



Health and Wellbeing for All

Strategy and Framework for Action 2011-2014

Education Services



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Introduction

“Good health and wellbeing is central to effective learning and preparation for successful independent living”

(Curriculum for Excellence Health and Wellbeing Principles and practice, 2009)

Improving health and wellbeing of the people of Glasgow is a key objective of Glasgow City Council and its partner organisations. Work to promote health and wellbeing in children and young people is seen as essential to this objective being achieved. Schools that actively promote health and wellbeing make a significant contribution to the realisation of this vision.

“Overall, Glasgow’s health has improved. However, the issue for Glasgow is that health in other areas is improving faster. This means that Glasgow’s health has become relatively worse in comparison to the rest of Scotland and other UK cities.”

(Growing a Healthy Glasgow (Report of Glasgow Health Commission) 2008)

To build a city that is prosperous and successful, it is vital that health and wellbeing in young people is prioritised as they are the future. Their healthy lifestyles will be the foundation of a society with these virtues. The role of education in guiding children and young people cannot be underestimated, as the messages and practices learned as they are growing up will be those that will help to define health and wellbeing of the population of Glasgow into the future.

“Learning and health go hand in hand. Good health of children and young people is a prerequisite for educational achievement.”

(Education and Health in Partnership - European Conference report, 2002)

Curriculum for Excellence sets out entitlements for all children and young people. The experiences and outcomes will enable children and young people to develop the knowledge, understanding, skills, capabilities and attributes to live a healthy lifestyle both now and in the future.

“Mental, physical and social wellbeing of young people are essential preconditions for successful learning. These qualities cannot be developed for individuals in isolation from the health and wellbeing of the school community as a whole.”

(The Journey to Excellence, Part 2, Dimension 9 – HMIE, 2006)

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 imposes duties on local authorities to ensure that educational establishments are health promoting. All establishments are required to meet the terms of the Act.

This document sets out a strategy and framework for action to provide the direction to achieve health and wellbeing for all in Glasgow educational establishments, whether through the curriculum or in wider activity to promote health and wellbeing. The strategy and framework for action applies to all establishments in all sectors.



Implications of the Health Promotion and Nutrition Act

A. 'HEALTH PROMOTING SCHOOLS'

All educational establishments are required to be health promoting. Educational establishments should adopt a whole establishment approach to integrating health and wellbeing into every aspect of life in the establishment. Establishments should:

- promote the mental, emotional, social and physical health and wellbeing of all children and young people; and
- work in partnership with partners to identify and meet the health needs of the whole school and its wider community.

It is important, under the Act, that Glasgow City Council sets out this strategic direction for educational establishments to enable them to be health promoting schools, and demonstrate this through self evaluation, improvement planning and standards and quality reporting processes.

B. MEETING NUTRITIONAL REQUIREMENTS

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 requires that food provided to children and young people by an education authority either by itself or through affiliated organisations and bodies, and by schools themselves is compliant with nutritional requirements specified by government regulations. Separate nutritional guidelines for early years centres were introduced in 2006. These regulations apply to staff in educational establishments, catering providers, and any other person involved in providing food and drinks to children and young people.

An important requirement of the Act is that establishments must actively promote the availability of school lunches and encourage consumption of these by children and young people, especially those entitled to receive free school lunches. It is also a requirement that establishments take steps to minimise any stigma that might be attached to receiving free meals.

Schools and early years establishments are expected to comply with the relevant guidance for nutrition and healthy eating when arranging food and drink for children and young people. Establishments should consult with their relevant guidance to ensure that any food provided under the Act is fully compliant. This includes school meals, tuck shops, breakfast clubs, after school clubs, snacks, vending machines and community cafés in establishments.

The importance of Leadership and Quality Assurance for Health and Wellbeing

LEADERSHIP

Health promoting schools are all about developing excellent establishments where the health and wellbeing needs of all are fully catered for and well managed. Effective leadership and management at all levels is vital.

“Education establishments and authorities should provide clear and concise guidance on health promotion objectives.”

