

# Supplementary guidance: healthy living

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Autumn 2017

**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ▲ primary schools
- ▲ secondary schools
- ▲ all-age schools
- ▲ special schools
- ▲ pupil referral units
- ▲ independent schools
- ▲ further education
- ▲ independent specialist colleges
- ▲ adult community learning
- ▲ local authority education services for children and young people
- ▲ teacher education and training
- ▲ Welsh for adults
- ▲ work-based learning
- ▲ learning in the justice sector

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others
- ▲ makes public good practice based on inspection evidence

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**What is the purpose?**

This provides further guidance for inspectors to use alongside the sector guidance for inspection

**For whom is it intended?**

Maintained and independent schools and non-maintained settings

**From when should the guidance be used?**

September 2017

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## Supplementary guidance

The key Estyn documents that guide inspection activity are the inspection guidance handbooks for each sector. However, we also produce supplementary guidance to help inspectors to consider specific aspects of education and training further.

The supplementary guidance documents set out some key principles, considerations and resources for inspectors. They relate to all sectors that Estyn inspects, unless they state that they are for a specific sector. They expand on certain aspects of education/training (e.g. the inspection of literacy) or on ways of conducting inspections (e.g. the use of learning walks) or specific inspection arrangements (e.g. guidance on inspecting church schools).

The supplementary guidance documents do not aim to be comprehensive. Inspectors are not required to work through them exhaustively when covering any specific aspect on an inspection. However, inspectors may find them useful when responding to specific emerging questions that arise during inspections or when they wish to reflect or investigate further.

The supplementary guidance documents may help providers gain an understanding of Estyn's inspection arrangements. They may also be helpful to providers in evaluating specific aspects of their own provision.

Our inspection work is based on the following principles:

- Inspectors will approach inspection with a positive mindset to ensure it is the best possible professional learning experience for the staff in each provider
- Inspectors will take a learner-focused approach to inspection
- Inspectors will always focus strongly on the quality of teaching and learning
- Inspectors will seek out well-considered innovative practice
- Inspectors will tailor the inspection activities according to the circumstances in each provider as far as possible
- Inspectors will be agile and responsive to emerging findings and will use the increased range of inspection tools and approaches available
- Inspectors will consider everything in the inspection framework, but will only report on the key strengths and weaknesses within each provider

## 1 Introduction

The 2017 common inspection framework gives a prominent place to the inspection of pupils' wellbeing. Healthy living contributes to wellbeing. This document contains guidance on inspecting how well maintained schools (primary, secondary and special schools and pupil referral units) develop pupils' understanding of healthy living. Healthy living includes:

- healthy eating and drinking
- physical exercise
- good mental and emotional wellbeing
- responsible sexual behaviour
- responsible attitudes and behaviours in relation to substance use and misuse;
- safety
- hygiene
- environment-related issues, including sun protection

The promotion of healthy living is a key objective of the Welsh Government. A number of initiatives seek to encourage healthy living and the importance of physical exercise. Involvement in the Welsh Network of Healthy School Schemes will support schools in all of these areas.

The guidance should be read in conjunction with the useful sources of information listed in the annex sections.

## 2 Reporting requirements and matters for consideration by inspectors

Most matters that relate to healthy living come under inspection area 2, *wellbeing and attitudes to learning* and inspection area 4, *care support and guidance*. However, inspectors will consider provision for pupils to learn about healthy living within inspection area 3, *teaching and learning experiences*. They will also consider the impact of the school's leadership on the quality of provision and outcomes for pupils with respect to healthy living under inspection area 5, *leadership and management*.

Inspectors should be mindful of important factors when evaluating the school's work in relation to healthy living. These include the developmental stages of individual pupils and/ or whether a pupil has special educational or other needs that make them vulnerable to underachievement.

Inspectors will report on a school's strengths and weaknesses in each inspection area. Where appropriate, these will identify aspects of the school's work that relate to leadership, provision and pupil outcomes in respect of healthy living and wellbeing.

