

## **AGENDA ITEM**

### **REPORT TO HEALTH AND WELLBEING BOARD**

**28 APRIL 2021**

### **REPORT OF DIRECTOR OF CHILDREN'S SERVICES**

## **HEALTHY SCHOOLS**

### **SUMMARY**

This report provides an overview of the proposal for the establishment of a Healthy Schools programme following an initial pilot with a range of schools and sets out the accreditation process.

### **RECOMMENDATIONS**

The Board is requested to:

- endorse the plans for the Healthy Schools programme
- comment upon the proposals for a partnership approach to resource the programme.

### **DETAIL**

#### **Background**

1. In February 2020, the Health and Wellbeing Board endorsed a proposal for a Healthy Schools programme. The proposal set out a whole school approach to health and wellbeing, whilst retaining a key focus on nutrition, physical activity, emotional health and wellbeing and resilience.
2. The following principles were also established:

The programme:

- must be available to all schools, though it will be voluntary.
  - should be offered free to all schools
  - must be distinctive from other versions of healthy schools programmes which have struggled with sustainability.
  - must be well networked and linked to the many other requirements for schools.
  - needs to support schools with Ofsted inspection requirements.
3. A pilot was proposed to test out the programme with schools from March 2020 and, despite the significant challenges posed from COVID, 31 schools including primary, secondary and special, from across the borough participated and their experience and feedback has helped to further shape and refine the final design of the programme and this is set out below for endorsement by the Board.

## Stockton-on-Tees Healthy Schools Programme

4. It is proposed that the Stockton-on-Tees Healthy Schools Programme will provide a bespoke offer to schools to engage and work together with their whole school community (staff, parents, carers, pupils, senior leaders and the wider community) to implement sustainable, evidence based whole school approaches across the 4 key themes of health and wellbeing outlined above.
5. Schools who register with the local programme will have access to:
  - Support, training and development through established Personal Development Networks to understand and embed Healthy School Principles in their setting. The Networks are facilitated by the Education Improvement Service and draw on the expertise of a wide range of partner organisations.
  - A quality assured Stockton on Tees Healthy Schools toolkit which aligns the programme with Ofsted criteria.
  - Supporting good practice documents for each of the 4 key themes of the programme
  - A strong network of partner organisations to support implementation of actions identified through a self-evaluation process.

### Self-evaluation and accreditation process

6. The Healthy Schools programme will be built on a cycle of continuous improvement, embedded in Ofsted requirements and school improvement principles.
7. It is important that school improvement is seen as an ongoing learning process and not a single event. School leaders will act as change agents to drive up improvement within their setting and the impact of the Healthy Schools programme will be measured through self-evaluation. The National College for Teaching & Leadership is clear on the strategic significance of self-evaluation:

*“the purpose of self-evaluation is to identify strengths and weaknesses and to tackle areas for development rigorously in order to improve the quality of provision for pupils and the standards they achieve.”*



8. Alongside self-evaluation, a light-touch accreditation process will also take place with those schools who wish to demonstrate their ability to meet the Healthy Schools standards. Schools will register their initial intent with the Education Improvement Service and will then begin a self-evaluation exercise using a Healthy Schools toolkit based upon the criteria set out in Appendix A. The time frame for completing this exercise will be at the sole discretion of the school. Throughout this time, schools will have access to the range of support outlined in paragraph 5 to shape the collection and collation of evidence which supports their self-evaluation.
9. Once the self-evaluation is complete, schools will then apply for an initial accreditation review. The review will consider the completed self-evaluation and support the school to develop an action plan and identify support from partners which may be beneficial. The accreditation review will be supported by wider health partners and visits/virtual discussions will be coordinated through the Education Improvement Service.
10. 3 - 6 months following this initial review, a full panel review will take place to consider evidence provided by the school on their progress against their action plan and the impact that such changes have made. This may be related to how the school has improved, what pupils and staff do differently, what success looks like and who has benefitted from this change and how this is known. Each panel will consist of 3 members with at least one panel member being from Public Health or Education Improvement Service. Utilising a panel format would enable review of a small number of schools in a planned and methodical way. There is potential to invite colleagues from partner organisations to shadow this process as a professional development opportunity; this should strengthen mutual understanding of wider roles, responsibilities and approaches which contribute to a sustainable Healthy Schools programme.
11. Once schools meet the required standards, they will be provided with a certificate, an award and permission to use the Healthy Schools programme logo. The logo will be designed by children and young people through a competition to be held through schools during this summer term.
12. Accreditation will be for 3 years. However, if during this period there is emerging evidence that these standards have not been maintained, an interim review will be carried out. The aim of the interim review will be to secure current evidence that confirms standards have been maintained.