(Health Promotion Guidance (2007) Scottish Government)

“Within individual establishments positive leadership from the head teacher will encourage contributions from pupils, parents and carers, staff and other partners. Effective leaders look after their own health and wellbeing, model a positive approach to change, and encourage and support well-judged trial and innovation.”

(Health Promotion Guidance (2007) Scottish Government)

It is the responsibility of everyone within educational establishments and the wider learning community to create a positive ethos and climate of respect and trust. In this way all individuals can make a positive contribution to health and wellbeing of everyone in their community.

“Health (and wellbeing) is promoted through positive relationships in a climate that is inclusive, promotes equality, is conducive to learning, and where pupils feel safe, secure, valued and respected.”

(The Journey to Excellence, Part 2, Dimension 9 – HMIE, 2006)

Establishments should have policies and procedures in place to promote health, care and wellbeing and ensure high quality learning and teaching in health and wellbeing. Health promoting schools should provide a safe, supportive, accessible and well-resourced environment for all, including appropriate provision for children and young people who have additional support needs.

“The whole environment should be conducive to health promotion. Establishments with health promoting environments provide opportunities and space for physical activity, play, eating, socialising and privacy.”

(Health Promotion Guidance (2007) Scottish Government)

There is significant scope for distributive leadership for health and wellbeing. This can include convenorship and membership of health and wellbeing strategy and working groups, as well as taking responsibility for the range of health and wellbeing activities within an educational establishment. Quality indicators from ‘How Good is Our School?’ and ‘Child at the Centre’, and, information in Dimension 9 of ‘Journey to Excellence’ provide helpful advice.

QUALITY ASSURANCE AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Quality assurance and continuous improvement are crucial. It is important to measure progress and impact in relation to health and wellbeing, and identify successes and further areas for improvement. All establishments are required to include health and wellbeing in their improvement plan.

This should in turn contribute to the education authority perspective for the establishment. Procedures for monitoring and evaluation should show the impact of health and wellbeing on the lives and learning of everyone in the establishment, now and in the future. Quality improvement officers (QIOs) will provide comment on each establishment's approach and monitor this through regular quality visits.

“Internal self evaluation by educational establishments and authorities is complemented by external evaluation through HMIE’s inspection programme.”

(Health Promotion Guidance (2007) Scottish Government)

Quality indicators from ‘How Good is Our School?’ and ‘Child at the Centre’ can be used to evaluate the work of an establishment. Key quality indicators have been identified for the purposes of self evaluation. A key quality indicator appropriate to consider in terms of health and wellbeing is **2.1 Learners’ experiences**. Additionally, establishments might find it helpful to link health and wellbeing to **5.8 Care, welfare and development**. These quality indicators make specific reference to positive outcomes for children and young people in terms of their health and the processes by which an establishment seeks to ensure these positive outcomes.

A process for quality assurance and monitoring health and wellbeing provision has been developed by the authority. This should be used by all establishments to make progress in this area.

■ Self evaluation

- Each school should have valid self evaluation for health and wellbeing provision, based on HGIOS. (An authority template is available for this purpose)
- Self evaluation should be undertaken as part of overall self evaluation for each new improvement cycle.

■ Improvement Planning

- Areas for improvement should be taken forward through the establishment improvement plan
- Progress should be reviewed in line with the establishment quality assurance calendar.

■ Reporting Quality

- The standards and quality report should be used to indicate progress and impact.

■ Celebrating success

It is important that educational establishments celebrate and publicise their success in promoting health and wellbeing. Within this, a key quality indicator is **5.5 Expectations and promoting achievement**.

