

Health Promoting Schools in Scotland

A partnership approach

Strategic Plan 2006-2008



SCOTTISH EXECUTIVE



1. Context

In 1999 Scottish Ministers expressed an aspiration that all schools in Scotland be health promoting schools by 2007. The health promoting school approach has provided a focus for building partnership between education and health sectors at all levels. The Scottish Executive Health and Education Departments worked in partnership with COSLA, NHS Health Scotland (formerly HEBS) and Learning and Teaching Scotland to establish the Scottish Health Promoting Schools Unit (SHPSU). The role of SHPSU is to provide national leadership, coordination and support for all partners to develop health promoting schools throughout Scotland. SHPSU is advised by a Partners Policy and Strategy Group which consists of representatives from the founding partners, sportscotland and HMIE. A Director of Education chairs the group. The role of this partnership is to shape strategic delivery and direction of health promoting schools and to guide and support the work of the SHPSU.

Good strategic direction from this partnership has positioned the health promoting schools agenda in the mainstream of national developments in the education sector. National impact was significantly increased through further liaison with a wide range of national and local partners. Working with these partners SHPSU has published *Being Well – Doing Well: a national framework for health promoting schools in Scotland (2004)*; created a National Health Promoting Schools Network involving lead officers from every Council and NHS Board throughout the country, developed a National Health Promoting Schools Website and implemented a National Framework for Accreditation of Health Promoting Schools. These developments have all contributed to a national vision and supported the implementation of the health promoting school approach.

Across Scotland there are many positive examples of effective partnerships between schools, councils and NHS boards in developing a wide range of innovative approaches to support children and young people to *be well* and to *do well*. There is now a need to build on this and encourage local solutions and approaches that support positive outcomes for children and young people.

In order to continue to support local partnerships as they work to develop sustainable approaches to health promoting schools, as well as leading developments at a national level, the Partners Policy and Strategy Group has collaborated to produce this strategic plan for the health promoting schools agenda in Scotland 2006 - 2008. This plan aims to address key challenges identified by the partners in taking this agenda forward.

2. Partners' roles and responsibilities

As well as ensuring a coordinated and coherent approach to the health promoting school, the partner organisations fulfil a number of specific roles, responsibilities and contributions to the agenda. These are listed below.

NHS Health Scotland

NHS Health Scotland is the national health improvement body and has responsibility for:

- firmly establishing the leadership role of Health Scotland in the longer term direction of policy and practice in relation to the health promoting schools agenda
- ensuring the work of Health Scotland aligns with partner organisations in forwarding the health promoting schools agenda
- continuing to provide specialist expertise, in the areas such as resource development, topic specific areas and research
- building capacity within those organisations delivering on or supporting the health promoting schools agenda
- linking health promoting school developments in Scotland to the World Health Organization and the European Network of Health Promoting Schools
- monitoring and evaluating the impact of specific health promoting school developments.

COSLA

COSLA, the Convention of Scottish Local Authorities, is the representative voice of Scottish local government and has a responsibility for:

- ensuring work at officer level is led and prioritised by Elected Members
- representing and promoting the Local Authority interest, role and perspective in the development of the health promoting schools agenda
- working with partner organisations where appropriate to deliver shared agendas, adding value through partnership particularly in relation to sustainability
- recognising the respective roles of central and local government and the European Union, influencing the formulation of policies to ensure their implementation delivers on local priorities and policies
- promoting a vibrant and positive local government agenda.

Key contributions from COSLA in respect of the health promoting schools agenda are to:

- support flexible, locally-responsive approaches to health promoting schools across Scotland
- identify local government priorities related to health promoting schools to inform and influence policy development with the local government perspective
- support the leadership role of elected members in relation to health promoting schools
- involve fully member councils and elected members in the development of the health promoting schools agenda.

Learning and Teaching Scotland

Learning and Teaching Scotland is an executive non-departmental public body, sponsored by the Scottish Executive Education Department, with a remit to:

- promote actively a climate of innovation, ambition and excellence throughout the Scottish education system
- support teachers, schools and local authorities in improving the quality of education and raising levels of achievement of all learners
- ensure that the curriculum and approaches to learning and teaching, including the use of Information and Communication Technology (ICT), assist children and young people in Scotland to develop their full potential
- work in close partnership with The Scottish Executive and other key stakeholders, build capacity and support the delivery of a first-class education that is recognised as such nationally and internationally.

It has a responsibility to:

- provide education policy advice and support the implementation of policy
- support schools and local authorities to achieve the effective delivery of the health promoting schools agenda within the context of Ambitious, Excellent Schools and work with the Curriculum for Excellence team to develop a coherent and progressive 3-18 health and well-being curriculum which improves health and PE
- join up educational initiatives
- support online dissemination of health promoting school development through Information and Communication Technology /Scottish Schools Digital Network (ICT and SSDN).

