Being Well – Doing Well

a framework for health promoting schools in Scotland

February 2004

Schools can make a significant contribution to increasing the quality of life for their students, staff and wider community by becoming health promoting schools. Becoming a health promoting school provides a way for each school to listen to, and take account of the views of pupils, parents and staff. A positive, health promoting school ethos can influence health, attainment, achievements and expectations.

A Route to Health Promotion, HMIE, 1999

Learning and health go hand in hand. Good health of children and young people is a prerequisite for educational achievement. Good health of teachers is important to the development of effective schools. Health promoting schools aim at empowering students, staff and parents to actively influence their lives and their living conditions.

Education and Health in Partnership: European Conference, 2002

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Ministerial foreword

Every child deserves the best possible start in life and to be given every opportunity to achieve their full potential. The unlocking of this potential is one of our key aims and a vital ingredient of its success will be the health promoting school.

Key national policies, outlined in *Improving Health in Scotland: The Challenge*, the *National Priorities in Education*, the *Standards in Scotland's Schools etc. Act 2000* and *Education for Excellence*, all give schools, working in close partnership with their communities and key services, an important role in securing the improvements in health and education that Scotland needs and deserves. In recent years, the Scottish Executive has been particularly active in developing holistic approaches to the education, health and care of Scotland's children and young people. To help create a focus for such development, we announced our aim early in 2002 that every Scottish school should become a health promoting school by 2007. The Scottish Health Promoting Schools Unit was established to offer strategic and practical support to help schools achieve that aim.

We sincerely hope you find *Being Well – Doing Well* a constructive and helpful framework within which your practices can be developed or refined. It is based on widespread national consultation and aims to establish a broad consensus on the key characteristics of health promoting schools. It is an important foundation for planning, implementation and evaluation that can be used by councils and schools, communities and other key agencies as they work together to make the improvements in education and health that we all seek for the ultimate benefit of all our young people.

Peter Peacock
Minister for Education and Young People
The Scottish Executive

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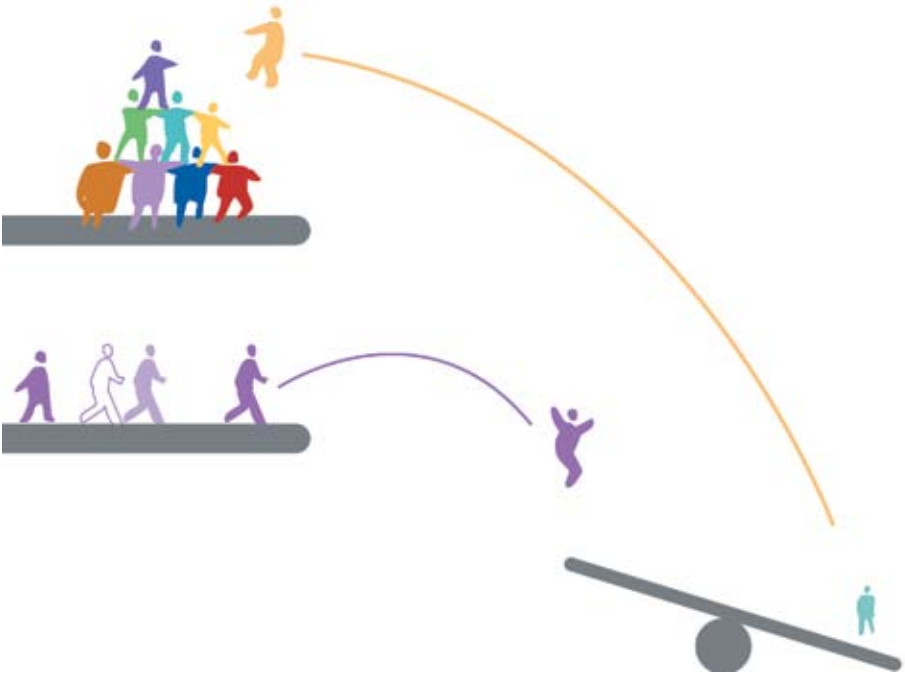
Deputy Minister for Health and Community Care
The Scottish Executive



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Introduction

Background

All schools have been given the target of becoming a health promoting school by 2007. In order to help them achieve this target, *Being Well – Doing Well* has been produced to establish a working definition of health promoting schools. *Being Well – Doing Well* aims to be a broad statement based on a holistic view of education and health promotion that can be accepted by all key stakeholders as a foundation for planning purposes. It should be useful to many as confirmation of the work they have already undertaken.

Being Well – Doing Well has been developed by the Scottish Health Promoting Schools Unit (SHPSU) in conjunction with national and local partners, including the Scottish Executive Education and Health Departments, the Convention of Scottish Local Authorities, Learning and Teaching Scotland, NHS Health Scotland, Her Majesty's Inspectorate of Education and the National Health Promoting Schools Network (see Chapter 3). A draft version of the paper was subject to extensive national consultation during October and November 2003.

