none"> <li>• PSHE education and SEAL twilights attended</li> <li>• Food hygiene training</li> <li>• Sports coaching training</li> <li>• Safeguarding training CSE training</li> <li>• <a href="#">FGM awareness</a></li> </ul> <p>Solihull Education Improvement Service, Unity and Partnership CPD opportunities: <a href="https://extranet.solgrid.org.uk/inset/default.aspx">https://extranet.solgrid.org.uk/inset/default.aspx</a></p> <p>Early Years and childcare training opportunities: <a href="http://www.solgrid.org.uk/eyc/">http://www.solgrid.org.uk/eyc/</a></p> <p>Solihull Local Safeguarding Board training: <a href="http://www.solihullscb.co.uk/training.php">http://www.solihullscb.co.uk/training.php</a></p> <p>Health and Safety training for schools: <a href="https://extranet.solgrid.org.uk/management/hsr/SitePages/Training%20and%20Meetings.aspx">https://extranet.solgrid.org.uk/management/hsr/SitePages/Training%20and%20Meetings.aspx</a></p> <p>Food hygiene training: <a href="http://www.solihull.gov.uk/Business/Environmental-health/foodsafety">http://www.solihull.gov.uk/Business/Environmental-health/foodsafety</a></p> <p><b>Staff as role models including:</b></p> <ul style="list-style-type: none"> <li>• Members of staff run and take part in after school clubs</li> <li>• Bike racks for staff that cycle</li> <li>• Staff eat lunch with children</li> <li>• Staff participate in charity events</li> </ul> <p><b>Staff access support from:</b></p> <ul style="list-style-type: none"> <li>• School counsellor</li> <li>• <a href="#">Employee Assistance scheme</a></li> <li>• <a href="#">Education Support Partnership</a></li> </ul>	<p><b>School identifies</b></p> <p>Staff CPD needs for health and wellbeing by:</p> <p>Training and development opportunities including for:</p> <p>PSHE –</p> <p>Food -</p> <p>Physical activity -</p> <p>Emotional health and wellbeing –</p> <p>Other areas of health &amp; wellbeing e.g. supporting children with medical conditions, health and safety, first aid etc.</p> <hr/> <p><b>Staff health and well-being</b></p> <p>School staff are supported in maintaining their health and wellbeing by:</p> <p>Staff have been encouraged to be positive role models including:</p> <p>Staff can, confidentially, access advice, support and services from:</p> <p>Staff are shown that they are valued by:</p>

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	<ul style="list-style-type: none"><li>• <a href="#">Young Minds</a></li><li>• Professional associations</li><li>• Work related stress training/management: <a href="https://extranet.solgrid.org.uk/management/hsr/SitePages/Well-being.aspx">https://extranet.solgrid.org.uk/management/hsr/SitePages/Well-being.aspx</a></li></ul>	



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## 7. Partnerships with parents/carers and local communities

Criteria	Minimum Evidence	School Evidence
<p><b>Engaging with parents/carers</b> The school provides opportunities for parents/carers to access information, support and advice on health and wellbeing.</p> <p><b>Engaging with the local community and external agencies.</b> The school engages with the local community and a range of external agencies by children and young people and the wider community to support pupils, parents/carers and staff on:</p> <ul style="list-style-type: none"> <li>• PSHE education including sex and relationships education (RSE) and drug, alcohol and tobacco education</li> <li>• Healthy eating including school nutrient and food-based standards, catering and curriculum</li> <li>• Physical activity</li> <li>• Emotional health and well-being (EHWB) including anti-bullying</li> <li>• Other school health priorities</li> </ul>	<p><b>Examples:</b></p> <p><b>Engaging with parents via:</b></p> <ul style="list-style-type: none"> <li>• Inclusion policy</li> <li>• Open door policy</li> <li>• Language workshops</li> <li>• Translation of letters</li> <li>• Social media</li> </ul> <p><b>Swift and easy referral to:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Solar</a></li> <li>• <a href="#">Engage</a></li> <li>• Education Social Workers</li> <li>• Local child minders</li> </ul> <p><b>External agencies include:</b></p> <ul style="list-style-type: none"> <li>• School nurses (<a href="#">North/South team</a>)</li> <li>• Coaches</li> <li>• Police</li> <li>• <a href="#">St John's Ambulance</a></li> <li>• <a href="#">Engage</a></li> <li>• <a href="#">NSPCC</a></li> </ul>	<p><b>Engaging with parents/carers</b></p> <p>School provides opportunities for parents/carers to access information, support and advice on health and wellbeing (both physical and emotional) by:</p> <hr/> <p><b>Engaging with the local community and external agencies</b></p> <p>School engages with the local community and a range of external agencies and encourages <a href="#">volunteering</a> by children and young people and the wider community to support pupils, parents/carers and staff including:</p>