



**Healthy Schools**  
Healthier Living & Learning

# Whole School Approach

to the National Healthy Schools Programme





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# Whole School Approach

The Whole School Approach (WSA) is central to the National Healthy Schools Programme (NHSP). It provides a model to support change and development involving children, young people, staff, parents/carers, and governors. It also provides a solid foundation from which developments and improvements are embedded in a systematic way throughout the school and effectively contribute to the physical and emotional health and wellbeing of all members of the school community.

Achieving National Healthy School Status recognises that being healthy is not just about children and young people, it is about the whole school community. It is not just what happens in the curriculum, it is about the entire school day. By adopting the Whole School Approach schools ensure full engagement with the school community and secure sustainable improvements.

There are ten elements to the Whole School Approach:

- A. leadership, management and managing change
- B. policy development
- C. curriculum planning and resources, including working with outside agencies
- D. learning and teaching
- E. school culture and environment
- F. giving children and young people a voice
- G. provision of support services for children and young people
- H. staff professional development needs, health and welfare
- I. partnerships with parents/carers and local communities
- J. assessing, recording and reporting children and young people's achievement

#### The aims of the NHSP:

- To support children and young people in developing healthy behaviours
- To help raise the achievement of children and young people
- To help reduce health inequalities
- To help promote social inclusion



To achieve National Healthy School Status, schools are asked to meet the criteria in the four core themes:

- **Personal, Social and Health Education (PSHE)**
- **Healthy Eating**
- **Physical Activity**
- **Emotional Health and Wellbeing**

The Whole School Approach pervades across all themes, as is demonstrated by the table, 'Cross Referencing the Whole School Approach to Themes and Criteria' on page 36.

To achieve National Healthy School Status schools need to listen to the voice of children and young people and to work with parents/carers and outside agencies in developing an environment which supports physical and emotional health and wellbeing. Gaining full engagement of the school community secures sustainable, long-term improvements that go beyond achieving National Healthy School Status (NHSS).

Partnerships with children and young people and their parents/carers are increasingly being promoted by government. In 2004 the Department for Children, Families and Schools (DCFS) produced 'Working together: Giving children and young people a say', to encourage the involvement of children and young people in decision-making processes in their schools. The DCFS White Paper, "Higher Standards, Better Schools for All - More Choice for Parents and Pupils", expresses a commitment to increasing the involvement of parents/carers in schools and ensuring their voice is heard.



The National Healthy School Programme provides a model for partnership working between health services, local authorities and schools, with the aim of promoting a coherent and holistic message about the importance of choosing a healthier lifestyle.

The government agenda, Every Child Matters (ECM) and the Children Act 2004, places duties and responsibilities on schools and other service providers to work together in a more integrated and effective way. This is to ensure support for every child or young person to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. All elements of the Whole School Approach, in particular giving children and young people a voice, provision of support services for children and young people and partnerships with parents/carers and local communities, are crucial in the design and delivery of services to achieve the outcomes of ECM.

The Whole School Approach also supports schools in completing the school self-evaluation form (SEF) as part of OFSTED inspection arrangements. As schools engage with achieving NHSS they identify the difference that is being made to the experiences of children and young people. This process will help schools provide outcome statements conveying a clear picture of how well they are doing in relation to Every Child Matters.

## Case Study

### **Curriculum planning and resourcing, including work with outside agencies and assessing, school culture and environment, recording and reporting children and young people's achievements**

SEAL Coordinator, Hangleton Community Junior School, Hove, East Sussex

Hangleton Community Junior School has firmly embedded SEAL into the ethos of the school. Curriculum planning and staff familiarisation has taken place and the PSHE Scheme of Work has been re-written to incorporate SEAL. Half-termly plans break down topics into weekly sessions delivered in two 20 minute slots. School assemblies have been re-arranged to give ample time to address SEAL.

The school has devised a simple method of tracking the emotional development of children and young people through individual SEAL profiles. The wellbeing of the child is measured by encouraging them to use the SEAL skills to set themselves goals.

The achievements of the children and young people are celebrated through weekly events in classes attended by parents/carers, a SEAL board in the corridor and a 'Golden Table' in the dining room.

Attendance has increased, incidents of bullying have decreased and surveys show that the children and young people are benefiting from the skills they are acquiring.

The Whole School Approach extends beyond the National Healthy Schools Programme. It is also an essential feature in many initiatives to raise standards and improve life chances for children and young people. Examples include Personalised Learning, Assessment for Learning (Afl) and Social and Emotional Aspects of Learning (SEAL). In achieving National Healthy School Status a school will actively be promoting an environment for learning and teaching where these initiatives have a greater chance of making an impact as the school will have successfully embedded a process to bring about sustainable change.

### In Summary the Whole School Approach:

- develops an ethos and environment that supports and promotes physical and emotional health and wellbeing
- allows the views, skills and experience of the whole school community to contribute to achieving National Healthy School Status
- places children and young people at the heart of learning and teaching
- increases participation and builds collaborative partnerships
- supports schools in demonstrating their contribution to the five ECM outcomes for children and young people
- is an effective, evidence based, school improvement mechanism that brings about and embeds cultural change in schools
- leads to real and sustainable changes to improve the physical and emotional health and wellbeing of children, young people, staff and parents/carers.

### Case Study

#### **Leadership, management and managing change, curriculum planning and resourcing including work with outside agencies and staff professional development needs, health and welfare**

Headteacher, St Joseph's Catholic Primary School, Putney, London

St Joseph's Catholic Primary School is implementing a plan to encourage children to explore and understand their emotions more. The main priorities were to:

- raise the awareness amongst staff and children and young people that emotional intelligence and teamwork can promote curriculum engagement and increase the flow of learning
- to establish an emotionally intelligent culture throughout the school
- to allow children and young people to see themselves as curriculum co-constructors
- empower teachers to develop aspects of social and emotional learning within their daily work

Twilight professional development sessions were held on emotional intelligence and teamwork, taking the emotional temperature of staff and children and young people, and understanding the nature of an emotionally intelligent school. As a result of the training sessions, the leadership team and staff jointly drew up a whole school action plan. Monitoring and review has been built in identifying further opportunities relating to the CPD of staff in order to maintain the impact of these changes.

Even in these early stages changes have been achieved. There is a greater understanding among staff about decisions made relating to the running of the school and ownership of key school improvement issues. Staff members also report feeling safe about co-constructing the curriculum with the children and young people.