Being Well – Doing Well is aimed at all those who have a responsibility for policy and practice in relation to education, health improvement and community development within local authorities, education departments, NHS boards, health promotion departments, schools, communities and the voluntary sector. Although the paper is aimed at this broad audience it is particularly intended for those who will have a direct responsibility for managing the process whereby schools become and continue to develop as effective health promoting schools.

Being Well – Doing Well draws upon current thinking and practice throughout Scotland and internationally, and aims to:

- promote discussion of the health promoting schools concept within the context of other developments
- identify the values, aims and key characteristics of health promoting schools
- establish a broad national consensus on the nature of health promoting schools
- inform the planning and development of health promoting schools at national and local levels
- promote an integrated approach through partnership working to the development and maintenance of health promoting schools
- provide a basis for the development of instruments and procedures for evaluating the progress made by schools towards becoming and improving as health promoting schools.

Being Well – Doing Well will be supported by further guidance on aspects related to the development and evaluation of health promoting schools. These aspects and the associated advice will be developed through partnership working with key stakeholders and, in particular, with the National Health Promoting Schools Network (see Chapter 3). The evaluation and accreditation of health promoting schools have already been identified as two aspects for which national guidance should be produced.

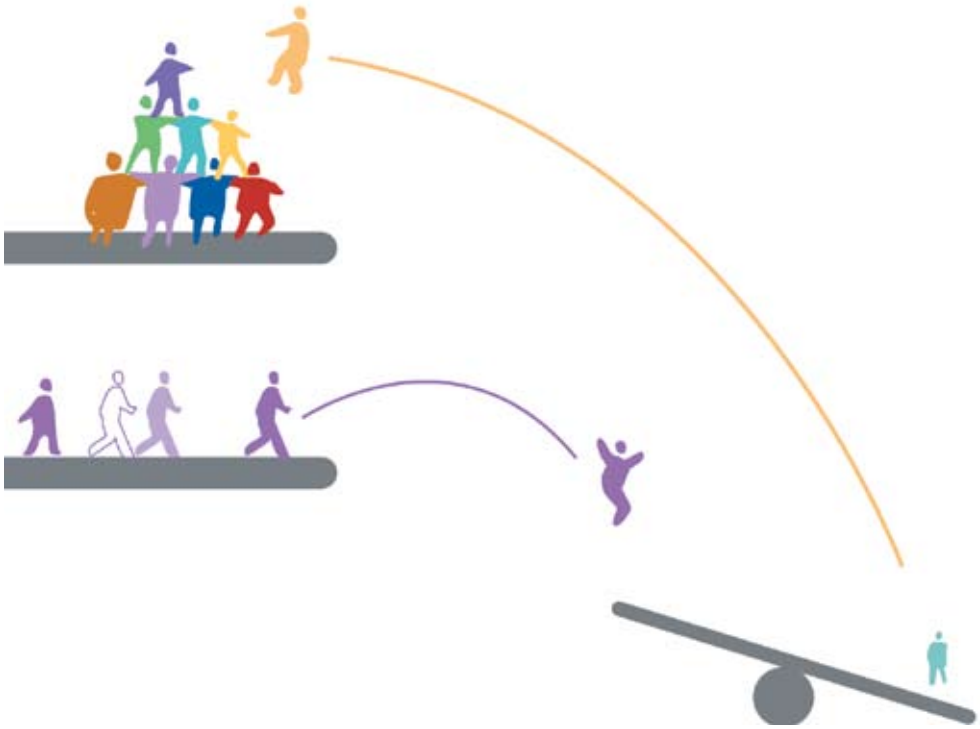
Key terms

Some terms appear frequently within *Being Well – Doing Well*. The sense in which they are used is described below.

'Health' is taken to mean physical, social, spiritual, mental and emotional well-being in relation to oneself, society and the environment.

'Curriculum' is taken to mean the full range of learning opportunities provided within and beyond the school. The single term 'curriculum' is used to cover the concepts that are sometimes described as the formal and informal curriculum.

In the interests of simplicity, the term 'health promoting *schools*' is used to cover all types of educational establishment ranging from early years to upper-secondary school and the term 'pupils' is used as meaning children and young people.



Chapter 1: why do we need health promoting schools?

To achieve their potential, schoolchildren must participate fully in educational activities. To do this they must be healthy, attentive and emotionally secure.

World Health Organization (WHO), 2000

Rationale

Despite improvements in recent years it is still true that Scotland has a poor health record. In the paper *Improving Health in Scotland: The Challenge* (2003), the Scottish Executive has provided a strategic framework for the further improvement of Scotland's health.