A particular contribution made by Learning and Teaching Scotland is to host the SHPSU on behalf of the strategic partners.

HMIE

HMIE's core objective is to promote sustainable improvements in standards, quality and achievements for all learners in a Scottish education system which is inclusive. Working in partnership, HMIE will seek to ensure that:

- children, young people and adults in Scotland become successful learners, confident individuals, active citizens and effective contributors in the workplace and community; and
- providers of educational and children's services in Scotland enable children and young people to be safe, nurtured, achieving, healthy, active, included, respected and responsible.

It has a responsibility to:

- establish how good a school is at meeting children and young people's needs in respect of the curriculum, learning and teaching, pastoral care and leadership
- evaluate the implementation of *Hungry for Success* in a percentage of inspections in primary, secondary and special schools
- monitor the implementation of increased time for and quality of Physical Education (PE)
- monitor school effectiveness in addressing sensitive issues, in particular sexual health and relationships, and substance use
- gather information about health promoting school activities in school inspections via the pre-inspection profile
- identify good practice and celebrate success
- work with the Curriculum for Excellence team to develop a coherent and progressive 3-18 health and well-being curriculum which improves learning and teaching in health and PE.

In addition to the points outlined above HMIE's particular contribution to the health promoting schools agenda is to introduce a more pronounced focus on health education within inspections.

Scottish Executive

The Scottish Executive Health and Education Departments have jointly committed to the development of the health promoting schools agenda throughout Scotland.

The Scottish Executive has responsibility to:

- sponsor SHPSU, LTS and sportscotland (and provide funding for COSLA's health improvement activity) providing strategic direction and support to the relevant bodies and ensuring appropriate performance monitoring
- set policy direction and priorities for health education and promotion in schools and for health improvement in the wider context, and communicate the policy agenda to partners and stakeholders
- manage the health curriculum including sexual health and relationships, and substance use, as well as overseeing initiatives such as *Hungry for Success*, Active Schools and support for mental health and emotional well-being.

The key contributions made by The Scottish Executive in respect of this agenda are:

- to provide a strategic steer for national delivery of health promoting schools, identifying policy priorities and aspirations
- to ensure clarity through the alignment of the agendas of sponsored bodies and coordinating business planning
- to ensure regular liaison with the SHPSU Director and team members
- with SHPSU, to ensure a well-functioning Partners Policy and Strategy Group with active engagement by all.

sportscotland

sportscotland is the national body for sport development in Scotland whose goal is to see more people participating in sport and enjoying its benefits. **sportscotland** aims to encourage the whole Scottish population to be involved, from primary schoolchildren to elite athletes.

Investment between now and 2007 will focus on the following areas:

- school sport
- club and community development
- coaching
- volunteering
- player improvement
- medal success
- organisational development of Scottish governing bodies of sport.

sportscotland is committed to putting in place a long-term, sustainable infrastructure for Scottish sport and will be working to develop the following:

- an Active Schools network
- sustainable club structures
- a coaching network
- regional Sports Partnerships
- the Institute Network
- a network of national, regional and local sports facilities.

Scottish Health Promoting Schools Unit

SHPSU provides national leadership, coordination and support for all partners to develop health promoting schools throughout Scotland in relation to the national implementation target date of December 2007 and the mainstreaming of the health promoting schools agenda in education and health policy and practice.

Leading the health promoting schools partnership, SHPSU has responsibility to ensure that:

- there is a coherent national approach to policy making and implementation relating to health promoting schools that is flexible and well suited to local needs and capabilities
- national policy and priorities are interpreted and explained effectively to key partners and stakeholders
- effective channels of communication, which enable the delivery and development of health promoting schools, are maintained
- national agencies and organisations work together to plan their support for this approach in a cohesive manner
- every Council and NHS Board is supported to integrate and embed its approaches to health promoting schools in its planning, evaluation and reporting processes
- every Council and NHS Board is encouraged and supported to have an appropriate local system to support the health promoting schools agenda
- good health promoting schools practice at regional and local level is disseminated and celebrated.

The particular contribution made by the SHPSU is to:

- provide a frontline interface with Councils, NHS Boards and other local partners
- facilitate continuous improvement through offering support and challenge
- maintain an overview of the work of the partnership
- champion the health promoting school agenda at all levels.

3. The aim of the partnership

The aim of the partnership is to support the development and delivery of health promoting school approaches throughout Scotland.

4. Strategic functions of the partnership

The strategic partners identified four strategic functions of the partnership which are listed below and form the basis of this strategic plan.