## 1 Standards

Under inspection area 1 (Standards), inspectors should consider:

- How well do pupils develop their creativity and their physical skills, for example through play and active learning in the classroom and outdoors?
- Do pupils understand how to stay safe when using the internet?

## 2 Wellbeing and attitudes to learning

Under inspection area 2, (wellbeing and attitudes to learning), inspectors should consider:

### 2.1 Wellbeing

- Do pupils have a good understanding of the importance of healthy living and fitness?
- To what extent do pupils contribute to the school's work on healthy living?
- Do pupils understand how to make healthy choices relating to diet, physical activity and emotional wellbeing and how well they use this understanding in their own lives in school?
- Do pupils respond positively to opportunities to undertake physical activity, for example during lessons, at break and lunchtime and through after-school clubs and activities?
- Do pupils know whom to turn to if they are worried or upset about aspects of their physical, social or emotional wellbeing? Are they confident that the school will address any issues that arise to help them live healthily?
- Do pupils contribute to promoting healthy living, for example as members of the school council or digital leaders?
- Do pupils understand how to develop and maintain healthy relationships at work, socially and digitally?
- How well are pupils developing as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance and children's rights?
- Do pupils understand the importance of regular attendance at school? Do they attend regularly?
- Do pupils feel safe and secure, and free from physical and verbal abuse?

### 2.2 Attitudes to learning

- Do pupils enjoy school and all that it offers?
- Do pupils show a healthy appetite for the learning?
- Do pupils behave well in lessons and around the school? Do they understand how their behaviour affects the wellbeing of others?
- Are pupils considerate, tolerant and respectful of others during lessons and around the school?
- Do pupils display determination, resilience and perseverance in their learning?
- Do pupils develop the capacity to improve their own work?
- Do pupils with individual development plans make good progress in relation to their targets?

### **3 Teaching and learning experiences**

Under inspection area 3, (teaching and learning experiences), inspectors should consider:

#### **3.1 Quality of teaching**

- Do all teachers promote healthy living effectively?
- Do teachers plan lessons that challenge pupils at the right level to develop resilience, determination, self-esteem and confidence?
- Do all teachers have a secure understanding of the needs of their pupils, for example issues that may affect their capacity to lead healthy lifestyles?
- Do all teachers have high expectations for their pupils to lead healthy lifestyles, for example do they ensure opportunities for pupils to access drinking water?

#### **3.2 The breadth, balance and appropriateness of the curriculum**

- Does the curriculum cater for the needs of all learners, for example is there equitable access to engaging physical activities for learners who are less enthusiastic about traditional sports and those who enjoy sports?
- Do teachers develop pupils' learning to learn skills successfully, for example through assessment for learning approaches that help them to learn independently and confidently?
- Do teachers plan effectively to enable pupils with additional learning or specific health needs to access learning experiences?
- Do teachers plan learning experiences that successfully develop learners' understanding of healthy living?
- Do learners have regular and worthwhile opportunities to develop their awareness and understanding of healthy living through the curriculum and extra-curricular work?
- Do pupils have opportunities to develop and extend their awareness and understanding of healthy living in subjects other than PE, PSE and design technology?
- Are there enough opportunities for pupils to participate in good quality physical activity through the physical education curriculum?
- Are there enough opportunities for active learning across the curriculum, for example in the Foundation Phase and in the outdoors?
- How well does the school plan to teach pupils about the benefits of exercise and healthy diet?
- How well does the school develop pupils' understanding of personal hygiene issues, for example the importance of washing hands and cleaning teeth
- How well does the school plan and deliver lessons that enable pupils to understand, develop and maintain healthy relationships?
- Does the school provide appropriate sex education?
- Does the school develop successfully pupils' understanding of their rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC)?
- Does the school develop successfully pupils' understanding of their responsibilities as a citizen of their community, Wales and the wider world?