The health improvement *Challenge* identifies some key actions that relate directly to pupils. It identifies actions on 'child health and well-being that will result in better health and will last into adult life' and actions aimed at transforming children's lives, including their experiences at key transition stages, 'in such a way that all pupils are engaged in a spectrum of positive, life-enhancing activities'.

It is clear that health promoting actions which can change the attitudes and behaviour of pupils towards 'positive, life-enhancing activities' are of central importance in improving health and well-being and in making contributions to the social inclusion and social justice agendas that are of such importance in Scotland.

Health promoting actions also have important educational benefits. The links between the health and well-being of pupils and their capacity to benefit from educational opportunities and attain high standards of achievement have been well established for many years. Good health narrows the opportunity gap and has significant positive effects on personal, social and educational achievement. As the title of this paper suggests, *Being Well* is an important factor in *Doing Well*. Effective health promotion involving pupils is therefore important both for the nation's health and for its standards of education.

Health and education are far-reaching and complex social services and the *Challenge* makes it clear that effective health promotion can only take place through partnership working at all levels within, between and beyond these services in ways that engage the communities they serve.

The *Challenge* recognises that schools are uniquely placed to play a crucial role in promoting good health. As schools work in partnership with local authorities, NHS boards and the wider community to achieve the target of becoming a health promoting school by 2007, they need to be aware of the extensive background of educational and health-related policy initiatives. This policy context provides further justification for the development of health promoting schools. Some of the main national documents that relate to this context are outlined in the following paragraphs and further references are listed in Chapter 4. The list of documents is not exhaustive and does not attempt to cover the whole range of initiatives being undertaken by schools, local authorities, NHS boards and partners.

Policy context

European Convention for the Rights of the Child **(Office of the High Commission for Human Rights, 1989)**
Article 24 of the Convention emphasises the right of each child to the enjoyment of the highest attainable standard of health and places a duty on all parties to ensure that all segments of society, in particular parents and children, are kept well informed, have access to education and are supported in the use of basic knowledge related to child health and nutrition. These entitlements lie at the heart of the philosophy of the health promoting school.

Integrated Community Schools **(New Community Schools: The Prospectus, 1998)**
The Scottish Executive has set the goal that all schools should be integrated community schools by 2007. It is expected that integrated community schools will also be health promoting schools. The relationship between integrated community schools and health promoting schools is outlined further in Chapter 3.

The Standards in Scotland's Schools etc. Act 2000
For the first time, education legislation recognises that pupils have educational rights and must be seen as partners in the school. The Act makes it clear that every child has the right to receive a school education. The Act also sets out a framework for improvement within which there is a duty on education authorities to provide school education directed at developing the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

The Act requires that, in carrying out this duty, education authorities have due regard to the views of the child or young person in decisions that significantly affect them. These requirements must be met if Scottish pupils are to make a more effective contribution as citizens and prosper in modern society.

The Education (National Priorities) (Scotland) Order 2000
The Order sets out five national priorities in education that provide strategic direction for Scotland's schools. The national priorities are collected under headings as follows:

1. Achievement and Attainment
2. Framework for Learning
3. Inclusion and Equality
4. Values and Citizenship
5. Learning for Life.

The national priorities summarise a vision that seeks every opportunity to help all pupils become confident, well motivated and fully rounded adults, play a full part as citizens in a modern democratic society, develop the skills and aptitudes to work flexibly in the workplace, embrace change throughout their future lives and seize the opportunities

open to them regardless of their background. In moving towards becoming health promoting schools, schools will also be helping themselves to meet many aspects of the national priorities. For example, Outcome 3 of National Priority 2, 'Enhanced school environments' links directly to health and health promotion.

***A Teaching Profession for the 21st Century* (The Scottish Executive, 2001)**
This far-reaching report is prompting a re-examination of the roles of teachers and promoted staff in the organisation and work of schools. An important opportunity has been created for schools and local authorities to build health promotion into the new arrangements.

***Education for Citizenship* (Learning and Teaching Scotland, 2002)**
This paper emphasises the need for schools to enable pupils to participate and influence all aspects of their lives and help them to develop the knowledge, understanding, skills and competences they will require to be effective citizens in a modern democratic society. Pupil participation is also an important feature of health promoting schools.

***Moving Forward – Additional Support for Learning* (The Scottish Executive, 2003)**
This paper outlines plans to develop the education system in line with the following principles.

- Education that is responsive to the needs of the child and the family
- Commitment to inclusion
- The rights and views of the pupils and their families being heard and respected
- Improving standards of education for all children
- Commitment to the delivery of integrated services tailored to respond to local needs.

