

# Healthy Roots Quality Mark:

## Online Assessment Tool completion guidance notes

### Privacy Statement:

Information that you supply will be confidential and anonymised and will only be used as part of this exercise. Your personal information will not be published or passed onto any other organisation. Personal information collected as part of this exercise will be kept for three years to help us improve services before being securely destroyed.

Our privacy notice, which explains how we will process your personal information, how long we will retain it and your rights as a data subject, is available at <https://beta.southglos.gov.uk/privacy-notice>(opens in new window).

**IMPORTANT: WE STRONGLY ADVISE YOU TO SAVE YOUR WORK USING THE EMAIL OPTION TO ENSURE ACCESS TO YOUR SAVED RESPONSES AT A LATER DATE.**

**DO NOT** use your browser buttons to navigate the survey. Using the browser buttons **WILL RESULT IN THE LOSS OF YOUR UNSAVED WORK** - only use the survey's **BACK** and **NEXT** buttons to navigate.

### Introduction:

The Healthy Roots Quality Mark is the first of three levels making up the Health Promotion in Education Settings (HPES) Award Programme. The second level being the HPES Beacon Setting status, the highest being the Beacon+ Exemplar Setting status.

NB: there is no expectation that settings achieving the Healthy Roots Quality Mark progress onwards.

This assessment tool evidences the foundation you have built for the promotion of staff and pupil health and wellbeing.

### Additional support available from the Health Promotion in Education Settings team:

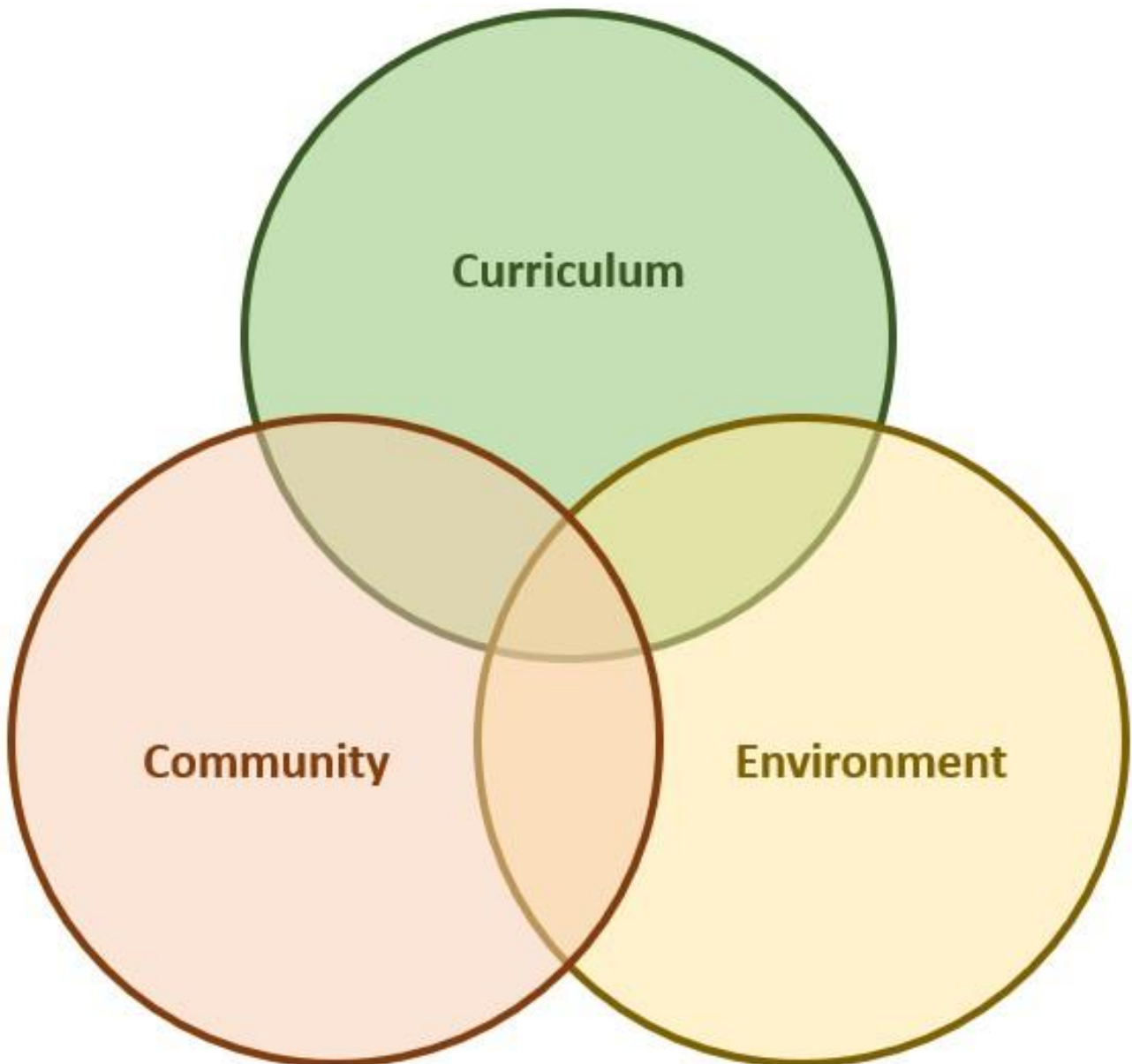
Every 2 – 4 weeks a colleague from the Health Promotion in Education Settings work programme will contact you to offer support.