### 3.3 Provision for skills

- How effective is provision to support pupils in using digital technology safely?

## 4 Care, support and guidance

Under inspection area 4, (care support and guidance), inspectors should consider:

- Is the school effectively promoting healthy life styles?
- Is the school engaged in initiatives that promote healthy living?
- Has the school gained any awards for its work in promoting healthy living?
- Does the school ensure that any out-of-school-hours provision supports its work on healthy living?

### 4.1 Tracking, monitoring and the provision of learning support

- Are the school's arrangements to track and monitor pupils' progress and wellbeing, including attendance and behaviour effective?
- How well does the school use tracking information to support pupils' wellbeing?
- How successful is the school in supporting pupils with additional learning needs (including health needs) to make good rates of progress?
- How well does the school support pupils with emotional, health and social needs so that they can engage positively with the school and benefit from the opportunities it offers?
- How successfully does the school collaborate with parents to help them support their children well and raise any issues that may affect their child's learning and wellbeing?

### 4.2 Personal development

- How effective is the school at helping pupils to develop skills, knowledge and understanding to make healthy lifestyle choices?
- How well does the school's provision help pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing?

Inspectors should consider these questions in the context of each of the following areas:

- i) Healthy eating and drinking
- ii) Substance misuse
- iii) Sex and healthy relationships
- iv) Online safety
- v) Physical activity

- Do pupils have worthwhile opportunities to participate in decision-making at a school level?
- Do pupils influence what and how they learn?
- Does the school value and act upon the work of pupil voice groups?
- How well does the school's personal and social education programme supports



the development of the social and emotional skills of all pupils?

- How well does the school engage with specialist support to help pupils and their families overcome barriers to learning in the context of healthy living?
- Does the school help pupils to understand issues relating to equality and diversity successfully?
- How effective are school's arrangements to managing pupils' behaviour?
- How effective is the school in promoting an anti-bullying culture?
- How successful is the school at promoting human rights, in particular the UNCRC?
- Does the school have effective arrangements to develop pupils' knowledge and understanding of harassment, discrimination, identity-based bullying and extremism?
- How effective are the school's arrangements to respond to any incidents relating to bullying, harassment and discrimination?
- How successful is the school at encouraging pupils to participate in the arts and in sport and recreation, for example through lunchtime and after-school opportunities, assemblies, performances or eisteddfodau?
- Do pupils identify that the school encourages them to eat and drink healthily?
- Are there any obvious breaches of regulations such as vending machines that have fizzy drinks, chocolate bars and crisps?
- **Within this section, inspectors will identify whether or not the school makes appropriate arrangements to promote healthy eating or drinking. This statement will be included in the final inspection report.** Shortcomings may affect the overall judgment for Care, support and guidance. Inspectors will need to use professional judgment in deciding if these are significant shortcomings. It may also affect the judgement for leadership as the governors have a responsibility to make arrangements to promote healthy eating and drinking.
- **Further information about responsibilities of schools in relation to healthy eating and drinking are available in annex 1**

#### 4.3 Safeguarding

- How well do the school's safeguarding arrangements address any risks to pupils' healthy development?

### 5 Leadership and management

Under inspection area 5, (leadership and management), inspectors should consider:

#### 5.1 Quality and effectiveness of leaders and managers

- Do school leaders make wellbeing and healthy living a strategic priority?
- How well does the school communicate its promotion of healthy living to the pupils, parents and the wider community?
- How successfully do school leaders establish a clear, strategic rationale for the curriculum in terms of its benefits for pupils in preparing them to learn throughout their lives and to play a full part in society?
- How well does the school develop use strategic partnerships and collaboration with other agencies to help to improve provision for healthy living?