***Social Justice – A Scotland where everyone matters* (The Scottish Executive, 2002)**
This paper identifies a number of targets and milestones for tackling poverty and injustice in Scotland. The goals within the strategy are to:

- eliminate poverty
- enable young people to contribute and develop life skills
- provide employment opportunities for all who can work
- ensure dignity for the elderly
- build strong and inclusive communities.

The effective development of health promoting schools through partnership working would make an important contribution to reaching the milestones set out in the paper.

***Towards a Healthier Scotland: A White Paper on Health* (The Scottish Executive, 1999)**
This paper underlines the importance of health and health promotion. 'We prize health for its own sake, and for the other things it makes possible. Being well is part of the pattern of opportunity and achievement we want for Scotland, as we start a new century. Being ill makes inequalities between people and groups in Scotland worse and harder to bear.'

Our National Health – A plan for action, a plan for change **(The Scottish Executive, 2000)**
This action plan sets out a challenge for the Scottish Executive, the NHS, local authorities and others to 'build a national effort to improve health and reduce inequalities in health'. To help achieve these aims it required community planning partnerships to prepare joint health improvement plans.

Improving Health in Scotland: The Challenge **(The Scottish Executive, 2003)**
This paper provides a strategic framework for delivering a more rapid rate of health improvement in Scotland through the integration of work in four areas: 'Early Years', the 'Teenage Transition', the 'Workplace', and 'Communities'. Thematic programmes on physical activity, healthy eating, smoking, alcohol, mental health, and health and homelessness operate across the four areas. The development of health promoting schools in Scotland is a key action identified within the *Challenge.*

Tackling Drugs in Scotland – Action in Partnership **(The Scottish Executive, 1999)**
This paper is structured around four main aims.

- 'Young People' – To help young people resist drug misuse in order to achieve their full potential in society.
- 'Communities' – To protect our communities from drug-related, anti-social and criminal behaviour.
- 'Treatment' – To enable people with drug problems to overcome them and live healthy and crime-free lives.
- 'Availability' – To stifle the availability of illegal drugs on our streets.

The detailed objectives associated with these aims reflect the principles of health promoting schools, particularly in relation to 'Young People' and 'Communities'.

National Programme for Improving Mental Health and Well-being: Action Plan **(The Scottish Executive, 2003–2006)**
The programme was launched in 2001. The four main aims for action during 2003–2006 are:

- raising awareness and promoting mental health and well-being
- eliminating stigma and discrimination
- preventing suicide
- promoting and supporting recovery.

The programme aims to work with, and through, others to achieve these main aims in six priority areas, one of which is improving the mental health of pupils. Promoting mental and emotional health and preventing and reducing mental health problems among pupils and parents requires action at home, in schools, in local neighbourhoods and in other settings.

Let's make Scotland more active – A strategy for physical activity **(The Scottish Executive, 2003)**
This paper outlines a strategy for encouraging people of all ages to be more physically active and sets national targets for physical activity in Scotland. The strategy acknowledges partnership working as the only realistic means of bringing about effective and sustainable change. Active Primary School Co-ordinators and School Sports Co-ordinators, supported by **sport**scotland, are cooperating to develop physical activity in the context of a whole-school approach.

Hungry for Success – A Whole School Approach to School Meals in Scotland **(The Scottish Executive, 2003)**

Setting national nutrient-based standards for school meals in Scotland, *Hungry for Success* follows up recommendations in the Scottish Diet Action Plan. It emphasises the need for catering and the provision of drinks and food in schools to be seen as an important whole-school issue that requires careful planning and effective partnerships. It makes a range of recommendations that have far-reaching consequences for health promoting schools.

Enhancing Sexual Wellbeing In Scotland – A Sexual Health and Relationships Strategy **(The Scottish Executive, 2003)**

This paper outlines a proposal for a sexual health and relationship strategy for Scotland. It lists a number of recommendations, some of which identify the role of local authorities and schools, for delivering an integrated approach to sexual health and relationships through partnership working.

Eco Schools Scotland Handbook **(Keep Scotland Beautiful, 2003)**

The programme for eco schools is designed to encourage whole-school action to protect and improve the environment. The programme promotes environmental awareness and links with many curricular areas including personal, social and health education. It offers an accredited award scheme.

Chapter 2: what are health promoting schools?

The concept of health promoting schools has been embedded in good practice for several years. It already finds expression in many ways in schools throughout Scotland, Europe and beyond. Scotland has been part of the European Network of Health Promoting Schools since 1993 and has made a significant contribution to the thinking within Europe and the World Health Organization (WHO).

Broad definition

In 1995, WHO set out the following broad definition of health promoting schools, which is still relevant today.

