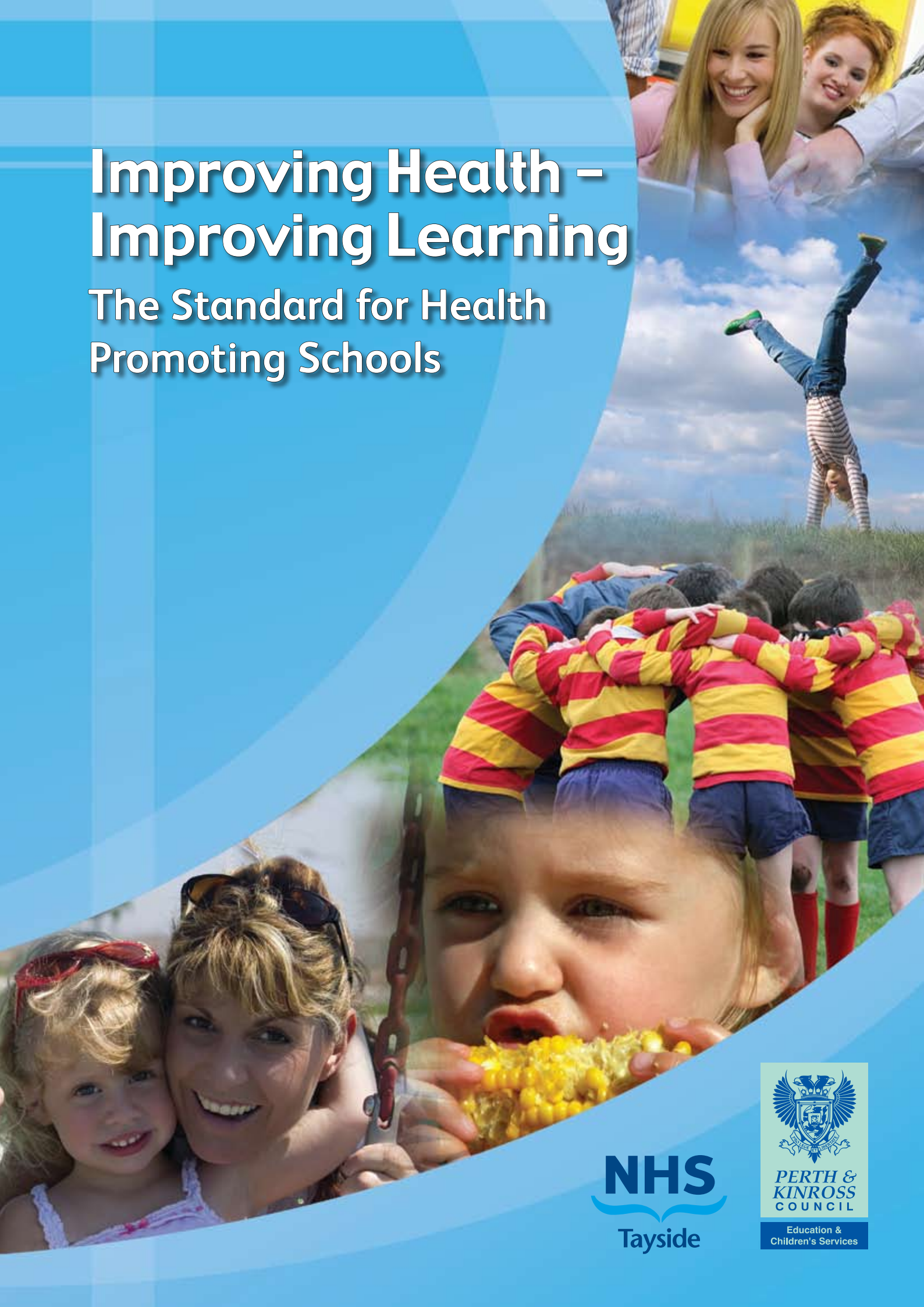


# Improving Health – Improving Learning

## The Standard for Health Promoting Schools



**NHS**  
Tayside



**PERTH &  
KINROSS  
COUNCIL**

Education &  
Children's Services





## Foreword

In Perth and Kinross we believe that every child deserves the best possible start in life and to be given the opportunity to achieve their full potential. One of the five National Priorities for Education is *'to raise the standards of achievement of all in schools'*.