# Achieving National Healthy School Status through the Whole School Approach

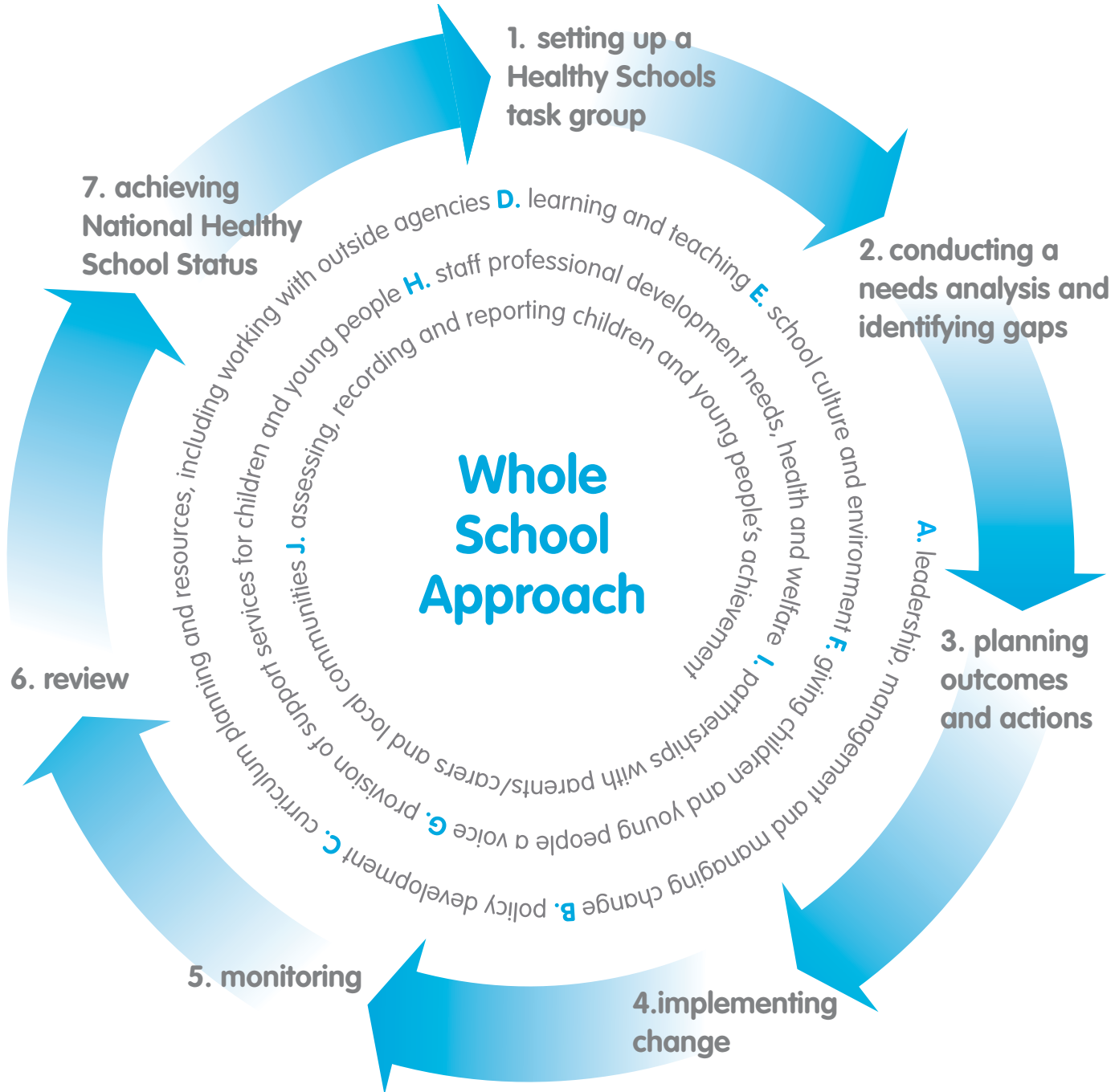
At the heart of the Whole School Approach is a process which identifies needs, develops actions and implements changes, ensuring they are relevant and grounded in the ethos of the school and the needs of the local community. The elements and process of the Whole School Approach should guide the way schools work in each theme.

**The process to achieving NHSS involves a number of stages:**

1. setting up a Healthy Schools task group
2. conducting a needs analysis and identifying gaps
3. planning outcomes and actions
4. implementing change
5. monitoring
6. review
7. achieving National Healthy School Status

Healthy Eating<sup>HS</sup>

Personal, Social & Health Education<sup>HS</sup>



Emotional Health & WellBeing<sup>HS</sup>

Physical Activity<sup>HS</sup>

## 1. Setting up a Healthy Schools task group

Schools can set up a Healthy Schools task group or consider which groups are already in place which can be utilised to develop the physical and emotional health and wellbeing of the school community. It is important that this group represents a cross section of the school community and it has influence to drive forward changes. Support from the headteacher, governing body and senior management team should be secured from the outset. The main function of the group is to steer and inform the activities of the school in achieving NHSS.

Schools may wish to consider:

- who is representative of our school and community?
- who will ensure the changes happen?
- who is best placed to inform our process?
- who do we need to bring with us to achieve change?

## 2. Conducting a needs analysis and identifying gaps

The National Audit enables schools to identify areas for development in order to achieve National Healthy School Status. It clarifies the minimum evidence that needs to be in place to meet each criterion. The National Audit provides a starting point for identifying gaps as well as achievement. It can also be used as a reference, as schools work towards achieving NHSS.

The National Audit will assist schools in answering:

- what are we doing well?
- where are the gaps?
- what do we need to work on first?

## 3. Planning outcomes and actions

By completing the National Audit schools may well find that they have already achieved some of the criteria in the four themes. Schools should consider what outcomes they wish to achieve for children and young people as they work towards achieving National Healthy School Status. Once these outcomes are determined actions can be planned to ensure they are achieved. These are ideally placed within the school development plan. Each planned action should consider the ten elements of the WSA.

Schools may wish to consider:

- what outcomes are we aiming to achieve and why?
- how will we do it?
- who is best placed to lead it?
- how will we measure our progress?
- what baseline measurements do we need?
- how will we know when we get there?
- how can we capture verbal, visual as well as written evidence to demonstrate we achieved our outcomes and met the criteria?

## 4. Implementing change

The implementations stage is a dynamic part of the process best guided by a clear action plan. Schools that have successfully

implemented change programmes achieving NHSS tell us the following factors support the process, maintain the momentum of change and motivate children, young people and staff:

- work from where you are on physical and emotional health and wellbeing issues
- work with those who are informed and persuaded of the value of the approach, to develop successful practice and spread it
- engage with the Local Programme Co-ordinator to provide support and challenge
- involve all children and young people and parents/carers in the process
- listen to and acknowledge fears and worries, and address them wherever possible
- check with staff regularly to see how they are doing, find the positives and give praise and offer encouragement.

## 5. Monitoring

Monitoring progress enables schools to keep their development plan on track and celebrate milestones towards achieving National Healthy School Status. It is important that schools identify realistic methods to monitor, record and report achievements. Schools should consider using measures they already collect and report on, as well as developing new ones.

Schools may wish to consider:

- what is not going according to our plan? Why not?
- what else do we need to do to complete the action in the development plan?
- can we sustain this?

## 6. Review

Schools should build in time at the end of the planned action to evaluate and review. Reviewing progress should involve children, young people, staff, parents/carers and the governors. Schools can use the National Audit to record actions and identify when they have the minimum evidence in place.

Schools may wish to consider:

- have we achieved what we set out to do?
- what worked and why?
- what didn't work? What do we need to do differently?
- how can we sustain or extend this practice?

## 7. Achieving National Healthy School Status

Schools are ready to Self-Validate when they have met all the criteria and the minimum evidence is in place. The Self-Validation Form is sent to the Local Programme. It is a time for celebrating success as well as considering the next steps to take:

- are we ready to Self-Validate?
- have we met all the criteria?
- how will we celebrate our success?
- what do we need to do to sustain changes and develop further?