## **Resources**

13. It is proposed that a partnership approach is taken to resourcing the Healthy Schools programme. Management and oversight of the programme will be incorporated into the role of the Relationships and Health Education Coordinator within the Education Improvement Service, increasing this role on a temporary basis from 0.8 WTE to 1 WTE to ensure there is sufficient capacity to enable schools who express interest in the programme to begin the self-evaluation and accreditation process without delay.
14. In order to add operational capacity and further strengthen the developmental phase of the programme, it is proposed that an additional, temporary two year Healthy Schools role is created using Public Health funding. This role will have responsibility for multi-agency co-ordination and an initial evaluation of the programme whilst it embeds. It will also link schools with wider Public Health programmes and initiatives (eg Active Travel, Heart Start) recognising the role of the school as an asset within the wider community.

15. Public Health nurses from the 0-19 service provided by Harrogate and District NHS Foundation Trust will also provide direct support to schools whilst they are undertaking the self-evaluation process, supporting schools to understand the health needs of their population and implement evidence-based approaches to health and wellbeing improvement. This is an established element of the core offer of the Public Health nursing service and will provide continuity and sustainability.
16. To ensure that the Healthy Schools programme is adaptable and accessible, it is proposed that the toolkit and supporting resources be made available digitally. This work will be undertaken in partnership with Stockton-on-Tees Borough Council's design and system development teams.

### **Healthy Schools programme implementation**

17. It is planned to launch the Healthy Schools programme to schools during the summer term, to introduce the self-evaluation process and enable schools to build this into their planning for the forthcoming academic year. It is anticipated that accreditation review panels will commence from October 2021.
18. It is anticipated that, following initial rollout and evaluation, the Healthy Schools programme will be able to be adapted to include early years settings, colleges and higher education institutions.

### **FINANCIAL IMPLICATIONS**

19. The Healthy Schools Programme will be developed using existing resources to ensure sustainability.

### **LEGAL IMPLICATIONS**

20. There are no specific legal implications arising from this report.

### **RISK ASSESSMENT**

21. The risks arising from the production of this report can be categorised as low.

### **CONSULTATION**

22. The content of the report reflects consultation with schools and partner organisations, and previous discussion at Health and Wellbeing Board meetings.

**Name of Contact Officer:** **Martin Gray**  
**Post Title:** **Director of Children's Services**  
**Telephone No:** **01642 527043**  
**Email address:** [martin.gray@stockton.gov.uk](mailto:martin.gray@stockton.gov.uk)

## APPENDIX A

### Stockton-on-Tees Healthy Schools Criteria : The principles of embedding whole school approaches across 4 key themes of health and wellbeing:

	Nutrition	Physical Activity	Emotional Health and Wellbeing	Resilience
Pupil voice	<p>Pupils feel they belong to school and play an active part in shaping school approaches to health and wellbeing. Pupils feel comfortable approaching staff and find the ethos welcoming. There is two- way communication between staff and pupils, this is differentiated and accessible to meet the needs of all pupils including vulnerable groups and those requiring support for their emotional health and well-being. Routine mechanisms are in place to gather the pupil voice such as school council and suggestion boxes. Pupil voice is collected for all 4 key themes of health and wellbeing: nutrition, physical activity, emotional health and wellbeing and resilience.</p>			
Parents and Community	<p>Partnerships between school and local community organisations promote access to and choice of healthy food options. School actively works with community partners to support access for those families facing food insecurity.</p>	<p>School as a local hub and resource to connect and support physical activity – through use of school spaces and / or connecting individuals with physical activity and sporting opportunities in the local community.</p> <p>School has strong partnerships with parents, carers, children and local authority to support active travel and reduce air pollution and traffic congestion.</p>	<p>School encourages and develops strong links with the home learning environment, and approaches that increase parental confidence and engagement with their child’s learning.</p> <p>School has strong links with organisations and partners which support and enhanced emotional health and wellbeing, and a clear offer of support for those who need it.</p>	<p>School works in partnership with community, other schools, voluntary sector and organisations to support the different transition phases of pupils to promote their resilience. School supports parents and carers to access welfare support and advice with community partners. There is two- way communication between home and school which is differentiated and accessible to meet the needs of all parent/ carers including the hard to reach and parents of pupils from vulnerable groups.</p>
Curriculum and Teaching	<p>A broad and balanced curriculum supports pupils to understand and develop the skills to make balanced nutritional choices.</p>	<p>Choice and variety of physical activity in school supported by trained and skilled workforce. Physical activity guidelines are embedded across all areas of the curriculum.</p>	<p>The curriculum empowers and contributes to pupil behaviour and welfare (safety, spiritual moral and cultural).</p>	<p>The curriculum uses evidence based approaches to build resilience, problem solving and coping skills within pupils - improving health and health behaviours.</p>
Leadership and management	<p>Leadership and management demonstrate a commitment to supporting the change of food</p>	<p>Leadership and management recognise the link between physical activity and wellbeing, and model approaches to staff</p>	<p>Leadership and management have a board understanding of emotional health and wellbeing, swift action is</p>	<p>Leadership and management have a range of mechanisms in place understand and support pupil and</p>

	culture both within and outside of school.	and pupils.	taken where support is required.	staff wellbeing and resilience.
Staff wellbeing	Staff are engaged and supported to understand the link between nutritious food and wellbeing, supported and encouraged to eat well.	Staff have the opportunity to and participate in activities to increase their levels of physical activity.	Mental and emotional wellbeing of staff is a priority within school, with strategies embedded in professional development to support staff health and wellbeing. All staff understand the early warning signs of emotional health issues and are confident that their emotional health and well-being will be dealt with sympathetically by senior leaders.	School has strong links and implements health and wellbeing improvement programmes for staff (e.g. better health at work award programme)
School environment	The school food environment is inviting to pupils, promoting healthy choices to both staff and pupils throughout the school day that meet school food standards.	School environment promotes physical activity throughout the school day, and active travel to and from school.	The school environment is warm, welcoming and supportive, where pupils and staff feel safe and secure.	The school environment reflects a strong commitment to partnership working with health and wellbeing support services.
Policy	School food policies encompass holistic approaches to healthy choices, encompassing the school environment, and how parents, local community and pupils will promote and make healthy choices outside of the school day.	School policies encompass holistic approaches to physical activity, encompassing the school environment, and how parents, local community and pupils can promote and participate in physical activity outside of the school day.	The impact of all policies on emotional and mental wellbeing is considered and understood across the school community.	School policies are developed in partnership with parents, governors and support organisations (e.g. smoking, healthy relationships, substance misuse)
School ethos and culture	School culture and ethos demonstrates commitment	School culture supports and encourages active travel and being active across the school day.	An inclusive ethos and culture fosters strong and mutually trusting relationships between staff, pupils and parents.	School culture and ethos demonstrates commitment to supporting pupils to develop personally, socially and academically.
Identifying need and impact	<ul style="list-style-type: none"> <li>• School uses a range of approaches and methods to understand and identify the health and wellbeing needs of their school population.</li> <li>• School employs evidence based approaches to meet the priorities and needs of their school population.</li> <li>• School has robust methods in place to identify and understand the impact of approaches to improve the health and wellbeing of their population,</li> <li>• Transition activities are planned and information, advice and guidance are provided at all key transition periods including for the 4 key themes of health and wellbeing as appropriate: nutrition, physical activity, emotional health and wellbeing and resilience.</li> </ul>			