- Do governors ensure that they and the school comply with all requirements in relation to provision for healthy living and wellbeing? (see annex sections 1-3)
- Do governors have a good understanding of the quality of leadership and provision for healthy living and the impact of this work on pupils' outcomes?
- Do governors include their arrangements for promoting healthy eating and drinking (and how they meet the duties in Sections 1,4,6 and 7 of the Healthy Eating and Drinking in Schools (Wales) Measure 2009) in their annual report to parents?

## **5.2 Self-evaluation processes and improvement planning**

- Does the school's improvement plan have an appropriate focus on improving pupils' wellbeing?
- How does the school measure the impact of its work on healthy living on pupil outcomes, including attitudes and behaviours?

## **5.3 Professional development**

- Do professional learning opportunities for staff support them to promote healthy living successfully?
- Do staff have the professional skills to meet the needs of learners in relation to healthy living?
- Does the school have appropriate arrangements to support staff to develop more specialised skills as required, for example to enable them to attend to the needs of pupils with additional learning needs?
- What impact does professional learning have on supporting pupils to make good progress in developing healthy lifestyles?

## **5.4 Use of resources**

- How well does the school use its resources to support pupils in developing healthy lifestyles and good levels of wellbeing?
- Does the school make effective use of staff with specialist skills to support pupils in developing healthy lifestyles and good levels of wellbeing?
- Does the school identify and procure specialist resources where appropriate, for example counsellors, speech and language therapists?
- How well does the school's learning environment support the physical and mental wellbeing of pupils?

### **Sources of evidence for inspectors:**

- The school's self-evaluation report
- Pupil questionnaires
- Listening to learners
- Observations of lessons and after school activities
- Visits to meal times and observations of play times
- Scrutiny of books and book interviews with pupils
- Scrutiny of individual development plans and meetings with staff responsible
- Analysis of attendance information
- Meetings with pupil voice groups

- Scrutiny of planning and schemes of work
- Meetings with teachers
- Professional learning records
- Additional evidence supplied by the school, such as Welsh Network of Healthy School Schemes (WNHSS) quality award information

### **3 Useful information**

#### **Healthy eating and drinking**

'The Healthy Eating in Schools (Wales) Measure 2009' requires all local authorities and maintained schools in Wales to promote healthy eating and drinking. The Measure requires governors to take action to promote healthy eating and drinking, to include information on how this is being done in their annual report; and to have regard to any guidance produced by the Welsh Government.

The Measure requires Estyn to consider the actions taken by schools to promote healthy eating and drinking.

The Measure came into force for maintained primary schools, maintained secondary and special schools and pupil referral units in September 2013.

This supplementary guidance also identifies Estyn's responsibility to report on healthy eating and drinking under inspection area 4.2 of the common inspection framework 2017. Estyn will include a statement to identify whether or not a school makes appropriate arrangements for promoting healthy eating and drinking in all inspection reports.

#### **Physical exercise**

All schools must provide physical education for pupils of statutory school age.

The PE and School Sport (PESS) initiative, Physical Literacy Programme for Schools, Dragon Sport, 5x60 schemes in secondary schools and many other Sports Council-led developments have increased the opportunities for young people to engage in physical activity. The improved provision of opportunities for physical activity and raised levels of fitness should be seen in the context of the Welsh Government's strategy 'Creating an Active Wales'

#### **Hygiene**

The prescribed standards for schools about toilets are currently contained in the Education (School Premises) Regulations 1999.

In maintained schools, special schools and pupil referral units, it is the responsibility of local authorities to ensure that school premises conform to the standards in the regulations. In practice, the management of the health and safety of staff, volunteers, visitors and learners is delegated to the headteacher.

Governing bodies are responsible for monitoring the schools' arrangements for health and safety management. This responsibility includes providing a brief statement in the governors' annual report on the provision of toilet facilities for learners registered at the school and arrangements in place to ensure their cleanliness.

Estyn has no direct duty to inspect hygiene facilities. However, the quality of school toilets contributes to pupil wellbeing and the learning environment. While we may not include mention of the toilets in the main evaluation, we should include any deficiencies in the hygiene facilities in the supporting evidence section of 5.4 Learning Environment and draw the school's attention to any health and safety concerns we have. The minimum standards are set out in Annex 3.