Schools are encouraged to undertake a Self-Review within two years of achieving National Healthy School Status in order to prepare for Re-Validation after three years. This can be done with support from your Local Programme Co-ordinator. Many schools continue to work and develop their practice beyond the criteria in areas they have identified.

## Mapping the process to achieve National Healthy School Status to the elements of Whole School Approach

Process	A. Leadership, management and managing change	B. Policy development	C. Curriculum planning and resourcing including work with outside agencies	D. Learning and Teaching	E. School culture and environment
<b>Setting up a Healthy Schools task group</b>	Who is best placed to lead the group in order to drive through changes?	How will the Healthy Schools task group inform our development of policy and practice?	Who could we invite from outside agencies to join the group?	Have we a system to capture all our learning as a Healthy Schools task group?	Have we provided the right setting for our meetings?
<b>Needs analysis and identifying gaps</b>	Who needs to be involved in completing the National Audit? How do we plan times for them to be involved?	Do we need to fit in with present policy to conduct the needs analysis?	Do we need to plan to use curriculum time to conduct the needs analysis?	How will we share the findings of the needs analysis with our children and young people, staff and parents/carers?	Do we have an open and honest culture where all will be able to contribute to the needs analysis?
<b>Planning outcomes and actions</b>	What are our priorities? Where does this overlap with existing practice in the school? Where can we link activities with other elements of school development? Who is best placed to lead each planned action? Do they have sufficient status and training?	Does our present system for developing policies enhance the emotional health and wellbeing of children and young people?	How will achieving NHSS link with and impact other curriculum areas? What timetabling and staffing issues might need to be met to ensure we complete our planned actions? How will we manage such issues?	How will we ensure our planned actions are in line with our learning and teaching policy?	Is the physical, emotional and learning culture of our school supporting our planned actions?
<b>Monitoring</b>	How will the group regularly give feedback to the senior management team and all members of the school? How will our governing body monitor our progress?	Do we have a policy for monitoring developments? What can we expect from developing the policy and how will we monitor our progress towards it? Who will be responsible for monitoring?	Do we need to use curriculum time for monitoring? If so, how?	If we carry out monitoring within the curriculum what methods would best support it?	How do we seek and show we value suggestions and views from members of our school?
<b>Review</b>	How will the group feedback findings from review to senior management?	How can the development of policy fit into systems of review? Who needs to be involved in review?	Where have we used data from external agencies to inform our review? Do we need to plan to use curriculum time to carry out any review of our actions?	What methods would best suit review as part of our curriculum time?	Does the culture and climate of the school encourage rigorous review?
<b>Achieving National Healthy School Status</b>	What should we do to sustain and extend our progress? How shall we celebrate our success?	Has achieving NHSS had an impact on any other policy areas which might need updating as a result?	How can we extend and develop our curriculum? How will achieving NHSS link with and impact other curriculum areas? How can we link with other schemes and programmes for maximum effect?	How can we continue to enhance the learning of our children and young people in relation to their physical, and emotional health and wellbeing?	How can we sustain the positive culture we have developed?

<b>F. Giving children and young people a voice</b>	<b>G. Provision of support services for children and young people</b>	<b>H. Staff professional development needs, health and welfare</b>	<b>I. Partnerships with parents/carers and local communities</b>	<b>J. Assessing, recording and reporting children and young people's achievement</b>
How will we involve most children and young people in the activities of the task group?	Is our group representative of the needs of all our children and young people from the most vulnerable to the most gifted and talented?	Is our group representative of the staffing mix in our school? Does anyone need training and support to enable them to fulfil their role?	Is our group representative of our local community? Do the timings of our meetings support their attendance?	How will we plan and organise our agendas and minutes to be accessible to all?
How do we gain the views of all of our children and young people – not just those who usually contribute and are most vocal?	Do we have systems to support children and young people if issues arise through conducting a needs analysis?	Do we have an open and respectful climate in which staff can contribute to the needs analysis?	How can we involve parents/carers in the needs analysis?	How can we be sure we are identifying the right gaps? What have our children and young people told us?
How will we involve children and young people in the decision making process, to determine our planned outcomes and actions?	How do we consider the needs of all our children and young people so they are able to contribute to determining outcomes and planning actions?	What training and development will be required to support planned actions?	How will we engage with parents/carers to implement actions in the home? What events or activities will best achieve our desired outcomes and planned actions? Which approaches secure the most support or largest turnout? What planned actions could we achieve by greater participation with our local community?	Are our children and young people clear about the outcomes we are seeking to achieve in our planned actions?
What systems of consulting with children and young people do we already have in place that can be used to monitor our actions?	How can we find ways to involve children and young people who lack confidence or motivation in our monitoring?	How can our staff communication processes be developed so all can contribute to monitoring?	How could we monitor the impact of our planned actions beyond the school? Where have we been most successful at engaging with our parents/carers and/or our local community? Why?	How do our children and young people monitor any progress in their physical and emotional health and wellbeing?
What mechanisms do we have in place to enable participation, consultation and feedback on any actions reviewed?	Do all children and young people have equality of access to our review systems?	Are all staff able to contribute to any review of actions?	How will parents/carers and the local community be involved in review? How will we report our progress to them?	What progress have children and young people identified?
Can our children and young people describe what difference achieving National Healthy School Status has made?	How have we improved our internal support for children and young people? How do we ensure this continues?	How do we ensure our staff continue to be informed, confident and competent in supporting and promoting physical and emotional health and wellbeing?	How do we promote our achievements to our parents/carers and the local community? How do we continue to strengthen our partnerships?	How do we continue to help children and young people to assess their own improvements in their physical and emotional health and wellbeing? How will we celebrate our achievements to maintain enthusiasm and motivation?

# The Ten Elements of the Whole School Approach

## A. Leadership, management and managing change

Critical to the success of the National Healthy Schools Programme is the profile it receives within schools and their communities. In particular the support from the headteacher, senior management team and governing body. Evidence from Ofsted inspection reports and other sources point to the importance of committed leadership and management to drive work forward and guide the process of change in schools. Effective leaders ensure sustained improvements and create positive learning and working environments in which children, young people and adults can flourish.

Leadership, in the context of the National Healthy Schools Programme, applies to anyone within the school community who is best placed to influence and implement the changes required. The nature of leadership will be governed by the particular activity. Where appropriate children and young people should be given responsibility to lead and manage change.

When deciding who might be best placed, there are a number of considerations:

- what is the access to the senior management team?
- who might be best informed about the focus of the work?
- do they have appropriate time for the role? If not can this be arranged?
- do they have the skills to undertake the role? What training and support may be required?
- what access will they need to the Local Programme Co-ordinator and other external agencies?

The governing body has a key role in supporting the school to achieve National Healthy School Status as it can ensure the involvement of parents/carers and the whole school community. It also has a role in supporting the planning, monitoring and review of outcomes and actions.