Evidence demonstrates that pupils who are healthy achieve well at school. Therefore, effective approaches to health education, promotion and improvement will assist schools in raising achievement for all.

Effective schools are health promoting and work with key partners to ensure that their practice consistently encourages health and well-being.

*"To achieve their potential, school children must participate fully in educational activities. To do this, they must be healthy, attentive and emotionally secure."* World Health Organisation, 2000

Recognising that schools can make a significant contribution to improving the quality of life

for their pupils, staff and wider community, a strategic partnership was established between Perth & Kinross Council Education & Children's Services and NHS Tayside.

Perth & Kinross Council's Education & Children's Services and its partner, NHS Tayside, are committed to putting in place developments which ensure that this population of young people is healthier than before.

The quality and activity to promote health and well-being in schools throughout Perth and Kinross is impressive. It is time now to build on this strong foundation and support schools to progress towards achieving the standard for health promoting schools. This document provides a framework to assist all schools both to meet the health promoting school standard and celebrate also activity that promotes and improves health within schools and their communities.





## Purpose of this Document

This document provides guidance for schools in Perth and Kinross on how they can meet and maintain the health promoting school standard. It sets out an agenda for change and improvement. It is clear that schools which are health promoting play an important part in achieving the vision that all children and young people should be valued by being safe, nurtured, achieving, healthy, active, included, respected and responsible.

The important dimension as far as schools are concerned is that the processes undertaken and activities developed to meet the standard will have positive outcomes for young people. Health promoting schools must have an impact on the lives of our children and young people. Schools, therefore, will be required to demonstrate, with evidence, how they are

meeting the standard and how their work is having positive outcomes.

The process of validating achievement of the Perth and Kinross standard has been developed in accordance with guidance from the Scottish Executive. All schools in Perth and Kinross will be able to evaluate their own provision against the standard and submit for health promoting school status when they believe they are ready.

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## How do Schools in Perth and Kinross Meet the Standard?

This guide has been designed to support the implementation of the Perth and Kinross standard for health promoting schools and should be used alongside *Improving Health – Improving Learning*.

The standard for health promoting schools sets out five key themes and statements of achievement which can be used to develop and support health and well-being in schools in Perth and Kinross. Schools are required to provide evidence that they have met the standard in relation to the five key themes between 2007 and 2010.

Each theme has a series of statements of achievement which are to be used to audit, plan, implement, monitor and evaluate

performance. Each statement of achievement describes practice which is considered to be very good.

On confirmation of the standard being met, the school will receive a certificate and also will be able to print a health promoting school logo on its notepaper. Achievement of the standard will remain valid until its next review or for a maximum period of three years.



## Background

### The International Picture

The concept of the health promoting school, which can be traced back to the early 1980's, has been embedded in good practice for many years. Scotland is one of 40 countries which form the European Network of health promoting schools. In 1995, the World Health Organisation set out their definition of a health promoting school. Since then, the inextricable links between health and education have gained support at both local and national levels, with the health promoting school concept being advocated in a wide range of education and health-related policies and initiatives. This policy context provides further justification for the development of health promoting schools.

### The National Picture

The Scottish Executive has set the target that every school should be committed to being a health promoting school by December 2007.

The health promoting school concept has evolved considerably in Scotland over the last ten years. Key national policies, outlined in *Improving Health in Scotland: The Challenge*, *The National Priorities in Education*, *The Standard in Scotland's Schools Act 2000* and *Education for Excellence*, all give schools, working in partnership with their communities and key services, an important role in securing improvements in health and education. The Scottish Executive's requirement that every school in Scotland should be committed to becoming a health promoting school by December 2007 is a focus for this development. Schools in Perth and Kinross will have from 2007-2010 to demonstrate that they have met the standard.

The Scottish Health Promoting Schools Unit (SHPSU) was established in 2002, to offer strategic and practical support to schools, local authorities and their partners as they work towards being health promoting.

In 2004, the SHPSU produced *Being Well-Doing Well: A Framework for Health Promoting Schools in Scotland*, the first of a series of advisory papers offering national guidance relating to the development of health promoting schools. This document includes details of the extensive background of health and education policies which support schools with their health promoting school developments.