All establishments can use Education Services' process to recognise their efforts in maintaining Health promoting Schools status. The means by which each establishment can obtain its certificate is as follows:

- Monitoring of health and wellbeing provision (to include health promotion) carried out by link Quality Improvement Officers annually to enable schools and early years centres to receive annually a certificate of validation on successful monitoring of improvement planning processes.
- Completion of the annual improvement planning feedback form is completed by the link Quality Improvement Officer.
- The '*Glasgow Healthy Schools*' certificate can be downloaded from the Go Glasgow website to publicly celebrate the establishment's success in health and wellbeing.
- A new certificate can be downloaded each year from www.goglasgow.org.uk/pages/show/340



Health and Wellbeing for all in Curriculum for Excellence

The four contexts for learning at the heart of Curriculum for Excellence are particularly significant in health and wellbeing:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

The ethos and life of the school as a community supports and nurtures children and young people's health and wellbeing. This includes the development of positive relationships, and participation in activities which promote a healthy lifestyle. Everyone within each establishment shares the responsibility for creating a positive ethos and climate of respect and trust. A climate in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. There are many ways in which establishments can support children and young people.

These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff and extended support teams.

The experiences and outcomes for health and wellbeing include those aspects of learning which are specifically taught as well as those which are an inherent part of the environment in the establishment. Children will experience certain aspects of health and wellbeing through focused programmes such as personal and social education. Subject teachers in secondary schools, including teachers of home economics and physical education, play a very important role in the teaching and learning of health and wellbeing through the experiences and outcomes for food and health, and, physical education, physical activity and sport. To monitor the quality of the health and wellbeing curriculum, a key quality indicator is **5.1 The Curriculum**.

Children and young people's learning in health and wellbeing benefits strongly from partnership working between teachers and others such as home link staff, health professionals, educational psychologists and sports coaches who can make complementary contributions through their specialist expertise and knowledge.

The health and wellbeing of every child and young person is greatly enhanced through individual support and pastoral care. They receive this through having an identified member of staff who knows and understands them and can support them in facing changes and challenges and in making choices. Members of staff are often best placed to identify even minor changes of mood in a child or young person which could reflect an important emotional, social or mental health issue with which that child or young person needs help or support. It is important that children and young people feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support.

LEARNING AND TEACHING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

There is a responsibility on all adults working in educational establishments to support children and young people to achieve all the outcomes at each level in relation to health and wellbeing for all. Many of the experiences and outcomes will span from early level to the fourth level. They promote life long learning and experience and will be revisited at each stage in education. To monitor quality of learning and teaching in health and wellbeing, a key quality indicator is **2.1 Learners' experiences**. Additionally, establishments might find it helpful also to consider **5.2 Teaching for effective learning** and **5.3 Meeting learners' needs**.

SKILLS FOR LEARNING, LIFE AND WORK AND HEALTH AND WELLBEING

Teaching good habits associated with health and wellbeing is central to effective preparation for life. Teachers should provide learners with experiences which are relevant, realistic and challenging.

At the heart of health and wellbeing is the capacity to form and sustain good personal, social and working relationships. When children and young people have good relationships, they are more likely to feel positive self-esteem and confidence with regard to their learning, to show resilience when faced with personal challenges, and to show respect for others. Staff in all establishments have a vital role to play in supporting children and young people as they develop resilience, the motivation to face and learn from setbacks, and the ability to make mutually supportive relationships. An ethos of trust, integrity and democracy, where everyone is valued will help foster an environment of personal, social and emotional development.

ASSESSING AND REPORTING PROGRESS IN HEALTH AND WELLBEING

Assessment is the responsibility of all. Everyone involved should be clear about their roles in assessment of health and wellbeing, and monitoring of provision through quality assurance processes.

Teachers and learners should gather evidence of progression in learning. This should show progress in how well children and young people are developing and applying their knowledge, understanding and skills in key features of healthy living and relationships. For example:

- To what extent do children and young people understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the learner, upon social issues and upon the community context. From the early years through to the senior stages, children's and young people's progress will show how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making

Assessment in health and wellbeing should link with other areas of the curriculum, within and beyond the classroom. Children and young people should have opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts. Children and young people should receive regular feedback on their progress in learning.