<b>Process</b>	<b>A. Leadership, management and managing change</b>
<b>Setting up a Healthy Schools task group</b>	Who is best placed to lead the group in order to drive through changes?
<b>Needs analysis and identifying gaps</b>	Who needs to be involved in completing the National Audit? How do we plan times for them to be involved?
<b>Planning outcomes and actions</b>	What are our priorities? Where does this overlap with existing practice in the school? Where can we link activities with other elements of school development? Who is best placed to lead each planned action? Do they have sufficient status and training?
<b>Monitoring</b>	How will the group regularly give feedback to the senior management team and all members of the school? How will our governing body monitor our progress?
<b>Review</b>	How will the group feedback findings from review to senior management?
<b>Achieving National Healthy School Status</b>	What should we do to sustain and extend our progress? How shall we celebrate our success?

## Case Study

### Provision of support services for children

Learning Mentor, Dovelands Primary School, Leicester

The school has implemented the SPARKS (Special, Pro-Social, Assertive, Resilient Kids) programme to support the self-esteem and individual awareness of children and young people. A learning mentor has been trained to co-ordinate activity and run the SPARKS groups each term. Parents/carers are sent a letter outlining the programme's aims and processes and are invited along to the sessions to observe. Each child and young person is assessed by the Education Psychologist before and after their involvement.

Without exception, parents/carers and teachers have been very encouraging about the programme and classroom teachers have commented on the positive changes in the children. The self-esteem scores of the children involved in the booster sessions have increased, in one case by 44%. The children's attitude towards bullying and symptoms of depression has improved.

The school is keen to retain the programme and is hoping to hold the sessions twice a week to allow more children to benefit.

Process	B. Policy development
<b>Setting up a Healthy Schools task group</b>	How will the Healthy Schools task group inform our development of policy and practice?
<b>Needs analysis and identifying gaps</b>	Do we need to fit in with present policy to conduct the needs analysis?
<b>Planning outcomes and actions</b>	Does our present system for developing policies enhance the emotional health and wellbeing of children and young people?
<b>Monitoring</b>	Do we have a policy for monitoring developments? What can we expect from developing the policy and how will we monitor our progress towards it? Who will be responsible for monitoring?
<b>Review</b>	How can the development of policy fit into systems of review? Who needs to be involved in review?
<b>Achieving National Healthy School Status</b>	Has achieving NHSS had an impact on any other policy areas which might need updating as a result?

## B. Policy development

Developing policy sets the strategic direction of the school in relation to physical and emotional health and wellbeing. It helps raise the profile and provides the philosophy and principles which underpin the way things are done. The process of developing or reviewing a policy is as important as producing the final document to ensure it does not become a paper exercise carried out in isolation of the school community. This means trying to ensure that the process is inclusive and is developed in a way that enhances the emotional wellbeing of all those involved in its development:

- how will we ensure our policy reflects the ethos of the school?
- how will we involve all children and young people, including those who are less vocal and visible?
- how will we involve all staff and ensure there is a cross representation of roles?
- how will we involve parents/carers, in particular those that are hard to reach?
- how will we discuss and define the roles and responsibilities of the whole school community so everyone is clear about the relevance of the policy area for them?
- how will we ensure the policy is available for all to see?
- what monitoring procedures will need to be in place to amend the policy?
- when do we need to review it?

**In achieving NHSS, schools are expected to develop a number of policies in relation to physical and emotional health and wellbeing including:**

Sex and Relationship Education Policy  
Safeguarding Policy  
Non-Smoking Policy  
Physical Activity Policy  
Anti-Bullying Policy  
Inclusion Policy  
Drug Education Policy  
Managing Drug Related Incidents Policy  
Confidentiality Policy  
Whole School Food Policy  
Behaviour Policy  
Learning and Teaching Policy  
School Visitor Policy

As part of the process of a needs analysis using the National Audit schools will be able to identify which policies are already in place, whether they may need reviewing and where new policies need to be developed. Schools may wish to identify where these will sit within existing policies, in particular learning and teaching, behaviour and inclusion.

## Case Study

### Partnerships with parents/carers and local communities

Healthy School Co-ordinator, St Mary's CofE Primary School, Yate, Bristol

This school has been developing its travel plan to widen the focus of physical activity to include the time spent travelling to and from school. Staff and parents/carers have worked collaboratively to develop the travel plan. The group arranged for the council to provide Year 6 cycling proficiency tests and fundraising events were organised so that the school could purchase bike sheds.

The number of times a child walks or cycles to school is recorded and incentives such as free swims at the local swimming pool or badges are given when they reach specified milestones. Periodically, special breakfasts are also provided for those who participate.

"Since the introduction of the new travel plan the number of children either walking or cycling to school regularly has increased dramatically and congestion around the school at key times of the day has reduced."

<b>Process</b>	<b>C. Curriculum planning and resourcing including work with outside agencies</b>
<b>Setting up a Healthy Schools task group</b>	Who could we invite from outside agencies to join the group?
<b>Needs analysis and identifying gaps</b>	Do we need to plan to use curriculum time to conduct the needs analysis?
<b>Planning outcomes and actions</b>	How will achieving NHSS link with and impact other curriculum areas? What timetabling and staffing issues might need to be met to ensure we complete our planned actions? How will we manage such issues?
<b>Monitoring</b>	Do we need to use curriculum time for monitoring? If so, how?
<b>Review</b>	Where have we used data from external agencies to inform our review? Do we need to plan to use curriculum time to carry out any review of our actions?
<b>Achieving National Healthy School Status</b>	How can we extend and develop our curriculum? How will achieving NHSS link with and impact other curriculum areas? How can we link with other schemes and programmes for maximum effect?

## C. Curriculum planning and resourcing, including work with outside agencies

Curriculum planning and resourcing, including work with outside agencies enables schools to consider how the values, policies and practice that enhance physical and emotional health and wellbeing are planned and implemented through the school curriculum – both formal and informal.

The process of needs analysis should focus on the extent to which the school has clear, planned curriculum opportunities for children and young people to understand and explore areas linked to physical and emotional health and wellbeing using appropriate learning and teaching styles. This would preferably be delivered within a discrete programme as well as across other subjects. In developing the curriculum relating to physical and emotional health and wellbeing, schools should consider:

- are there opportunities for physical and emotional health and wellbeing across the whole of the curriculum and how is it coordinated?
- is the curriculum relevant to the physical and emotional development of the children and young people? How does it build on prior learning?
- are the learning objectives for each lesson clear and specific?
- are a range of teaching methods used that match with the aims and objectives and the learning needs of children and young people?
- are resources inclusive of all children and young people?
- are staff competent and confident in enhancing the physical and emotional health and wellbeing of children and young people?
- how will outside agencies be involved? How will the quality of the input be assured?
- how will the learning of children and young people be assessed and progress reported and recorded?

It is helpful for schools to develop relationships with a range of external agencies that can support them in both developing and implementing the curriculum. Outside agencies can support the curriculum with their specialisms and their contributions should be part of a planned programme and not as an isolated experience. Professionals such as school nurses, sexual health outreach workers, drug education advisers and school sports co-ordinators can enhance the expertise within the school.

## Case Study

### School culture and environment

Governor, St Andrew's Primary School,  
Bishop Auckland, Co Durham

"Becoming a healthy school has meant fundamental changes for our school and it has changed the culture and atmosphere for the better.