> *A health promoting school is one in which all members of the school community work together to provide pupils with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and the informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health.*

Values

The values that underlie health promoting schools are far-reaching and deep-seated. They are in keeping with the fundamental values of Scottish society as expressed by the Scottish Parliament. They support a vision that incorporates:

- Wisdom – that seeks understanding and takes action to bring about improvement
- Justice – that provides equality, participation and fairness of treatment for all
- Compassion – that ensures concern, care and respect for oneself and others
- Integrity – that ensures honesty, responsibility and good judgement.

In relation to schools, these values establish the importance of creating an ethos of care, respect, participation, responsibility and fairness for all. They identify the importance of seeking understanding of how improvements can be actively sought and effectively achieved. In so doing they can be taken to imply effective use of all available human and material resources, which in practice means effective partnership working.

Aims

The values noted on the previous page underlie the main aims of health promoting schools.

- To promote the physical, social, spiritual, mental and emotional health and well-being of all pupils and staff.
- To work with others in identifying and meeting the health needs of the whole school and its wider community.

In practice, schools should demonstrate leadership and management at all levels that aim to:

- provide coherent, effective working procedures that are well understood and accepted by pupils and staff
- ensure a safe, supportive and challenging atmosphere
- value and care for all pupils, their families and staff
- encourage a sense of belonging and promote self-esteem and respect among all pupils and staff
- provide good opportunities for partnership working within the school
- work in partnership with the home, the wider community and key agencies
- use the curriculum effectively to enable all pupils and staff to:
  - enjoy and succeed in a range of educational, social and cultural experiences
  - make informed choices and decisions that help to ensure a healthy lifestyle
  - make positive contributions to the well-being of the school and the wider community
- use every opportunity to improve the environment, resources and facilities of the school.

In health promoting schools, these values and aims are neither understood nor acted upon separately, but are regarded as contributing jointly towards the basis for planning the life and work of the school. Taken together, they underpin the work of a school that is itself 'well' and 'health enhancing'. Schools should already have an understanding about their underlying values and aims that is shared by all staff. They should consider revising that understanding to ensure it takes appropriate account of the need to become and develop as a health promoting school.

Key characteristics

The aims noted above may be illustrated in terms of key characteristics of health promoting schools under the following headings. These characteristics form a suitable set of working targets for schools. The key characteristics reflect the framework suggested by *How good is our school?* (HMIE, 2002). Although they are listed separately, the characteristics need to be integrated in practice.

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

The following paragraphs outline some of the more detailed features of the characteristics.

Leadership and management

Health promoting schools have leadership that takes a holistic view of health and is committed to improving the health and well-being of all pupils, staff and the wider community.

School leadership is not confined to the headteacher and promoted staff. Health promoting schools have a leadership style at all levels that is committed to, and enthusiastic about, health promotion. Leadership actively seeks to involve the whole school community in developing the school's health-promoting credentials. Leadership demonstrates good interpersonal skills and is marked by a willingness to listen actively and to value the ideas and contributions of others. It promotes discussion and debate and seeks shared values and aims about health promotion within and beyond the school. It is marked by courtesy and patience and demonstrates respect for others. It knows how to delegate and share leadership. In working with partners outwith the school it knows when to take the initiative and when to take a contributory, supportive role.

Health promoting schools have management that ensures integrated action to identify and respond to the health needs of all pupils and staff and makes a positive impact on the well-being of the wider community.

School management is not confined to the headteacher and promoted staff. Health promoting schools have clear priorities in relation to health promotion that are shared by all staff. They have management procedures at all levels that are fundamentally open and collaborative in style and that are well understood and generally well accepted by pupils, staff and, where appropriate, by parents and partnership agencies. Management works collaboratively with all pupils and with all stakeholders who can assist the school to meet its health promotion aims and generally raise the standards of attainment and achievement. Management is responsive to people and to changing circumstances and makes effective use of delegation. It has sound arrangements for identifying and sustaining good practice in relation to health promotion and for seeking continuous improvements through systematic needs assessment, development planning and evaluation. Management is willing to take appropriate and timely action on health promotion issues even when that action may be difficult or unpopular.

Ethos

Health promoting schools have an inclusive ethos that:

- *takes care of individuals, is fair and promotes respect for self, others, the wider community and the environment*

  Health promoting schools are noted for their positive ethos. They value and care for individuals and have a strong sense of community. They have effective arrangements for providing appropriate pastoral care for all members of the school community. They foster good interpersonal relationships. In so doing they are marked by an open, friendly style that demonstrates respect, fairness and equality of treatment for all. They create an atmosphere that encourages participation in promoting the welfare of others and of the environment. They lay a foundation for lifelong participation in health promoting communities.