In November 2004, HMIE published *How Good is Our School? (HGIOS) – The Health Promoting School* as one of its series of guides to self-evaluation.

More recently, *Ambitious, Excellent Schools* and a *Curriculum for Excellence*, set out four aspirations for children and young people. Health and well-being are very much part of the vision of what makes an excellent school.

Both *Being Well-Doing Well* and *How Good is Our School – The Health Promoting School* emphasise the importance of partnership working to improve the health of the whole school community. This commitment to partnership working also underpins the development of learning communities, and is integral to the planning and delivery of Integrated Children's Services strategies within individual local authorities and communities. The health promoting school approach makes a valuable contribution to this area.

*The Health Promoting School – The Role of Local Authorities and their Partners*, HMIE, 2004 sets out expectations of how local authorities and their partners are required to take forward the development of health promoting schools. Promoting improvements in health and reducing health inequalities are priorities for community planning across Scotland. These priorities are reflected in joint plans and joint actions for health improvement throughout Perth and Kinross.

## What is a Health Promoting School?

A health promoting school provides a route for each school to listen to and take account of the views and needs of the whole school - children and young people, parents, staff and wider community.

The principal aims of health promoting schools (as outlined in *Being Well-Doing Well*) are to:

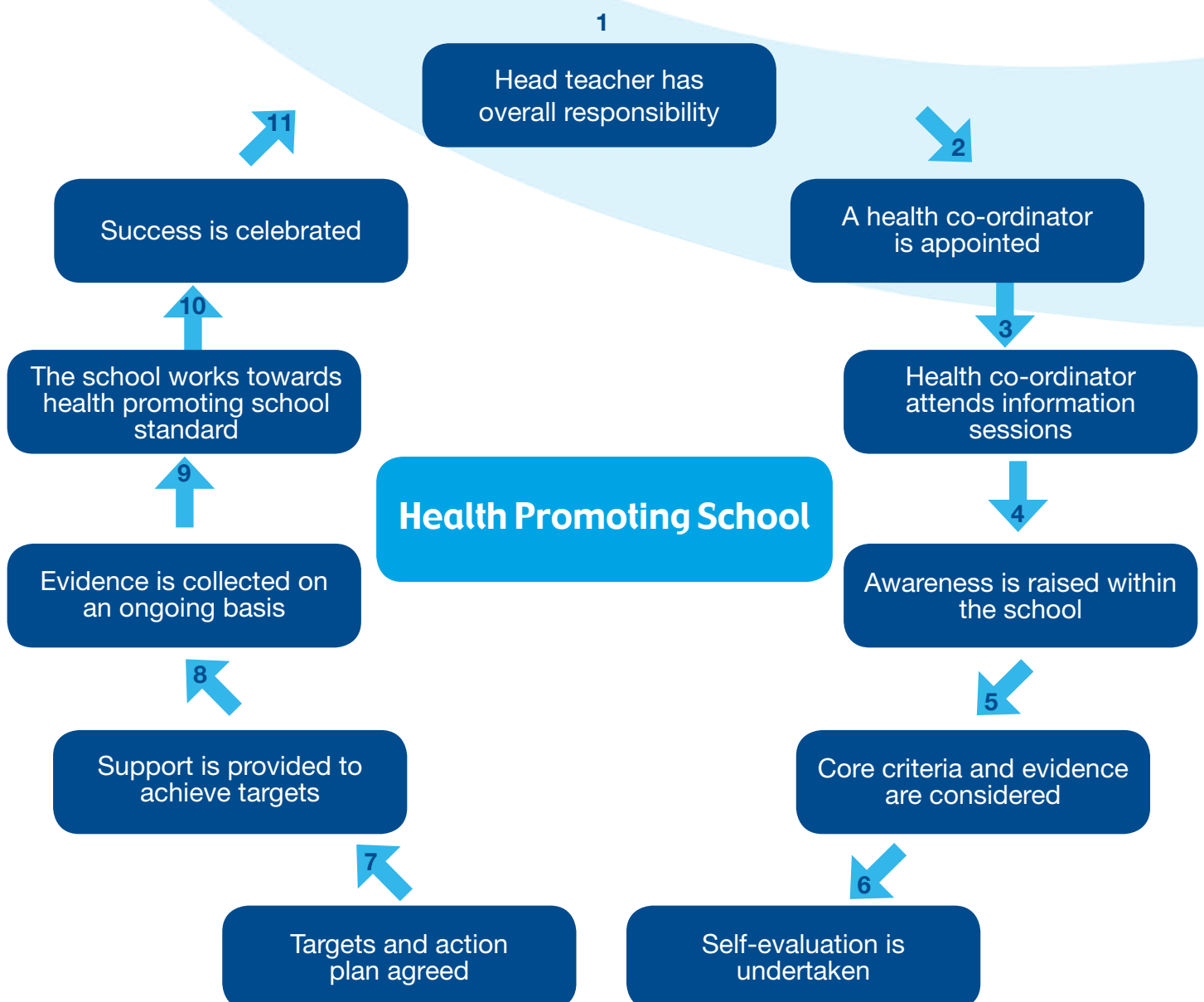
- + *Promote the physical, social, spiritual, mental and emotional health and well-being of all children, young people and staff.*
- + *Identify and respond to the health needs of whole school communities and contribute to meeting these needs.*