### **Sun protection**

There are currently no regulations about sun protection in schools. However, if a school does have a policy and practice for sun protection this would be good practice.

The Welsh Government encourages schools to use the guidance provided by Cancer Research UK on sun protection.

Understanding how to be safe in the sun is clearly part of healthy living and health and safety. Therefore, we should expect to see schools, particularly nursery and primary schools, making sure that pupils are protected from the sun and taught why this is important.

If you are inspecting a school during a period of hot weather, you should consider asking some questions about the school's arrangements to protect the pupils.

If a school has a policy, consistently applied practice and these are well understood make a note in the supporting evidence section for 1.2 and/or 2.3.

## Annex 1: Healthy Eating and Drinking – the Legislation

The duties included in the Healthy Eating and Drinking in Schools (Wales) Measure 2009 came into force in September 2013, for maintained primary and secondary schools, special schools and pupil referral units.

### The provisions of the Measure

- **Section 1.** Duty on a local authority and governing bodies of maintained schools to take action to promote healthy eating and drinking by registered pupils of maintained schools in its area.
- **Section 2.** Duty on the governing bodies of maintained schools in Wales to include in the governors' reports information on the action taken (relating to Sections 1, 4, 6 and 7) to promote healthy eating and drinking by pupils of the school.
- **Section 3.** The Chief Inspector has the duty to keep the Welsh Government informed about the actions taken at maintained schools to promote healthy eating and drinking.
- **Section 4.** Duty on a local authority and governing bodies of maintained schools to ensure that the nutritional standards and requirements for food and drink provided in schools (including nursery schools) maintained by local authorities (LAs) in Wales are met.
- **Section 5.** Duty on a local authority to ensure that drinking water is available, free of charge, on the premises of any maintained school and to have regard to any guidance issued by the Welsh Ministers.
- **Section 6.** Duty on a local authority, or the governing body of a maintained school which provides school meals or milk, to encourage the take up of school meals or milk, and also to take reasonable steps to ensure that every pupil who is entitled to receive free school lunches and free school milk does receive them.
- **Section 7.** Duty on a local authority or governing body to take reasonable steps to ensure that a pupil cannot be identified by any person as a pupil who receives a free school lunch or free school milk, other than by an authorised person. This Section also places a duty on a local authority or governing body to take reasonable steps to ensure that teachers, any person employed at the school, any person working at the school on an unpaid basis, or any other person employed by the school or governing body, do not make disclosures about the fact that a pupil receives free lunches or free milk.

### Important points to remember

Estyn **will** report on the arrangements made to promote healthy eating and drinking.

Estyn **will not** be inspecting the quality of food provision.

## **Annex 2: Key provisions**

The regulations apply to local authorities and governing bodies that provide food and drink to pupils of maintained schools (whether the pupils are on school premises or not) and to other persons on school premises.

The regulations also apply where food and drink is provided to nursery pupils and to other persons (staff and visitors) who are on the premises of a maintained nursery school.

The Regulations **do not** apply to food provided:

- by a person, for that person's own consumption on school premises (eg brought in snacks, packed lunch)
- as part of a medically prescribed diet
- at any school social event or school recreational event to mark any religious or cultural occasion
- at fund-raising events
- as rewards for achievement, good behaviour or effort
- for use in teaching food preparation and cookery skills provided that any food so prepared is not provided to pupils as part of a school breakfast or school lunch

### **Breakfast requirements**

Breakfast provided to pupils of maintained schools, or to other persons on the premises of a maintained school, should contain the following foods only:

- milk-based drinks or yoghurts
- cereals – not sugar/chocolate/cocoa powder coated or flavoured
- fruit
- breads

### **Lunch requirements in nursery schools**

School lunches provided to pupils in nursery schools, or to other persons on nursery school premises, should contain each of the following foods:

- fruit and vegetables
- meat, fish and other non-dairy sources of protein
- starchy foods
- dairy foods and milk

Where a nursery school forms part of a primary school, the school meal provider may choose to give nursery pupils the same lunch as the primary pupils.