If required, additional advice and guidance is available from staff in the Health Promotion in Education Settings team. Please either ring: 01454 864 606 or email: [healthpromotionineducation@southglos.gov.uk](mailto:healthpromotionineducation@southglos.gov.uk)

**Context:**

In 2012 the Chief Medical Officer argued that “promoting physical and mental health in schools creates a virtuous circle reinforcing children’s attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.” (Brooks F. 2013, Chapter 7: Life stage: Schools Years).

Achieving this ‘virtuous circle’ requires planning, delivering, and assessing intervention in three inter-related areas; Curriculum, Environment and Community (as illustrated below). To achieve this 'virtuous circle' settings must show that they are planning, delivering, and assessing interventions in three inter-related areas; **Curriculum, Environment and Community** (as illustrated).



## **Section Headings:**

This evidence tool is structured into the following 10 sections, allowing you to demonstrate your evidence in relation to Curriculum, Environment and Community.

**Section 1:** Your setting

**Section 2:** Leadership and management (**Curriculum and Environment**)

**Section 3:** Policy Development (**Curriculum and Environment**)

**Section 4:** Supporting and promoting health and wellbeing through whole-school activity (**Curriculum**)

**Section 5:** The voice, influence and participation of children and young people (**Curriculum, Environment and Community**)

**Section 6:** About the voice, influence and participation of children and young people (**Curriculum and Environment**)

**Section 7:** The provision of, and access to, support services (**Community**)

**Section 8:** Staff CPD (**Curriculum and Environment**)

**Section 9:** Supporting families (**Community**)

**Section 10:** Request to use prior evidence

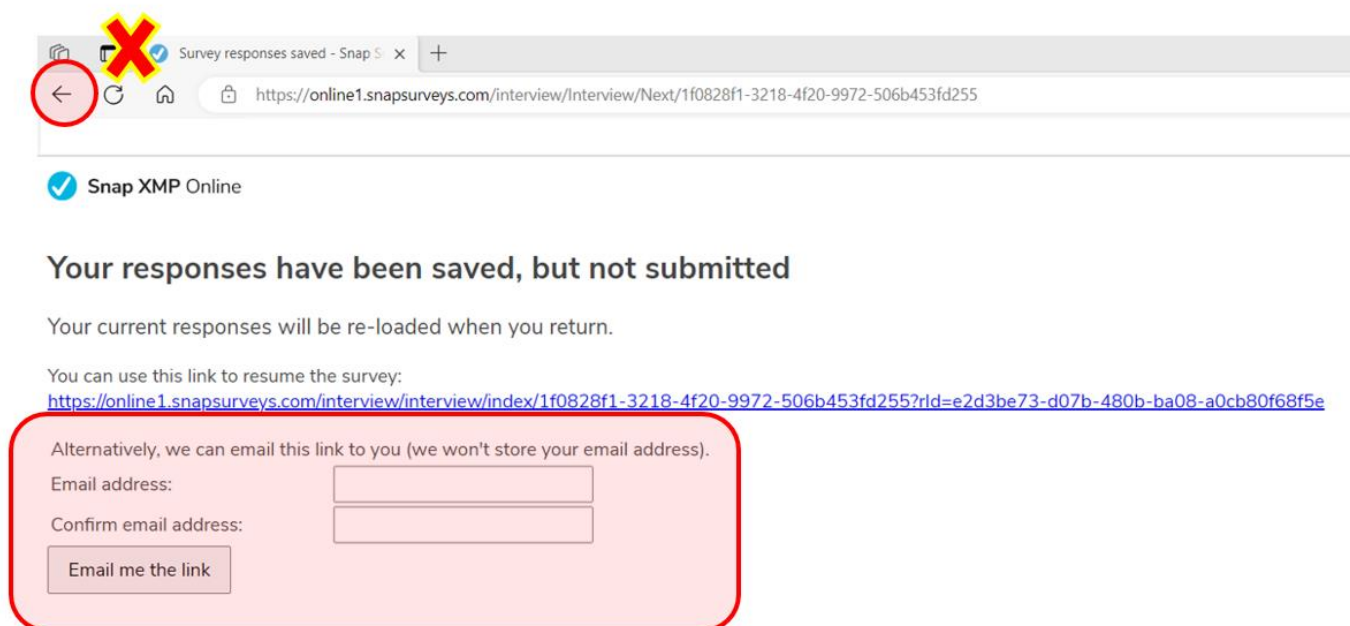
## Notes on completion:

Important information about saving and accessing your evidence tool.

**WE STRONGLY ADVISE YOU TO SAVE YOUR WORK USING THE EMAIL OPTION (see highlighted image below) TO ENSURE ACCESS TO YOUR SAVED RESPONSES AT A LATER DATE.**

**DO NOT** use your **browser buttons** to navigate the survey. Using the browser buttons **WILL RESULT IN THE LOSS OF YOUR UNSAVED WORK** - **only use** the survey's **BACK** and **NEXT** buttons to navigate.

**PLEASE NOTE:** if you reach the page shown in the image below and use the **BROWSER BACK BUTTON** to return to the survey (see circled image below), you will **LOSE ALL OF YOUR WORK**, regardless of whether you have clicked 'save'. You **MUST** return to the survey by using the link that will be emailed to you once you have completed the box highlighted in the image below.



This evidence tool is designed flexibly around the time pressures we know colleagues face. It allows you to complete small sections, saving your progress and returning to it when time allows. This also allows others to complete sections, saving their work, for you and / or others to access again via the emailed link. This allows workload to be shared across SLTs or departments.

## Contributors

Staff from across the whole setting should contribute to assessment tool completion. This could include senior leadership, leads for PSHE / RSHE, Mental Health, Physical Activity, SEND and those in pastoral positions. At the end of each section, we ask which colleagues have contributed to the evidence.

## Use of evidence to avoid duplication / repetition

At the start of sections 2, 4, 6, 7, 8 and 9 there is guidance referring to questions / sections that can be left blank if this evidence has already been generated for either the Mental Health and Wellbeing Award (MHWBA) or South Gloucestershire Council Equality Mark (SGCEM).

Likewise, you'll see where we intend to share evidence with the MHWBA and SGCEM leaders to avoid duplication if settings subsequently intend to complete these awards / quality marks.

Settings that already have relevant evidence from other external award / quality mark processes / submissions may use this wherever appropriate – provided it:

- A. Is of comparable level of detail and sufficient breadth
- B. Is from an award or quality mark that is in date / valid
- C. Refers to activity/interventions that are current / remain ongoing

### **Question structure**

Tick box questions are used to provide a basic overview of health and wellbeing promotion activity. Free text questions require detailed self-review, evidencing your 'best practice' and demonstrating outcomes.

Questions Q21, Q25, Q29, Q33 and Q41 require you to provide your answer using the S.T.A.R technique.

### **The S.T.A.R technique:**

S.T.A.R enables you to demonstrate the impact of your work. S.T.A.R questions are important in the quality assurance process.

They tell your unique story, evidencing the 'so-whatness' of your interventions or activities. Each of these questions require you to detail the following:

**Situation:** set the scene; why did you do what you did?

**Target:** describe the purpose of what you did, what were you hoping would happen?

**Action:** what did you do and how did you do it?

**Result:** what happened, did you achieve your target, what has changed?

### **Potentially identifiable information:**

When answering S.T.A.R questions or those requiring more detailed answers (e.g. sections 7 and 9 in particular), please ensure submitted evidence does not include any examples, accounts or details that may result in an individual child, young person or family being identified.