These aims may be illustrated in terms of key characteristics of a health promoting school under the following headings:

- + *Leadership and management*
- + *Ethos*
- + *Partnership working*
- + *Curriculum, learning and teaching*
- + *Personal, social and health education programmes*
- + *Environment, resources and facilities*

These characteristics, which form a suitable set of working targets for schools, contribute to the basis of the features of the strategy of Perth and Kinross.

## Perth and Kinross Health Promoting School – The Process





## 1 Getting Started (Phases 1 – 4)

- + *Each school will register with Education & Children's Services.*
- + *The school health co-ordinator will be responsible for organising/facilitating health promotion activities across the school.*
- + *A health group will be established.*
- + *Awareness of the standard will be raised with pupils, parents and partners and a statement of vision will be embedded within the aims of the school.*

## 2 Implementation (Phases 5 – 7)

- + *There is one level within the standard and this level is matched to nationally defined very good practice.*
- + *The standard comprises of five key themes which are identified as local and national priorities*
  - i a whole school approach*
  - ii personal and social programmes*
  - iii eating for health*
  - iv physical activity*
  - v emotional health and well-being*
- + *An audit is undertaken in relation to the five key themes and a clear view of the strengths and areas for improvement is established. Targets are set to make improvements to policy, practice and provision in order to meet the standard.*

## 3 Support and Achievement (Phases 8 – 11)

- + *Support is available to schools from:*
  - i Service Managers, Health and Promotion Development Officer and associated professionals with health expertise*
  - ii Health and well-being training programme*
  - iii Network meetings*
  - iv Good Practice Guides*
- + *Multi-disciplinary validation visit.*
- + *Submission of evidence.*
- + *Award of certificate and health promoting school logo.*





# Standard for a Health Promoting School in Perth and Kinross

## Statements of achievement and evidence

The key themes and associated statements of achievement comprise the Perth and Kinross standard and schools are required to meet them by 2010. The standard has been designed to encourage progression. Validation will take account of a school's specific issues such as whether the school is rural or urban, the role of the school, pupils with additional support needs and other ongoing issues.

Evaluation needs to be considered at the same times as priorities for action are being developed. After identifying these priorities

schools need to consider the following questions:

- + *What evidence shall we collect to show the impact of these actions?*
- + *How and when shall we collect it?*
- + *Who will evaluate the quality of the work?*

Evidence gathered in a portfolio will contribute in a major way to determining whether a school has met the standard. Guidance with regard to the portfolio is provided separately.





## **Standard 1**

# **A Whole School Approach**

**Health promoting schools aim to develop an ethos and environment which supports learning and teaching and improves health and well-being through effective leadership and partnerships.**

**A health promoting school is a healthy school.**

# A Whole School Approach

We shall develop an ethos and environment which supports quality learning and teaching and promotes and improves health and well-being of all through effective leadership and partnership.