Reports on children's and young people's progress and achievement in health and wellbeing is as important as for any other area of the curriculum, and should be an integral part of establishment formal reporting systems. Reporting will provide parents and carers with information on their children's strengths and development needs in relation to health and wellbeing. They can also be a basis for discussion on how they can support their children to develop their learning further and for teachers and parents and carers to discuss with learners their progress and next steps in learning.

DEVELOPING STAFF SKILLS FOR THE CURRICULUM

The development of staff skills is fundamental to the promotion of health and wellbeing. The culture will be directly influenced by its staff and supporting their needs to a whole establishment approach to health promotion. The need for appropriate training opportunities will ensure staff can contribute effectively to children and young people's learning in health and wellbeing. Through training, staff should develop learning and teaching approaches which suit the aptitudes and needs of the learners, and which are lively and participative and encourage children and young people to learn individually and in groups.



Partnerships in Health Promotion and Health and Wellbeing

The expertise of partners working with educational establishments can be key to them becoming health promoting schools. To improve the health and wellbeing of Glasgow's children and young people, and effectively deliver health and wellbeing, requires the genuine participation of pupils, parents, staff, community representatives and a range of partner agencies. The importance and benefits of effective partnerships, including community learning partnerships, can never be over-stated, and have been demonstrated across many initiatives and programmes. Partnership working allows enhanced delivery through coordination, consistency and focus, across all service providers. In addition, bringing together various stakeholders provides a unique opportunity to develop new and innovative approaches that are shared and owned by all partners.

“It is important that education establishments engage with local partners to ensure that policies and activities which promote health and wellbeing are inclusive and consistent, and are embedded across schools and their communities.”

(Health Promotion Guidance (2007) Scottish Government)

In Glasgow, NHS Greater Glasgow and Clyde and Glasgow City Council have established the joint post for the city of Director of Public Health. The associated directorate has a public health protection team to provide advice on communicable diseases, such as influenza, meningitis and food poisoning, and on immunisation. Across the city this is delivered at community level by the Community Health Partnership (CHP) which is divided into three areas; North-East, North-West and South.

School health services provide universal screening of children at various stages to monitor growth and development. Universal screening of children ensures that support needs are identified, and that poor health does not hinder children’s ability to participate in school life and realise their full potential, e.g. pre-school vision screening and PI development checks. In addition, school health services are responsive to public health issues, provide links into primary care services, and carry out routine and mass immunisation programmes.

As part of the NHS Greater Glasgow and Clyde commitment to supporting health improvement for children and young people in the school setting, there is a citywide workforce of ten health improvement seniors (HIS) who are based within schools. The role of health improvement seniors is to support establishments to:

- implement the terms of the Act
- support the delivery of Curriculum for Excellence
- support schools to plan and coordinate health improvement activity.
- ensure that locality health service planning takes account of, and is congruous with school plans.
- support the implementation and uptake of health service interventions delivered in the school setting.

Children in Glasgow come from diverse backgrounds. To ensure that the needs of all children are met, it is important that establishments ensure that they have established a range of partnerships with local agencies, parents and community groups, and have effective structures and processes in place to facilitate inclusive planning and delivery of health improvement initiatives, and key areas of the curriculum.

“Schools and pre-school centres are now part of a wider partnership of professionals, all of whom deliver a range of services to children.”

(How Good is our School – HMIE)

Educational establishments should also ensure that staff are well trained to take forward roles in management of medical conditions.

Some children will require more intensive support in order to gain from education, and school nursing services in partnership with education, offers training to teaching staff and other school personnel on how to manage particular medical conditions such as anaphylaxis, asthma, diabetes and epilepsy. In addition, school health services also provide more intensive support for children who have specialised medical needs.

A range of partners such as speech and language therapists, physiotherapists and dieticians may need to be engaged to provide the additional training and support for teaching staff to enable them to deal with these specific needs in some children in order for them to progress through education.