"When you walk into the school you immediately pick up on the healthy schools ethos and the holistic approach to improving the physical and emotional health and wellbeing of our children. They are now making much better, more informed choices about food, exercise and friendships which are already having an impact on their ability to enjoy a healthy lifestyle."



Process	D. Learning and Teaching
<b>Setting up a Healthy Schools task group</b>	Have we a system to capture all our learning as a Healthy Schools task group?
<b>Needs analysis and identifying gaps</b>	How will we share the findings of the needs analysis with our children and young people, staff and parents/carers?
<b>Planning outcomes and actions</b>	How will we ensure our planned actions are in line with our learning and teaching policy?
<b>Monitoring</b>	If we carry out monitoring within the curriculum what methods would best support it?
<b>Review</b>	What methods would best suit review as part of our curriculum time?
<b>Achieving National Healthy School Status</b>	How can we continue to enhance the learning of our children and young people in relation to their physical, and emotional health and wellbeing?

## D. Learning and Teaching

For children and young people, working to achieve National Healthy School Status means a focus on their physical and emotional health and wellbeing. It is about acquiring knowledge, enhancing understanding, developing skills, changing behaviours and building capability in order to live healthier lifestyles. The aim is to enable children and young people to understand themselves better as learners and so take greater control of and responsibility for their learning and physical and emotional health and wellbeing.

Schools should consider:

- do we have a shared language for talking about learning and physical and emotional health and wellbeing?
- how do our children and young people contribute to aspects of learning about their physical and emotional health and wellbeing?
- how do they appropriately influence systems, processes and procedures that are linked to their learning, achievement and personal and social development?



For teachers, working to achieve National Healthy School Status means looking at their teaching skills, subject specialisms and management of the learning experience in the context of enhancing physical and emotional health and wellbeing. Through any learning experience, teachers influence the physical and emotional health and wellbeing of children and young people. All teachers should consider the following:

- what are the needs of the learners?
- how do I accommodate different paces of learning?
- how do I accommodate different levels of physical, social and emotional development?
- what is the most appropriate teaching style?
- how do I instil key learning skills and behavioural change linked to physical and emotional health and wellbeing?
- how do I support children and young people to transfer and apply their learning to different subjects and contexts?



## Case Study

### Policy development, giving children and young people a voice and provision of support services for children and young people

Healthy School Coordinator, West Kirby Grammar School, West Kirby, Wirral

Bullying has not been a problem for West Kirby Grammar School but a general concern for the welfare of the children/young people and awareness of new electronic bullying mediums prompted them to develop and review their policy. The policy was first discussed at the school's implementation group, which includes children and young people, staff, parents/carers and governors. It was reviewed further by the school council and a bullying leaflet was written by children and young people.

Essentially Year 11 and 6th formers act as peer mentors and are the first line of contact. They go into Year 7 classes and initiate discussions before more detailed work is done by a teacher. There is a designated base during breaktimes which provides support for the younger children. This method of policy development has given the policy relevance and has encouraged good lines of communication between the staff and other members of the school.

Process	E. School culture and environment
<b>Setting up a Healthy Schools task group</b>	Have we provided the right setting for our meetings?
<b>Needs analysis and identifying gaps</b>	Do we have an open and honest culture where all will be able to contribute to the needs analysis?
<b>Planning outcomes and actions</b>	Is the physical, emotional and learning culture of our school supporting our planned actions?
<b>Monitoring</b>	How do we seek and show we value suggestions and views from members of our school?
<b>Review</b>	Does the culture and climate of the school encourage rigorous review?
<b>Achieving National Healthy School Status</b>	How can we sustain the positive culture we have developed?

## E. School culture and environment

The culture of a school is defined by the social processes, values and norms that shape its character. The physical and emotional environment shapes the way children, young people, staff, parents/carers feel and behave. At its most basic it is essential for children and young people to feel safe, both physically and emotionally at school. This will have a significant influence on their ability to learn effectively.

Through a needs analysis schools can take a fresh look at their own culture and environment in the context of how it enhances the physical and emotional health and wellbeing of its children and young people, its staff, its parents/carers, its governors and other visitors to the school. The following three areas of questioning are a start to help schools identify areas for development.

## Does the physical environment of the school promote physical, social and emotional wellbeing?

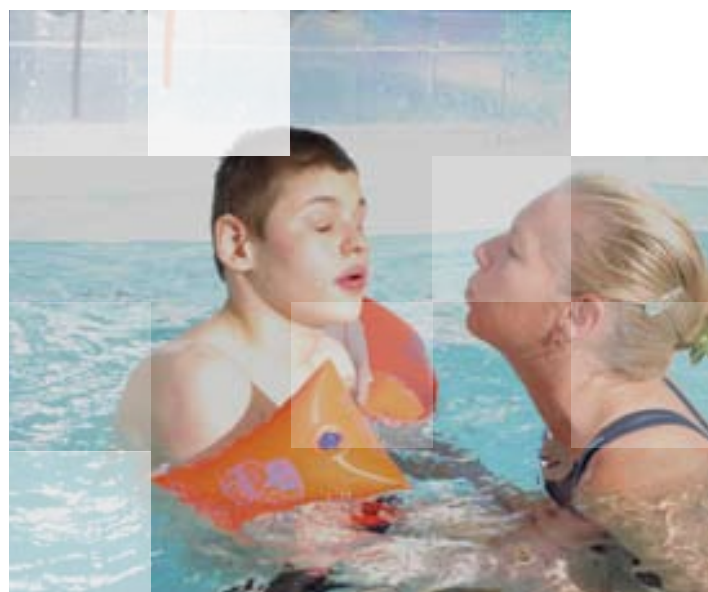
- do children and young people have access to free, clean and palatable drinking water throughout the school day?
- is there a welcoming eating environment that encourages positive social interaction?
- do outdoor spaces support different types of activity and are they accessible and attractive to all age ranges?
- do toilets have locks, toilet paper, hot water and paper towels, as well as sanitary towel dispensers and disposal facilities?

## Does the school have an emotionally healthy culture?

- are the values that enhance physical and emotional health and wellbeing embedded in all school systems, policies and procedures?
- do children and young people feel valued and respected?
- do staff feel respected by children and young people, by colleagues and parents/carers?
- are the suggestions and views of the whole community sought and valued and do they influence what happens?
- do staff have confidence in their own social, emotional and behavioural skills and are they comfortable teaching these to children and young people in a variety of ways?

## How can the school environment be more attractive, communal and supportive of learning?

- do we know where the 'hotspots' are where children and young people, staff and parents/carers feel vulnerable?
- do the layout of classrooms ensure they include and engage with all children and young people?
- do we give responsibility for display areas to children and young people and give them prominence?
- is there clear signposting, in appropriate languages, to key areas and appropriate information about support services within and beyond our school?