## Leadership

We shall:

- + *have a clear vision and policies for health which incorporate aspects of social, emotional and physical health and well-being.*
- + *be committed to ensuring that sustained health promotion and improvement is integral to planning processes.*
- + *have effective leadership which focuses on improving the physical, social, mental and emotional well-being of the whole school community.*
- + *operate an effective, systematic approach to self-evaluation of health promotion activities as part of ongoing quality assurance procedures.*
- + *develop productive partnerships to promote health further.*
- + *respond effectively to parents'/carers' views and concerns in relation to health education and health improvement.*

## Partnerships

We shall:

- + *be committed to partnership working involving children, young people, parents, staff, NHS, support services and appropriate agencies.*
- + *have a multi-agency approach to self-evaluation and the development of health promotion.*
- + *promote progression and consistency of health across a cluster of schools.*

## Ethos

We shall:

- + *be effective at encouraging and enabling young people to share concerns and seek support and advice from appropriate members of the school community.*
- + *ensure equality and fairness are embedded into school practices. Staff, children, young people and visitors will feel valued, safe and secure.*
- + *be committed to encouraging children, young people and staff to treat each other with respect.*
- + *provide an ordered environment in which teachers feel able to teach and children and young people feel able to learn without interruption and intimidation.*
- + *ensure the physical environment is accessible, attractive, safe and conducive to promoting the health of all members of the school community.*
- + *have displays which reflect the current health work of children and young people.*
- + *have effective arrangements for using, reviewing and updating accommodation and health resources including ICT.*

## Environment, Resources and Facilities

We shall:



## **Standard 2**

# **Personal and Social Education**

**Personal and social development provides children and young people with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.**

**It develops confidence, responsibility and prepares children and young people to play an active role as citizens.**



# Personal and Social Education

Personal and social education includes sexual health and relationships, drugs and alcohol, tobacco and personal safety.

We shall provide children and young people with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.

We shall:

- + *use the Perth and Kinross programme for health education or use an equivalent programme which meets the requirement of the Scottish Executive attainment outcomes for health and well-being.*
- + *monitor and evaluate the health education programme to ensure that teaching and learning approaches are built on prior learning, knowledge and skills.*
- + *assess children and young people's progress and achievements and provide feedback to them on a regular basis and ensure activities are well matched to their needs.*
- + *have a named member of staff responsible for co-ordinating health education provision with appropriate senior management support within the school.*
- + *ensure parents are advised of the curriculum and resources for health and well-being.*
- + *have up-to-date policies and curriculum provision in place – developed through wide consultation, implemented and monitored and evaluated for impact – covering sex and relationship education, drug education, drug incidents and child protection.*
- + *involve partners from appropriate external agencies to create specialist teams to support the health education programme and to improve skills and knowledge.*
- + *have arrangements in place to refer children and young people to specialist services who can give professional advice on matters such as sexual health and relationships, drugs and alcohol.*
- + *use local data and information to inform activities and support important local and national priorities such as reducing teenage pregnancies, sexually transmitted infections and drug/alcohol misuse.*
- + *ensure staff have appropriate professional development opportunities in the area of personal and social development.*
- + *have mechanisms in place to ensure all children and young people's views (including those with additional support needs and specific health conditions, as well as disaffected children and young people, young carers and teenage parents) are reflected in curriculum planning, teaching and learning and the whole school environment.*
- + *have learning and teaching approaches which are of a high quality, including flexible approaches and methodologies responsive to identified needs.*
- + *encourage peer support.*
- + *provide effective, coherent, and co-ordinated approaches to promoting good health, including extended day facilities, out of school services, cross curricular links and cross departmental links as appropriate.*



## **Standard 3**

# **Eating for Health**

**Children and young people understand how good nutrition can help them to become healthier and improve their everyday life.**

**They are provided with the confidence, skills and understanding to enable them to make healthier food choices.**

# Eating for Health

We shall provide children and young people with knowledge, skills and experiences which will enable them to understand how good nutrition can help them become healthier and improve their everyday life.