- *promotes a sense of responsibility in individuals for their own actions, health-related behaviour and lifestyles*

  The ethos of health promoting schools is orientated towards the development of decision-making skills and a sense of responsibility. It creates an environment that expects and enables all pupils to take responsibility for their own learning and behaviour, especially in relation to health-related issues. Through learning to take and share responsibility in school, pupils are helped to become thoughtful and responsible adults who can play a positive role in the community.

- *encourages and empowers pupils and staff to give of their best and to build on their achievements.*

  The ethos of health promoting schools is success orientated. High but realistic expectations are set for all pupils and staff, but are done so in positive and supportive ways that celebrate success rather than identify failure. Health promoting schools understand the important effects that improving the health and well-being of pupils and staff have on raising achievement, fulfilling potential and improving the quality of life. The ethos is such that it surrounds the education process with a sense of achievement, self-worth and enjoyment. It creates a basis for participation in lifelong learning.

Partnership working

Health promoting schools have a strong commitment to partnership working and collective responsibility that actively involves and reflects the views of pupils, staff, parents, the wider community and key agencies.

Health promoting schools seek to enhance and extend their expertise and resources by entering positively into partnership working. They offer many opportunities for pupils, staff, parents and key stakeholders to contribute to the decision-making processes that lead to the development of school policies and practice. They encourage pupils to participate in all aspects of the school's life, through means such as pupil and school councils, peer-support or 'buddy' schemes and in organised links with the wider community in relation to cultural, social and work-orientated activities.

They have a whole-school approach to curriculum development and staff training that encourages staff to work as a team. They make use of multi-agency training. They collaborate with other schools to explore health-related issues and to develop and share good practice. They work within their primary-secondary cluster and with local pre- and post-school education providers to ensure that their health promotion activities offer appropriate continuity and progression for all pupils.

Health promoting schools appreciate the importance of working closely with parents, carers and other partners to ensure that the school's health-related activities respond to the needs of the pupils in the context of how they live their lives. They have established and continue to develop effective home–school links. They recognise the value of engaging parents and families in seeking to improve the health of pupils. They understand that parents and other family members make important contributions to learning and teaching experiences, both in terms of contributing to the child's learning at home and to learning situations in the school. They know that they have a role that goes well beyond the school itself and that, in conjunction with others, they have an important contribution to make to the health and well-being of the wider community.

Curriculum, learning and teaching

Health promoting schools have a curriculum and approaches to learning and teaching that provide appropriate challenge, participation and support for all pupils and have a positive effect on their health and well-being.

The curriculum, including specific provision for personal, social and health education, provides all pupils with appropriate continuity, coherence and breadth in their learning. There is a good range of curriculum choice that is well suited to the needs and aspirations of all pupils.

Health promoting schools are 'learner-centred'. They employ learning and teaching approaches that are well suited to the different needs, aptitudes and learning styles of pupils. These approaches are lively and participative in nature and provide appropriate opportunities for pupils to learn individually and in groups. They accentuate the positive, set high but realistic expectations, make appropriate use of praise, take care to identify and meet pupils' learning needs and make effective use of assessment as part of learning and teaching. Pupils' sense of self-worth and their wider well-being are reinforced by learning experiences that they find to be enjoyable, relevant and successful.

Health promoting schools offer a rich, stimulating and supportive range of opportunities within and beyond the school for pupils to develop a variety of personal and social skills in safe but challenging settings that are well-targeted on their interests and abilities.

Personal, social and health education programmes

Health promoting schools have approaches to personal and social development and health education that take account of pupils' health needs and of the range of factors that influence their values, attitudes, behaviour and health.

Programmes of study for health education and personal and social education are well-targeted on pupils' needs. The programmes are in line with national and local authority advice and provide a sound basis for pupils to explore all the key issues that have a bearing on their health and well-being. They give particular attention to helping pupils establish values, attitudes, knowledge and skills that will enable them to make well-informed decisions about their lifestyle.

Personal, social and health education is also planned as an important cross-curricular element. It appears in many guises in the teaching of various curricular areas and subjects so as to extend and reinforce pupils' understanding and experience of health-related issues.

Environment, resources and facilities

Health promoting schools provide a safe, supportive, accessible and well-resourced environment for all pupils, staff and the wider community, including appropriate provision for all who have additional support needs.

Stimulating, safe and healthy conditions for the life and work of the whole school community are likely to lead to better learning and better interpersonal relationships. In addition to developing the emotional and social environments as part of school ethos, health promoting schools think carefully about the effect of the physical environment on learning and well-being. They ensure that the physical environment and the school's facilities and resources support and encourage healthy lifestyles and offer pupils and staff opportunities to make healthy choices. Health promoting schools value all individuals equally and welcome them to the community of the school, recognising that each has a unique blend of needs and abilities. They make appropriate provision for all pupils and staff who have additional support needs. Through partnership working, health promoting schools actively pursue opportunities to become an important resource that is open to the wider community.