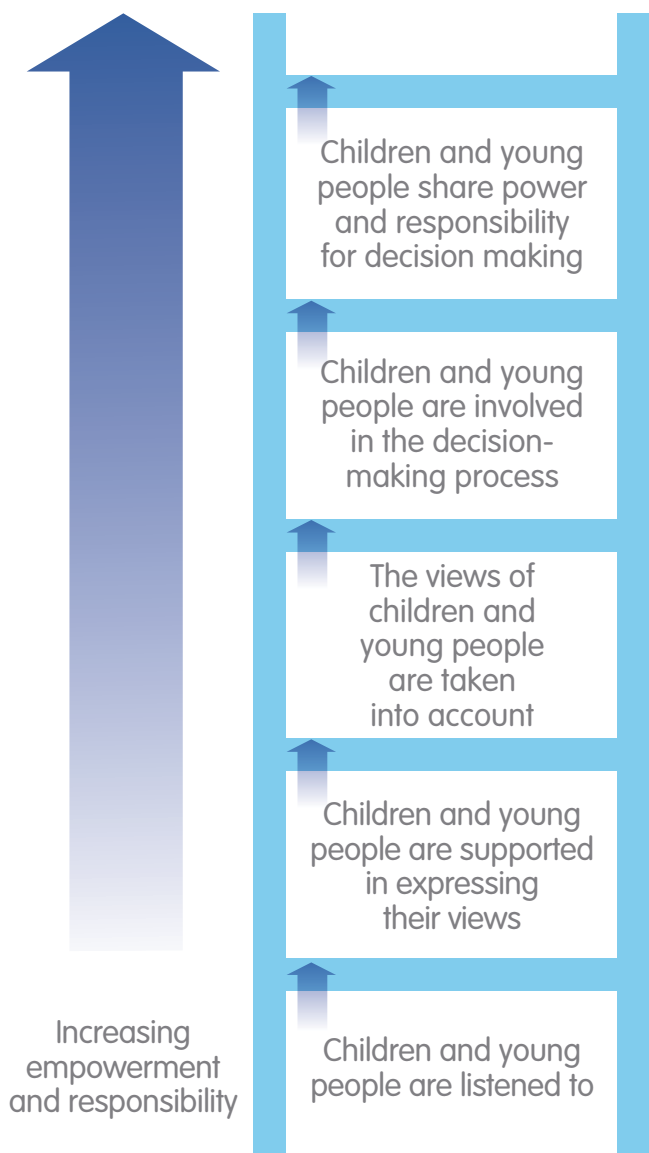
<b>Process</b>	<b>F. Giving children and young people a voice</b>
<b>Setting up a Healthy Schools task group</b>	How will we involve most children and young people in the activities of the task group?
<b>Needs analysis and identifying gaps</b>	How do we gain the views of all of our children and young people – not just those who usually contribute and are most vocal?
<b>Planning outcomes and actions</b>	How will we involve children and young people in the decision making process, to determine our planned outcomes and actions?
<b>Monitoring</b>	What systems of consulting with children and young people do we already have in place that can be used to monitor our actions?
<b>Review</b>	What mechanisms do we have in place to enable participation, consultation and feedback on any actions reviewed?
<b>Achieving National Healthy School Status</b>	Can our children and young people describe what difference achieving National Healthy School Status has made?

## F. Giving children and young people a voice

Giving children and young people a voice means making it part of everyday school practice for them to have a meaningful say in what happens within the school and a real opportunity to take part. The DCFS document 'Working Together: Giving children and young people a say' sets out five principles of involving children and young people in decision-making:

- clear and visible commitment to involving children and young people with a route map of how to make it happen
- children's and young people's involvement is valued
- children and young people have equality of opportunity to be involved
- children's and young people's participation and involvement are continually evaluated and reviewed
- quality standards.

When developing mechanisms for hearing and acting on what children and young people say it is important to find out what they all think and not only those who regularly contribute and are most vocal. Schools should consider a range of creative listening systems such as use of email, suggestion boxes, texting and small focus groups as well as more traditional methods such as the school council and surveys. Teachers should be consulting with children and young people to help them find ways of improving learning and teaching. This will enhance the participation of children and young people in their own learning as well as in other areas of school life.



Different levels of participation can be represented as a 'ladder' in which each rung represents increased empowerment and shared responsibility. Taking small steps and providing training to build confidence of children, young people and staff can be helpful to develop collective confidence, trust and skills. Schools should consider the purpose of participation, consider the diversity of those involved and ensure its representative, select methods carefully, provide timely feedback and make it fun and interesting.



Process	G. Provision of support services for children and young people
<b>Setting up a Healthy Schools task group</b>	Is our group representative of the needs of all our children and young people from the most vulnerable to the most gifted and talented?
<b>Needs analysis and identifying gaps</b>	Do we have systems to support children and young people if issues arise through conducting a needs analysis?
<b>Planning outcomes and actions</b>	How do we consider the needs of all our children and young people so they are able to contribute to determining outcomes and planning actions?
<b>Monitoring</b>	How can we find ways to involve children and young people who lack confidence or motivation in our monitoring?
<b>Review</b>	Do all children and young people have equality of access to our review systems?
<b>Achieving National Healthy School Status</b>	How have we improved our internal support for children and young people? How do we ensure this continues?

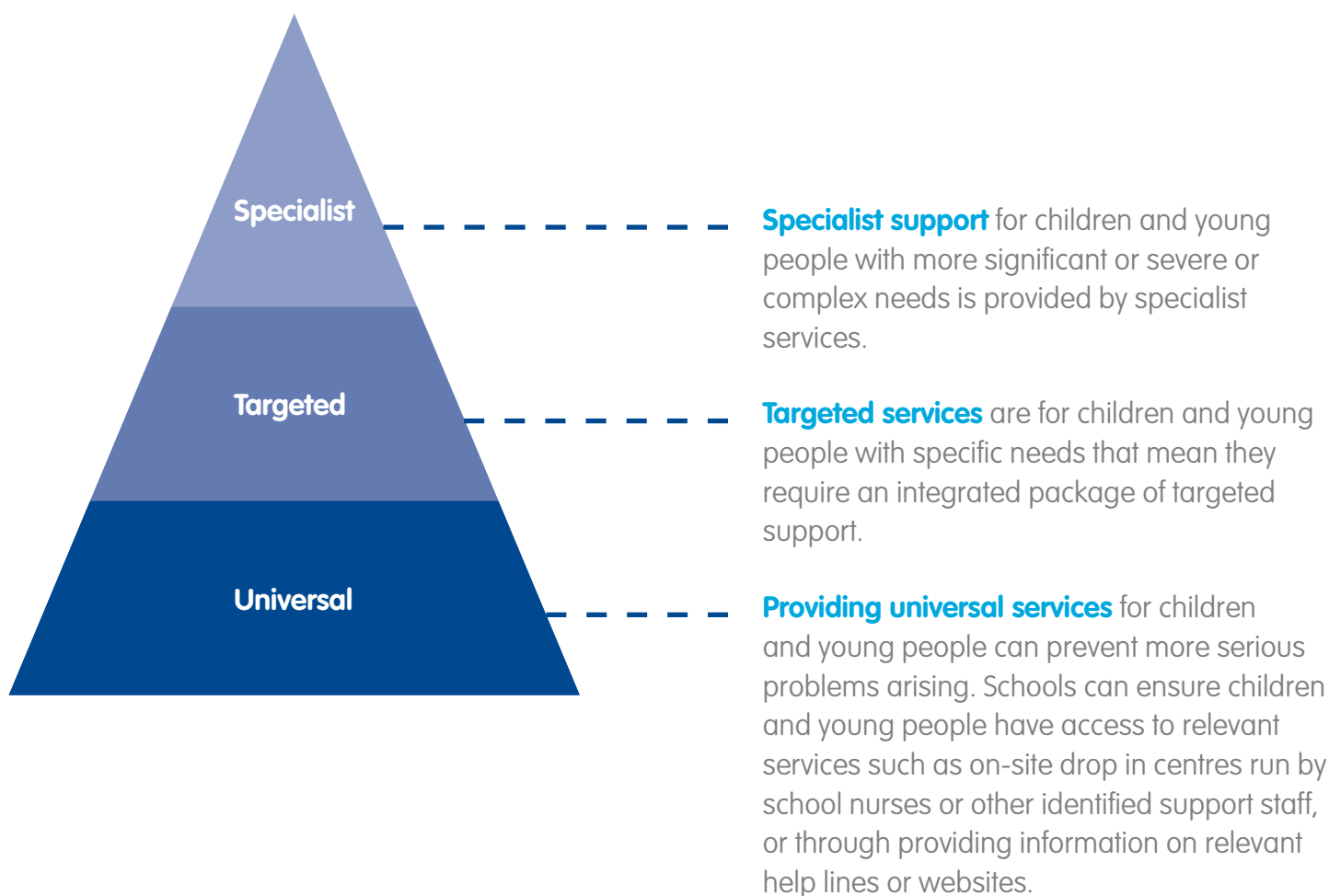
## G. Provision of support services for children and young people