### **Lunch requirements in primary and secondary schools**

The following foods are to be provided:

- vegetables

- fruit
- fish and oily fish
- meat

The following foods can be provided but in a limited way<sup>1</sup>:

- potatoes and potato products cooked in fats and oils
- deep-fried and flash-fried products
- meat products (such as burgers and sausages)
- condiments

The regulations do not permit confectionery, or savoury snacks, or the addition of salt to food after it has been cooked. Cakes and biscuits will only be permitted if they do not contain confectionery (such as sprinkles).

### **Requirements for drinks provided in nursery, primary and secondary schools**

Drinks that have no clear nutritional value and which cause tooth decay are not permitted. Drinks such as squash and lemonade must not be provided.

Drinks provided in maintained nursery schools and primary schools will be restricted to:

- water
- milk
- plain soya, plain rice or plain oat drinks
- fruit juice, vegetable juice and blended drinks (made with a blend or puree of fruit, vegetables, fruit juice or vegetable juice) to be provided at meal times only
- fruit juice or vegetable juice combined with water, to be provided at meal times only

Drinks provided in secondary schools will be restricted to water or other drinks which have a clear nutritional benefit. A wider range of drinks will be on offer than in primary schools, such as milk, yoghurt or dairy-equivalent drinks and fruit or vegetable juices.

### **Provision of food that is not part of breakfast or lunch**

The requirement is that food must have a clear nutritional benefit, so that it provides essential nutrients rather than empty calories. Therefore:

- fruit and vegetables must be available in any place on the school premises where food is provided;
- confectionery, savoury snacks, and salt will not be permitted;
- cakes and biscuits will not be permitted in nursery schools or primary schools; but
- they are permitted in secondary schools, but they have to be included in the nutritional analysis of the school lunch

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<sup>1</sup> This refers to the details given in the Appetite for Life guidelines for nutritional standards. Weekly menus have to be constructed to meet these. Governors need to receive details about this and inspectors need only check that this is happening.

The following foods are not permitted in nursery schools:

- potatoes and potato products cooked in fats and oils
- deep-fried and flash-fried products
- meat products
- condiments

These foods can be provided in primary and secondary schools outside the lunchtime period, for example in secondary schools which provide lunch items at mid-morning break.



## **Annex 3: Mandatory minimum standards for hygiene facilities**

The regulations set out the number of toilets and washbasins that should be provided according to the number of pupils in all existing and new maintained schools.

### **Toilets**

- Pupils over 5 years of age: 1 toilet for every 20 pupils
- Pupils under the age of 5: 1 toilet for every 10 pupils
- In special schools: 1 toilet for every 10 pupils, regardless of age

### **Washbasins**

Where the majority of pupils are under 11, there should be as many washbasins as toilets.

Where the majority are over 11:

- Washrooms with 1 toilet must contain at least 1 washbasin.
- Washrooms with 2 toilets must contain at least 2 washbasins.
- Washrooms with 3 or more toilets must have at least two thirds the number of washbasins as there are toilets.

In addition:

- toilet areas for male and female learners over the age of eight should be separate
- girls' toilets should not have urinals
- staff toilets, other than those designed for disabled access, must be separate from learners' toilets

### **Additional explanatory note**

The minimum number of sanitary appliances is calculated for the whole school and rounded up to the nearest whole number. For example, for a 420 place primary school 21 sanitary appliances are required; for a 210 place primary school calculation at 1:20 leads to 10.5 and therefore 11 sanitary appliances are required by the Regulations; this requirement could be satisfied by providing five toilets for girls and five for boys with one unisex accessible toilet.