Chapter 3: aspects of implementation

Key aspects

The Scottish Executive has set the target that every school should be a health promoting school by 2007. Notwithstanding much current good practice, it seems clear that progress towards this target has not been consistent across Scotland as a whole and that, in general, improvement is required. Some key aspects of implementation require to be addressed if the target is to be achieved.

Creating an implementation strategy

As outlined in Chapter 1, health promoting schools are being developed against a varied and complex background of national and local policy initiatives. Many of these initiatives contribute to the development of health promoting schools and, by the same token, the development of health promoting schools will contribute to many other initiatives. The challenge for planners in local authorities, NHS boards and schools is to create an integrated implementation strategy that takes due account of the full range of policy initiatives and yet has within it a clearly identifiable element that will ensure that schools develop and can be recognised as health promoting schools.

The implementation strategy in schools should be based on partnership working that includes community participation and be developed through schools' established processes for needs assessment, development planning and evaluation.

Community planning and the integrated delivery of services

Promoting health improvement and reducing health inequalities are priorities for community planning partnerships across Scotland. These priorities are reflected in joint health improvement plans. It is vitally important that health promoting schools are seen as an essential part of delivering health improvement within the community.

Many local authorities have demonstrated commitment and imagination in making strides towards an effective, integrated approach to the planning and delivery of their services. It is very important that all local authorities continue to make progress in this respect as it seems clear that schools operating within a supportive, integrated approach at council level are likely to become health promoting schools sooner and more effectively than those not having that advantage. Some local authorities have worked closely with partners to create policy statements and support structures that provide schools with a sound basis for developing as health promoting schools.

Building on current progress in the development of health promoting schools

Over recent years many schools have been successful in responding to aspects of the health promotion agenda, not least within the curriculum. There are many schools throughout Scotland that are recognised as health promoting schools already. Indeed, some have been accredited as such by their local authority and NHS board. However, these schools would be among the first to acknowledge that good practice can always be improved.

Extending the concept of effective education

Effective education is increasingly seen by schools as being 'learner-centred'. Effective education uses the curriculum to help all pupils learn as individuals and as team members, give of their best and build on their achievements. It encourages and enables pupils to take responsibility for their own learning and fosters a sense of success and enjoyment that lays a sound foundation for lifelong learning.

This trend in schools provides a good framework for making progress towards becoming a health promoting school. It is important to recognise that the concept of effective education is being extended to include health promotion. Schools that are not health promoting schools cannot really be considered to be truly effective. Effectiveness, and therefore health promotion in schools, is not a static competence but is rather a dynamic concept that needs to be supported by a process of continuous improvement. The normal ongoing processes of school self-evaluation and school development planning should, therefore, place at their heart the development and maintenance of the school as a health promoting school. School evaluation and improvement need to be linked to the broader planning infrastructure that involves community and joint health improvement planning.

Developing integrated community schools

The Scottish Executive has indicated that all schools in Scotland are to become integrated community schools by 2007. Becoming a health promoting school is central to this development. Indeed, *Improving Health in Scotland: The Challenge* (2003) explicitly states that every integrated community school will also be a health promoting school.

In the *New Community School Prospectus* (1998), schools are encouraged to consider the health-related needs of the whole-school community and work closely with partners to develop an integrated response. Evidence based on practice across the country suggests that, if a holistic vision of health is adopted and endorsed by all partners, almost every aspect of an integrated community school has impact in some way on the health and well-being of its pupils, families, staff, and wider community. In a sense, therefore, a health promoting school represents a particular but very extensive dimension of an integrated community school. The challenge for planners is to ensure that there is a coherent, complementary approach to the development of integrated community schools and health promoting schools.

Staff development

Some staff who work in schools and other professionals who work in related services have a good understanding of the issues involved in effective health promotion in schools. This situation, however, is not consistent throughout Scotland. The knowledge, understanding and skills that are needed to contribute positively to the development and maintenance of health promoting schools should be important elements of the initial training and continuing professional development of all school staff and other professionals in related fields. There would be benefit in improving and extending some of the approaches to collaborative, multi-professional training that already takes place in some parts of Scotland.

Next steps

Schools that are well advanced in relation to health promotion should find *Being Well – Doing Well* to be a useful confirmation of the thinking and practice they already have in place. They should also find it useful in planning their further development as health promoting schools. However, the focus of some schools has already progressed beyond achieving a shared whole-school agreement about the nature of health promoting schools to an interest in how the various key characteristics can be best achieved in practice. Fairly soon all schools should be in that position. The following paragraphs outline some of the features that are already in place, or are planned, to help schools take the next steps.