Glasgow City Council is involved in joint planning with its partners at a corporate level, and as part of the Single Outcome Agreement for Glasgow, Education Services has committed to supporting the delivery of NHS HEAT (**H**ealth Improvement, **E**fficiency, **A**ccess to Services and **T**reatment) targets that are aimed at improving the overall health and wellbeing of Glasgow’s population, e.g. ACES programme (Scottish Government childhood obesity target). Education establishments should endeavour to support and maximise the uptake of programmes that have been jointly agreed in the interests of all children in Glasgow.

Establishments should self-evaluate using either indicator **8.1 Partnerships with the community, education establishments, agencies and employers, and/or 9.3 Developing people and partnerships to evaluate the effectiveness of partnership working.**

Good partnership working in Glasgow has provided a range of initiatives and programmes that have been developed, resourced and supported by a range of partners. Initiatives include Fuel Zone, tooth brushing programmes, peer mentoring programmes, active schools coordinators and activities, fruit in schools, triple-p parenting programmes, road safety initiatives and restorative justice.

Effective health improvement relies on good quality, robust partnerships between schools and parent/carers. It is important that parents and carers fully understand, have been consulted, and are involved in the planning and implementation of health improvement programmes so that they are able to support their children to adopt positive lifestyle behaviours at home. Schools should explore all means available to them to inform, consult and engage parents/carers in health improvement.

Action Plan 2011-2014

Education Services will...	Establishments will...	Staff will...
Ensure that all educational establishments are health promoting, through regular quality assurance processes. Ensure that all establishments have health and wellbeing included in improvement plans. Ensure that establishments effectively self evaluate provision in terms of health and wellbeing. Ensure that a system is in place to recognise establishments as health promoting schools. Ensure that adequate arrangements are in place to meet professional development needs of staff in relation to health and wellbeing. Ensure that establishments and their partners fully comply with the requirements of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, and associated guidance.	Ensure that they are health promoting, in compliance with the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, and associated guidance. Ensure that a full curriculum for health and wellbeing is in place, in line with Curriculum for Excellence experiences and outcomes. Ensure that valid and up to date self evaluation for health and wellbeing is in place. Ensure that health and wellbeing is included in the improvement planning. Show progress and impact of health and wellbeing activity in standards and quality reporting. Have a designated health and wellbeing co-ordinator. Ensure that effective partnerships are in place for effective health and wellbeing planning and activity. Actively promote staff health and wellbeing. Ensure that systems are in place to identify and meet professional development needs of staff in relation to health and wellbeing.	Fulfil their duty and responsibility to promote health and wellbeing at all times in their establishment. Act as positive role models to children and young people in relation to health and wellbeing. Actively contribute to the success of establishment improvement planning in relation to health and wellbeing. Participate in the delivery of a learning programme in health and wellbeing that meets the requirements of Curriculum for Excellence and reflects the seven principles of curriculum design, including areas that are the responsibility of all. Be proactive in seeking training in any aspect of health and wellbeing that they are involved in. Promote their own health and wellbeing, whether singly or working with colleagues, and seek support from management to achieve this.

Bibliography/National and Local Guidance, etc.

A: RELEVANT LEGISLATION IN RELATION TO HEALTH AND WELLBEING

Education (Additional Support for Learning) (Scotland) Act 2004.

Schools (Health Promotion and Nutrition) (Scotland) Act 2007.

Standards in Scotland's Schools etc. Act 2000.

B: INFORMATION AND RESOURCES

1. Schools (Health Promotion and Nutrition) (Scotland) Act (2007)
The Scottish Government
www.legislation.gov.uk/asp/2007/15/contents
2. Health Promotion Guidance for Local Authorities and Schools (2008). *The Scottish Government*
www.scotland.gov.uk/Publications/2008/05/08160456/7
3. Healthy Eating in Schools – A Guide to Implementing the Nutritional Requirements (2008). *The Scottish Government*
www.scotland.gov.uk/Publications/2008/09/12090355/0
4. Nutritional Guidance for Early Years (2006). *The Scottish Government*
5. A Curriculum for Excellence: Principles, Experiences and Outcomes for Health and Wellbeing (2009)
The Scottish Government (Learning and Teaching Scotland)
6. A Curriculum for Excellence, Building the Curriculum Series
The Scottish Government (Learning and Teaching Scotland)
7. Health and wellbeing across learning: Responsibilities of all, CPD for teachers
Learning Together Resource, HMIE
www.journeytoexcellence.org.uk/resourcesandcpd/cpdresources.asp