All children and young people are likely to need access to information, advice and support at different times in their school life.

As part of the needs analysis schools can identify which children and young people are likely to benefit from additional support and how, when and where it is best provided. Schools should consider all children and young people in their provision of support services including those with special educational needs, specific health conditions, social and emotional learning difficulties and disabilities, children in care, young carers, and teenage parents. Where targeted or specialist support is required the Lead Professional will also contribute to the school's capacity for supporting vulnerable children and young people through the Common Assessment Framework (CAF).

In order that children and young people get swift access to the support they require, it is important for schools to have early identification and referral procedures in place. Schools can consider how they could enable referrals by children and young people themselves, their parents/carers and staff. Referrals may be to identified support within the school and not always to outside agencies. Extended School Services can support developments in the area.

Support services for children and young people fall into three broad areas: universal, targeted and specialist support.



Process	H. Staff professional development needs, health and welfare
<b>Setting up a Healthy Schools task group</b>	Is our group representative of the staffing mix in our school? Does anyone need training and support to enable them to fulfil their role?
<b>Needs analysis and identifying gaps</b>	Do we have an open and respectful climate in which staff can contribute to the needs analysis?
<b>Planning outcomes and actions</b>	What training and development will be required to support planned actions?
<b>Monitoring</b>	How can our staff communication processes be developed so all can contribute to monitoring?
<b>Review</b>	Are all staff able to contribute to any review of actions?
<b>Achieving National Healthy School Status</b>	How do we ensure our staff continue to be informed, confident and competent in supporting and promoting physical and emotional health and wellbeing?

## H. Staff professional development needs, health and welfare

The National Healthy Schools Programme promotes the physical and emotional health and wellbeing of all adults within the school community as well as children and young people. The Whole School Approach encompasses the professional development needs, health and welfare of all adults working in the school including teachers, administrative staff, learning and teaching mentors, teaching assistants, premises managers and cleaning staff.

### Professional development

The physical and emotional health and wellbeing of staff is enhanced when they feel informed, confident and competent. As the National Healthy Schools Programme reflects a broad and dynamic agenda across the four themes, it is helpful for staff to identify how they would benefit from Continuous Professional Development (CPD). Once the school has determined actions to achieve NHSS it can identify the existing strengths of staff within the school and where and what type of professional development is required. The Local Programme Co-ordinator can support the school in identifying CPD needs as well as providing, or signposting to, appropriate training.

## Staff health and welfare

Staff need to feel supported to develop and maintain their physical and emotional health and wellbeing. This in turn enables them to support the physical and emotional health and wellbeing of children and young people more effectively.

Schools may find it helpful to consider the following:

- is there an open and respectful climate in which staff can share and explore any concerns and difficulties; problem solve collaboratively and seek help and support?
- are there effective strategies to reduce staff stress?
- are there opportunities for staff to celebrate successes and achievements?
- is there potential to run training days by external experts on a range of areas linked to physical and emotional health and wellbeing such as relaxation, stress management, health and fitness, anger management and assertiveness?
- is there easy and speedy access to expert advice and assistance, for example financial advice, health screening, counselling, careers?
- are the staff working with the most vulnerable or challenging children and young people provided access to supervisory support or counselling?

## Case Study

### Leadership, management and managing change, learning and teaching, giving children and young people a voice

Healthy School Coordinator,  
William Shrewsbury Primary School,  
Burton-on-Trent, Staffordshire

The school carried out a happiness survey by providing an opportunity for every child and young person to talk with their teacher. Children and young people soon learnt to use this time to problem solve or express their emotions and realised that they were often being reactive in many situations instead of proactive. This in turn led to the school developing opportunities to address physical and emotional health and wellbeing in a wider context than before.

A Whole School Approach has meant many areas were targeted at once by a variety of groups and individuals. Communication was vital in ensuring everyone understood that they had a voice. Networking with other schools proved to be a tremendous way to problem solve too.

The process also required support and forward vision from the leadership team, finding and allocating funding to allow staff time to instigate actions was very important to sharing the workload.

“We believe our children’s positive emotional health is vital to their learning.”

Process	I. Partnerships with parents/carers and local communities
<b>Setting up a Healthy Schools task group</b>	Is our group representative of our local community? Do the timings of our meetings support their attendance?
<b>Needs analysis and identifying gaps</b>	How can we involve parents/carers in the needs analysis?
<b>Planning outcomes and actions</b>	How will we engage with parents/carers to implement actions in the home? What events or activities will best achieve our desired outcomes and planned actions? Which approaches secure the most support or largest turnout? What planned actions could we achieve by greater participation with our local community?
<b>Monitoring</b>	How could we monitor the impact of our planned actions beyond the school? Where have we been most successful at engaging with our parents/carers and/or our local community? Why?
<b>Review</b>	How will parents/carers and the local community be involved in review? How will we report our progress to them?
<b>Achieving National Healthy School Status</b>	How do we promote our achievements to our parents/carers and the local community? How do we continue to strengthen our partnerships?

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

Partnerships with parents/carers and local communities provide broader opportunities for enhancing the physical and emotional health and wellbeing of children and young people beyond the school.

### Partnerships with parents/carers

Research shows that parental/carer involvement in the education of a child or young person is a powerful force in enhancing their achievement. Most parents/carers believe that the responsibility for the education of their child should be shared between them and the school. Many parents/carers would like to get more involved in the way their school is run yet don't or can't due to a range of barriers such as language or culture or their own experience of school. Parents/carers respond positively when they are given relevant opportunities to get involved in school life. This means thinking of new ways for the school to reach out to those who often don't get involved.