We shall:

- + *establish an ethos which supports and motivates the whole school community to make a positive contribution to its health and well-being through a shared philosophy on all aspects of food and drink.*
- + *have a whole school food policy – developed through wide consultation, implemented, monitored and evaluated for impact.*
- + *consult with children and young people and parents to guide the school food policy and food practices within the school; enable them to contribute to healthy eating and act on their feedback within the context of Education & Children's Services priorities.*
- + *provide consistent and contemporary messages for children, young people and staff about healthy eating through quality learning and teaching which highlights different food types, nutritional benefits of a balanced diet and labelling.*
- + *provide children and young people with uncomplicated access to free, clean and palatable water.*
- + *provide children and young people with opportunities to be engaged in practical food activities.*
- + *establish effective working partnerships to:*
  - *promote healthy eating and drinking on all occasions*
  - *monitor children's and young people's menus and food choices to inform policy development*
  - *implement the recommendations of 'Hungry for Success'*
  - *create a welcoming eating environment that encourages social interaction of children and young people*
  - *make links between healthy eating and physical activity*
  - *establish complementary approaches to healthier food provision which extends to nurseries and out of school activities*
  - *provide healthy eating information to parents*
- + *ensure procedures for food safety comply with guidelines and participate in training as appropriate.*





## **Standard 4**

# **Physical Activity**

**Children and young people are provided with a range of opportunities to be physically active.**

**They understand how physical activity can help them to become healthier and how physical activity can improve and be part of their everyday life.**

# Physical Activity

We shall provide children with a range of opportunities to become physically active and ensure that they understand how physical activity can help them become more healthy and be part of their everyday life.

We shall:

- + *provide clear leadership and management to implement and monitor physical activity.*
- + *develop a School Travel Plan and actively encourage children and young people, parents/carers and staff to walk or cycle to school under safe conditions.*
- + *have a whole school physical activity policy – developed through wide consultation, implemented, monitored and evaluated for impact.*
- + *give parents/carers the opportunity to be involved in the planning and delivery of physical activity and extra curricular opportunities and help them to understand the benefits of physical activity for themselves and their children.*
- + *work towards a minimum 2 hours of quality physical education for each pupil every week within the school curriculum by 2008 with opportunities as appropriate for indoor and outdoor activities.*
- + *recruit, support and acknowledge the contribution of parents in the delivery of physical activity opportunities.*
- + *provide opportunities for all children and young people (including target groups for example - girls, early years, children with additional support needs, transition from primary to secondary) to participate in a broad range of extra curricular activities that promote physical activity.*
- + *ensure that the evaluation of physical activity and physical education is systematic and the outcomes improve practice.*
- + *consult with children and young people about the physical activity opportunities offered by the school. Identify barriers to participation and seek to remove them.*
- + *maximise opportunities for children and young people to access a clean, well managed environment for informal and formal physical activity both within and outwith the curriculum.*
- + *involve Active Schools Co-ordinators in planning and supporting a range of physical and extra curricular activities.*
- + *ensure access to appropriate training is provided for those involved in providing physical education activities.*
- + *encourage all staff to undertake physical activity.*
- + *make links between physical activity and healthy eating.*



## **Standard 5**

# **Emotional Health and Well-Being**

**Promoting positive emotional health and well-being can help children and young people to understand and express their feelings, build confidence and emotional resilience and therefore improve their capacity to learn.**



# Emotional Health and Well-Being

**We shall support children and young people to understand and express their feelings, build their confidence and emotional resilience and therefore improve their capacity to learn.**

**We shall:**

- + provide clear leadership to create and manage a positive environment which enhances emotional health and well-being in school – including the management of behaviour and rewards policies.*
- + have clear planned curriculum opportunities for children and young people to understand and explore feelings using appropriate learning and teaching styles.*
- + address openly issues of emotional health and well-being by enabling children and young people to understand what they are feeling and by building their confidence to learn.*
- + have a confidential pastoral system in place for children and young people and staff to access advice – especially at times of bereavement and other major life changes – and that this system actively works to combat stigma and discrimination.*
- + have explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma, discrimination and promote resilience.*
- + have a clear policy on bullying, which is owned, understood and implemented by the whole school community.*
- + provide appropriate professional training.*
- + provide opportunities for children and young people to participate in school activities and offer a range of responsibilities to build their confidence and self-esteem.*
- + develop a clear confidentiality statement with partners.*
- + provide effective transition arrangements for children and young people.*
- + identify vulnerable individuals and groups and establish appropriate strategies to support learners and their families.*
- + identify and support the emotional health and well-being of staff.*