8. Better Health, Better Care Action Plan
(2007). NHS
9. Exploring the Changes: What Happens at Puberty
(2006). Health Scotland
10. Food Competences Framework
(2007). Food Standards Agency
11. Happy, Safe and Achieving their Potential
(2005). The Scottish Executive
12. How good is our school? The journey to excellence, Part 3
(2007). HMIE
13. An Action Plan for Improving Oral Health and Modernising NHS Dental Services
(2005). The Scottish Executive
14. Hungry for Success - Further Food for Thought
(2008). HMIE
15. Hungry for Success
(2002). The Scottish Executive
16. How to run a successful “Safer Routes to School”
(1999). The Scottish Executive
17. Improving Relationships and Promoting Positive Behaviour in Scottish Schools
(2008). The Scottish Government
18. Inequalities in Health in Scotland: What Are They and What Can We Do About Them?
(2007). Medical Research Council Social and Public Health Sciences Unit, Occasional Paper Number 17
19. Let's Make Scotland More Active
(2003). The Scottish Executive
20. Towards a Mentally Flourishing Scotland 2008-11
(2008). The Scottish Government
21. Personal support for pupils in Scottish schools
(2004). HMIE

22. Report of the Review Group on Physical Education; Report into physical education in the curriculum
(2004). *The Scottish Executive*
23. A Review of Sex and Relationships Education in Scottish Secondary Schools
(2008). *Health Scotland*
24. Safe and Well
(2005). *The Scottish Executive*
25. The evaluation of the effectiveness of drugs education in Scottish schools
(2007). *The Scottish Executive*
26. The journey to excellence, parts 1 and 2
(2006). *HMIE*
27. Towards a Mentally Flourishing Scotland
(2008-2011). *The Scottish Government*

C. WEB LINKS

1. A Curriculum for Excellence - Useful websites for general health and wellbeing and for each organiser
Learning Together Resource, HMIE
www.journeytoexcellence.org.uk/resourcesandcpd/cpdresources.asp
2. NHS Greater Glasgow and Clyde website
www.nhsggc.org.uk
3. Childline 0800 1111
The free helpline for children and young people in the UK
www.childline.org.uk
4. Determined to Succeed
www.determinedtosucceed.co.uk
5. Eco-Schools Scotland
www.ecoschoolsscotland.org
6. Food Standards Agency
www.food.gov.uk
www.eatwell.gov.uk

7. Food Standards Agency Scotland
www.food.gov.uk/scotland
8. HandsOnScotland: A toolkit of helpful responses to encourage children and young people's emotional wellbeing
www.handsonscotland.co.uk
9. Education Scotland
www.educationscotland.gov.uk
10. NHS Health Scotland's Young People's Programme: The programme focuses on issues relevant within the area of young people and teenage transitions.
www.healthscotland.com/young-people.aspx
11. Safer Routes to School
www.saferoutestoschool.org.uk
12. Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and explanatory notes
www.legislation.gov.uk/asp/2007/15/contents
13. Young Scot: Feeling Good section of Young Scot website
www.youngscot.org/channels/feelinggood
14. British Nutrition Foundation
www.nutrition.org.uk

D. GETTING RESOURCES LOCALLY

A range of posters and literature is available through:

Public Health Resource Unit (PHRU)
NHS Greater Glasgow and Clyde
West House, Gartnavel Royal Hospital
1055 Great Western Road
GLASGOW G12 0XH
Phone 0141 201 4915/4540
Email perl@ggc.scot.nhs.uk



www.glasgow.gov.uk

Education Services
Glasgow City Council
Wheatley House
25 Cochrane Street
Merchant City
GLASGOW
G1 1HL

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