

AGENDA ITEM

REPORT TO HEALTH AND WELL BEING BOARD

23 FEBRUARY 2022

REPORT OF DIRECTOR OF CHILDREN'S SERVICES

HEALTHY SCHOOLS PROGRAMME

SUMMARY

This report outlines the progress in implementing the Healthy Schools Programme, one of the key priorities identified by the Board. It details the action taken to date, and outlines proposals for wider rollout.

RECOMMENDATIONS

The Board is requested to note and comment on the progress and next steps.

CONTEXT

1. The development of a focus on Healthy Schools is one of the identified priorities for the Health and Wellbeing Board.
2. A working group of Children's Services and Public Health met and developed proposals for a programme, the outline of which is presented below.
 - a. The programme is available to all schools, though it is a voluntary programme
 - b. It is offered free to schools
 - c. It offers a more sustainable model than earlier versions of healthy schools programmes as it is not linked to specific short term funding.
3. The approach is based on a whole school approach to health and wellbeing, as outlined in Annex 1.
 - a. This initiative is well networked and linked to the many other requirements for schools
 - b. The programme is aligned to Personal Development criteria set out in the current Ofsted Handbook; this engagement with the Healthy Schools Programme supports schools with Ofsted inspection requirements.

PROGRESS

4. Pilot rolled out between March – October 2020. Although Covid did impact the pilot we still had 31 schools engaged with the process to differing extents. Some aligned the criteria to school improvement plans while others provided feedback on the criteria. This included a good mix of primary, secondary and special schools. Their feedback informed the final version of the Healthy Schools Toolkit which contains the criteria for schools to work towards.
5. The programme focuses on 4 key and inter-linked areas:
 - a. Nutrition (including oral health)
 - b. Physical activity

- c. Social and emotional wellbeing
 - d. Resilience
6. There are several specific areas of focus in the development of a whole school approach, including: leadership, pupil voice, school environment, curriculum etc by which these themes can be tackled and integrated. Schools can access support and resources for each theme to enable them to evidence their progress.
 7. The programme differs from previous Healthy Schools Programmes because:
 - o It provides a bespoke offer to schools aligned to precise needs of their communities
 - o It offers a coherent multi-agency approach co-ordinated across services
 - o It is highly aspirational: schools self-evaluate against aspirational criteria in the Healthy Schools Toolkit.
 - o It provides support to implement evidence-based action to yield greater impact
 8. The Healthy Schools Programme was launched to schools and colleges through a variety of forums during the second half of the summer term 2021.
 9. Healthy Schools Project Officer recruited and commenced September 2021.
 10. Healthy Schools Steering Group was established September 2021 with membership from the following areas:
 - EIS
 - Public Health
 - SEND
 - Virtual School
 - Family Hubs
 - Youth Direction
 - 0 – 19 Growing Well Growing Healthy
 - Early Help

The group meets quarterly to report on the operational progress of the Programme. The Health Education and Relationships Manager/Healthy Schools Project Officer communicate gaps/issues from schools to the group; allowing colleagues to feed back and advise on areas of their expertise.

Colleagues also lead around the 4 key areas:

- Nutrition and Oral Health, and Physical Activity, are both led by Mike Proud and Clare Caygill, Growing Well, Growing Healthy
- Resilience is led by Helen Ford, SBC Public Health
- Social and Emotional Wellbeing is led by Rob White, Future in Mind Transformation Lead

These colleagues have expertise in these areas; they also have further partners to link in with. Subgroups for each of these key areas are led and co-ordinated by these colleagues. While each of the themes are interlinked – particularly resilience and social and emotional wellbeing – each subgroup has their own aims and definitions; for example, the Resilience Working Group is specifically focused on building

partnerships and maximising community social capital to build resilience over the life course. This not only ensures the services offered by wider partners are utilised in the most effective way, but it also maintains the whole-school approach focus, by centring the school as the hub of the community and ensuring each specific area is considered in service delivery.

11. 22 schools have officially signed up to the Healthy Schools Programme between September and December 2021. A mixture of settings across primary, secondary, special, and further education are a part of the programme:

- 12 primaries (5 Local Authority maintained, 6 academy, 1 free school)
- 5 secondaries (5 academies, including a Pupil Referral Unit)
- 3 special education settings (2 academies, 1 cross-phase independent)
- 2 further education settings

Schools are at different phases of the self-assessment process. 4 have fully evaluated the Healthy Schools toolkit against their own policies and procedures and have identified gaps through the self-assessment process. Others are at the beginning of the self-assessment process, having had an initial meeting with EIS. By the Summer term, 10-15 schools will have completed the accreditation process as per the action plan (4-6 months following an initial meeting with EIS). Importantly, a setting's self-assessment and evaluation process will be an ongoing cycle of continuous improvement; as such, so long as schools have identified areas to improve and are beginning to embed good practice, this will qualify them for accreditation.

12. The Healthy Schools Programme is promoted and cascaded through the Personal Development Networks (PDNs) – attendance is high for both primary and secondary PDNs: around a quarter of all the Borough's primaries, and around a fifth of all secondaries and further education colleges, are regularly represented.

Other partners who are linked in with the Healthy Schools Programme also routinely attend, such as Public Health, VCSEs and other commissioned services. Attendees receive information about the Healthy Schools Programme via presentations which are delivered over zoom and then cascaded via email – all of those signed up to the PDNs receive the information, regardless as to whether they attended.

13. Currently, over 20 partners are involved with the Healthy Schools work: Change Grow Live, Tees Valley Sport, and Catalyst are a few examples. Partnerships continue to develop as the programme is distributed amongst our external networks.

14. Schools will be encouraged to record evidence of impact by a mixture of both qualitative and quantitative methods. The accreditation process will provide an opportunity for schools to feedback; it will also elevate pupil, staff, and parent/carer voice, which is an essential component of the programme. In the longer term,

schools will be encouraged to consider wider Public Health data (such as the data that will be available from the School Health Education Unit, Exeter University (SHEU) survey, an evidence-based health and wellbeing questionnaire for children and young people) to inform their school improvement plans, by highlighting areas of focus.

NEXT STEPS

15. Extend and develop partnerships more widely;
- include VCSO on Healthy School Steering Group,
 - continue to grow Personal Development Network membership with SBC, commissioned services and partner organisations,
 - partnership colleagues to engage more fully with operational activity.

Target, support and intervene to prioritised need;

- roll out, analyse and evaluate SHEU survey to primary and secondary schools to capture children and young people's voice,
- analyse and evaluate Pupil Premium overview,
- continue to encourage new schools and colleges to engage with the HSP. Target settings through use of local data.

Drive self-assessment through to accreditation

Design and implement a robust, consistent, multi-agency accreditation process.

Celebrate success for those settings who achieve the criteria.

Continue to share effective practice through Personal Development Networks.

Create online portal of evidence-based effective practice to support school/college leaders' preparation for accreditation.

Healthy Schools principles rolled out to early years settings.

FINANCIAL IMPLICATIONS

16. There are no financial implications for the Health and Wellbeing Board.

LEGAL IMPLICATIONS

17. There are no legal implications arising from this proposal.

RISK ASSESSMENT

18. Risks would be managed within existing controls.

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ANNEX 1 – WHOLE SCHOOL APPROACH TO HEALTHY SCHOOLS