As part of the Whole School Approach, it is important for schools to consult with parents/carers on the aspects of physical and emotional health and wellbeing in which they feel they want to be involved, and how they would prefer to be involved as a partnership.

Partnerships with parents/carers may include:

- holding class meetings for new parents/carers
- drop-ins for parents/carers.
- practical ideas and suggestions to help children and young people at home
- sessions on health awareness, such as drugs, healthy eating, bullying, sexual health.

Some parents/carers will themselves have physical and emotional health and wellbeing needs which may affect their capacity for supporting their child. Extended School Service is well placed to identify opportunities to assist parents/carers by providing access to community based support services.

### Partnerships with local communities

There are a number of potential benefits from engaging with the community such as improved access to services and resources and more productive partnerships between schools, local voluntary and community organisations.

### Examples of ways in which schools can become involved in a range of activities within the local community

**Curricular programmes** to support physical and emotional health and wellbeing can be designed to reflect local issues. By making learning reflective of local community issues, children and young people will be more likely to engage and learn.

**Cross generational projects** can enhance relationships between children and young people and older people. Schools can also seek opportunities for children and young people to volunteer in the community.

**Providing community based classes** such as first aid, parenting skills and fitness classes provide opportunities for the local community to come to the school. The Extended Schools Service can provide advice and support in setting these up.

**Community events** enable schools to participate in local celebrations or promote their achievements through displaying work at a local library. Local press can help with publicising and promoting the school's links with the community.



<b>Process</b>	<b>J. Assessing, recording and reporting children and young people's achievement</b>
<b>Setting up a Healthy Schools task group</b>	How will we plan and organise our agendas and minutes to be accessible to all?
<b>Needs analysis and identifying gaps</b>	How can we be sure we are identifying the right gaps? What have our children and young people told us?
<b>Planning outcomes and actions</b>	Are our children and young people clear about the outcomes we are seeking to achieve in our planned actions?
<b>Monitoring</b>	How do our children and young people monitor any progress in their physical and emotional health and wellbeing?
<b>Review</b>	What progress have children and young people identified?
<b>Achieving National Healthy School Status</b>	How do we continue to help children and young people to assess their own improvements in their physical and emotional health and wellbeing? How will we celebrate our achievements to maintain enthusiasm and motivation?

## J. Assessing, recording and reporting children and young people's achievement

Schools working towards achieving NHSS should attempt to capture the outcomes they have achieved for their children, young people, staff and parents/carers across the four themes. These outcomes are put on the Self-Validation Form which schools submit when they have all the minimum evidence in place and met all the criteria. The focus on outcomes enables the school to identify the difference made by participation in the National Healthy Schools Programme and to celebrate achievements.

Assessment for Learning (AfL) provides an effective tool for schools to assess, record and report children and young people's achievements. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the children and young people are in their learning, where they need to go and how best to get there. Schools can improve learning through assessment by:

- providing effective feedback to children
- actively involving children and young people in their own learning
- adjusting teaching to take account of the results of assessment
- recognising the profound influence assessment has on the motivation and self-esteem of children and young people, both of which are crucial to learning
- considering the need for children and young people to be able to assess themselves and to understand how to improve.

The Qualifications and Curriculum Authority (QCA) in 'PSHE at key stages 1-4: guidance on assessment, recording and reporting' suggests how teachers and children and young people can develop ways of assessing progress and achievement in PSHE. End of key stage statements provide guidance on the knowledge, skills and understanding that most children and young people should attain in PSHE. The statements may be adapted to reflect the priorities of the PSHE programmes of individual schools. They can be shared with children and young people at the beginning and during the key stage to clarify expectations, and to enable teachers, children and young people to communicate about progress and attainment. They can also be used to help teachers report progress and attainment in PSHE to parents/carers.

The achievement of children and young people beyond the taught curriculum should also be celebrated. Children and young people should be involved in planning celebratory events. This will ensure that such events are appropriate to the maturity of the children and young people.

### Case Study

#### Staff development needs, health and welfare

Deputy Headteacher, Hanham High School, Hanham, Bristol

The school formed a wellbeing group from a group of staff volunteers led by the Deputy Headteacher. They conducted a survey of all staff on various aspects of school life and, with agreement from the senior leadership team, developed a programme of activities to support staff coherence. Activities included a barbeque lunch on a staff in-service day, quizzes, evenings out and reduced rate Indian head massages.

Staff have responded positively to more opportunities to socialise with other colleagues and perceive that their wellbeing is taken seriously. This provides the motivation to keep the wellbeing group going. Staff wellbeing has now been placed in the school improvement plan and activities will develop next year.

## Cross Referencing the Whole School Approach to Themes and their Criteria

	A. Leadership, management and managing change	B. Policy development	C. Curriculum planning and resourcing including work with outside agencies	D. Learning and teaching	E. School culture and environment
<b>PSHE</b>					
1.1					
1.2					
1.3					
1.4					
1.5					
1.6					
1.7					
1.8					
1.9					
1.10					
1.11					
<b>Healthy Eating</b>					
2.1					
2.2					
2.3					
2.4					
2.5					
2.6					
2.7					
2.8					
2.9					
2.10					
2.11					
<b>Physical Activity</b>					
3.1					
3.2					
3.3					
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<b>EHWB</b>					
4.1					
4.2					
4.3					
4.4					
4.5					
4.6					
4.7					
4.8					
4.9					



# Useful references and websites

## References:

Assessment Reform Group (2002). Working inside the black box: assessment for learning in the classroom. London, UK: NferNelson

Booth, T and Ainscow, M (revised 2002) Index for inclusion: developing learning and participation in schools CSIE

DCSF (2004) Excellence and enjoyment: Learning and teaching in the primary years

DCSF (2005) Higher Standards, Better Schools for All – More choice for Parents and Pupils

DCSF (2004) Working together: Giving children and young people a say

Health Development Agency (2004) Promoting children and young people's participation

Health Development Agency (2004) Promoting emotional health and wellbeing through the National Healthy School Standard

The Qualifications and Curriculum Authority (2005) PSHE at key stages 1-4: guidance on assessment, recording and reporting

Shier, H (2000) Pathways to participation: openings, opportunities and obligations. Children and Society, Vol 14

### **Website Links:**

[www.dcsf.gov.uk](http://www.dcsf.gov.uk)

[www.dh.gov.uk](http://www.dh.gov.uk)

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

[www.governornet.co.uk](http://www.governornet.co.uk)

[www.healthpromotingschools.co.uk](http://www.healthpromotingschools.co.uk)

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

[www.qca.org.uk](http://www.qca.org.uk)

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

[www.schoolcouncils.org](http://www.schoolcouncils.org)

[www.tda.gov.uk/remodelling](http://www.tda.gov.uk/remodelling)

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

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## For further information...

please contact your Local Programme Co-ordinator. Their contact details and more information about the National Healthy Schools Programme can be found on our website [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)



department for  
**children, schools and families**

The National Healthy Schools Programme is a joint Department of Health and Department for Children, Schools and Families initiative