# References

## Key Documents

*Being Well-Doing Well: A Framework for Health Promoting Schools in Scotland*, Scottish Health Promoting Schools Unit, 2004

*A Framework for the National Accreditation of Health Promoting Schools in Scotland*, Scottish Executive, 2006

*Being Well-Building Well*, Scottish Health Promoting Schools Unit, 2005

*How Good is our Network?* Scottish Health Promoting Schools Unit, 2005

*Improving Health in Scotland: The Challenge – Strategic Framework to Support Health Improvement in Scotland*, Scottish Executive, 2003

*Towards a Healthier Scotland*, White Paper on Health, Scottish Executive, 1999

*How Good is Our School? The Child at the Centre – The Health Promoting School*, HMIE, 2004

*The Health Promoting School – The Role of Local Authorities and their Partners*, HMIE, 2004

*Ambitious Excellent Schools*, Scottish Executive, 2004

*New Community Schools – The Prospectus*, The Scottish Office, 2000

*Educating for Excellence: Choice and Opportunity – The Executive's Response to the National Debate*, Scottish Executive, 2003

*Standards in Scotland's Schools etc, Act 2000*, The Scottish Parliament, 2000

*Better Behaviour, Better Learning – Report of the Discipline Task Group*, Scottish Executive, 2001

*Education & Children's Services Business Improvement Plan, 2006–2009*

*Investing in Children and Young People – Integrated Service Plan, 2006–2009*

*A Scottish Framework for Nursing in Schools*, Scottish Executive, 2003

*Health For All Children*, Scottish Executive, 2004

## Topic based Documents

*Eating for Health, Meeting the Challenge*, Scottish Executive, 2004

*Hungry for Success – a Whole School Approach to School Meals in Scotland*, Scottish Executive, 2003

*Let's Make Scotland More Active – a Strategy for Physical Activity*, Scottish Executive, 2003

*An Action Plan for Improving Oral Health and Modernising NHS Dental Services in Scotland*, Scottish Executive, 2005

*National Programme for Improving Mental Health and Wellbeing Action Plan 2003-2006*, Scottish Executive, 2003

*Respect & Responsibility – Strategy and Action Plan for Improving Sexual Health in Scotland*, Scottish Executive, 2005

*Getting Our Priorities Right – Good Practice Guidance for Working with Children and Families Affected by Substance Misuse*, Scottish Executive, 2003

*A Breath of Fresh Air for Scotland – Tobacco Control Action Plan*, Scottish Executive, 2004

*Plan for Action on Alcohol Problems*, Scottish Executive, 2002

*Education for Citizenship in Scotland – a Paper for Discussion and Development*, Learning and Teaching Scotland, 2002

*Determined to Succeed – Scottish Executive's Strategy for Enterprise in Education*, Scottish Executive, 2003

*Putting Teachers at the Heart of Health Promoting Schools*, The Educational Institute of Scotland, 2005

## Websites

[www.healthpromotingschools.co.uk](http://www.healthpromotingschools.co.uk)  
Scottish Health Promoting Schools

[www.euro.who.int/eprise/main/WHO/progs/ENHPS/home](http://www.euro.who.int/eprise/main/WHO/progs/ENHPS/home)  
European Network of Health Promoting Schools

[www.nhs.tayside.org](http://www.nhs.tayside.org)  
NHS Tayside

[www.healthscotland.com](http://www.healthscotland.com)  
NHS Health Scotland (formerly HEBS)

[www.who.int](http://www.who.int)  
World Health Organisation

[www.LTScotland.org.uk](http://www.LTScotland.org.uk)  
Learning and Teaching Scotland

[www.hmie.gov.uk](http://www.hmie.gov.uk)  
Her Majesty's Inspectorate of Education

[www.scotland.gov.uk](http://www.scotland.gov.uk)  
Scottish Executive

[www.hbsc.org](http://www.hbsc.org)  
Health Behaviour in School Aged Children

[www.shaw.uk.com](http://www.shaw.uk.com)  
Healthy Working Lives (SHAW)  
Please refer to 'Being Well-Doing Well' for a more detailed list of reference documents and websites, including topic based sites.





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