The Scottish Health Promoting Schools Unit

In seeking to assist the development of health promoting schools within the broader framework of policy initiatives the Scottish Executive has set up the Scottish Health Promoting Schools Unit (SHPSU).

The aims of SHPSU are to champion, facilitate and support the development of health promoting schools throughout Scotland. SHPSU will endeavour to develop and provide a coherent view of policy and practice in relation to health promoting schools. It operates as a result of partnership involving the Scottish Executive Education and Health Departments, Learning and Teaching Scotland, NHS Health Scotland and COSLA. Its work is directed by a broadly based steering group drawn from policy makers, researchers and practitioners in the education and health services.

In pursuit of its aims, SHPSU works in partnership with all stakeholders at both national and local levels. It is not resourced to provide extensive direct funding or support to schools, local authorities or NHS boards but it is keen to discuss with these partners how it can help them as they develop health promoting schools throughout Scotland. It will welcome contributions and enquiries related to the development of health promoting schools. Contact details are given in Chapter 4.

The National Health Promoting Schools Network

This network, set up by SHPSU in 2003, comprises a member from every local authority and NHS board in Scotland. It exists to facilitate the flow of information relating to health promoting schools between national and local levels, between schools, and between local authorities, NHS boards and other partners. The network will play a central role in the sharing of good practice and in the development of future national advice. It meets several times a year under the aegis of SHPSU. The local representatives on the national network are important points of contact for schools and others who want information about health promotion in schools and access to local health promotion networks.

The National Health Promoting Schools Website

A phased development programme for the national website is already underway and it is planned that the first phase should 'go live' in spring 2004. The national site draws extensively on the local website that was developed by NHS Greater Glasgow, NHS Lanarkshire and NHS Forth Valley, and which is located at www.healthpromotingschools.co.uk. The development of the national website is being supported very positively by these three NHS boards and by a range of other partners.

The national website, which will supersede the local site but use the same address as that given above, will have zones for practitioners, family and community, and pupils. It will have facilities to allow discussion of key issues and for practitioners and others to contribute to developments and report on their practice. It will serve as an important complement to, and extension of, the role of the national network in facilitating the exchange of information and good practice. It will also be an important means of updating information and progress on many of the developments outlined in *Being Well – Doing Well* and other relevant publications.

A Route to Health Promotion

Her Majesty's Inspectorate of Education (HMIE) is working with a range of partners to provide a revised version of *A Route to Health Promotion* (1999) that takes due account of *How good is our school?* (2002), *Being Well – Doing Well* and developments in integrated community schools. The revised version, which is due to be published in spring 2004, will provide guidance and tools for use in self-evaluation that will enable schools to judge the progress they have made towards becoming a health promoting school.

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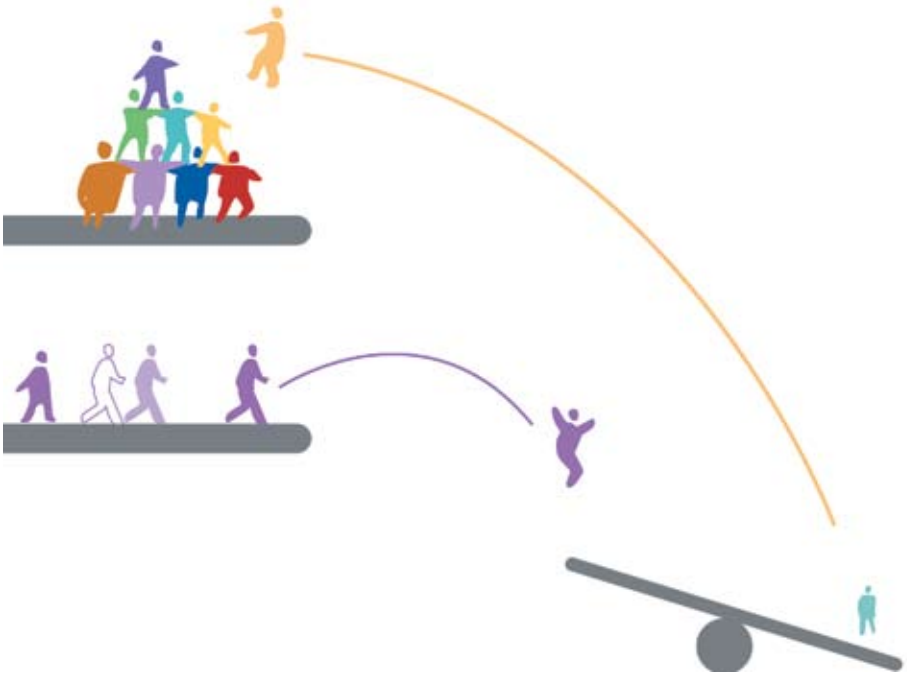

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