1. To ensure effective **leadership and direction** through a coherent national approach to policy making and implementation of the health promoting schools agenda in Scotland
2. To provide cohesive **guidance and support** to local and regional partners in achieving the 2007 target and ensuring sustainability of the health promoting school approach
3. To **build capacity** for health promoting school development at national, regional and local levels
4. To ensure effective **monitoring and evaluation** of health promoting schools development at national, regional and local levels.

SHPSU is the focal point for the development of the health promoting schools agenda in Scotland. Within the health promoting school partnership, SHPSU makes a particular contribution to the mainstreaming of the agenda through making arrangements for effective delivery of the health promoting schools approach. This is achieved through facilitating communication among key partners at national and local level and supporting them to embed health promoting school approaches within their policy, planning, implementation, evaluation and reporting structures.

The following table provides an overview of the strategic functions and priorities for the development of the health promoting schools agenda as agreed by the strategic partners

Strategic function of the partnership	Priorities of the partnership
1. Leadership and direction	1.1 Developing coherence and sustainability of the health promoting schools agenda through a Curriculum for Excellence and Ambitious, Excellent Schools 1.2 Shaping future agendas
2. Guidance and support	2.1 Sharing good health promoting schools practice 2.2 Supporting health promoting school networks and communicating with stakeholders
3. Build capacity for health promoting schools development	3.1 Developing the health promoting school workforce
4. Monitoring and evaluation	4.1 Monitoring and evaluating the impact of health promoting schools 4.2 Developing, maintaining and utilising the evidence base for health promoting schools

Function 1: Leadership and direction

Priority 1.1: Developing coherence and sustainability of HPS through a Curriculum for Excellence and *ambitious, excellent schools*

Key actions	Lead responsibility	SHPSU role	Timescale
1.1.1 Develop the Health and Wellbeing component of the 3-18 curriculum	LTS	Development Manager: Link with Health and Wellbeing Curriculum for Excellence group	Ongoing
1.1.2 Ensure topic specific developments align with a Curriculum for Excellence 3-18	LTS	National Development Officers (NDOs): integrate topic developments with a Curriculum for Excellence	Ongoing
1.1.3 Identify and connect agendas in and across education and health e.g. Assessment is for Learning, inclusion, citizenship, enterprise	SE	Development Manager: link with LTS and HS projects	Ongoing
1.1.4 Inform emerging policy and interpret and explain current policy to national and regional stakeholders	SHPSU	Director: connect policy makers, networks and practitioners	Ongoing
1.1.5 Implement national accreditation and support local accreditation arrangements for health promoting schools	SHPSU	Director: facilitate the process at national and local level	April 06 – December 06
1.1.6 Embed HPS approaches within health and education policy and practice at national and regional levels	SE	Team: support key partners to embed HPS approaches within practice	Ongoing

Function 1: Leadership and direction

Priority 1.2: Shaping future agendas

Key actions	Lead responsibility	SHPSU role	Timescale
1.2.1 Collate information on national and international health promoting school developments and policy	HS	Director: liaise with HS and other key partners	Ongoing
1.2.2 Keep all partners i.e. strategic, regional and local apprised of international and national policy and practice developments relating to health promoting schools	SHPSU	Team: communicate with key partners / disseminate information	Ongoing
1.2.3 Collate relevant health promoting school research	HS	Director: liaise with HS and other key partners	Ongoing
1.2.4 Disseminate research and latest thinking on health promoting schools and identify areas for consideration when shaping future policy and practice e.g. links to attainment, emotional intelligence	SHPSU	Team: communicate with key partners / disseminate information	Ongoing
1.2.5 Monitor the extent to which national and international intelligence, health promoting schools research and evidence base is reflected in national and local delivery	HMIE	Director: liaise with HMIE	Ongoing
1.2.6 Coordinate partners' activities in support of health improvement / promotion in the early years	HS	NDOs: Liaise with HS	Ongoing

Function 2: Guidance and support**Priority 2.1: Sharing good HPS practice**

Key actions	Lead responsibility	SHPSU role	Timescale
2.1.1 Establish criteria, identify, collate and share good practice in relation to health promoting schools	SHPSU	NDOs: liaise with strategic partners	June 2006
2.1.2 Collate and share examples	SHPSU	NDOs / Web Development Manager: collate and disseminate information	Ongoing

Function 2: Guidance and support**Priority 2.2: Supporting HPS networks and communicating with stakeholders**

Key actions	Lead responsibility	SHPSU role	Timescale
2.2.1 Identify, develop and co-ordinate critical health promoting schools networks	SHPSU	Development Manager: liaise with key partners	July 2006
2.2.2 Establish effective two way channels of communication with international, national, regional and local stakeholders	SHPSU	Director: develop a communication strategy	July 2006

Function 3: Build capacity for HPS development

Priority 3.1 Developing the HPS workforce

Key actions	Lead responsibility	SHPSU role	Timescale
3.1.1 Establish and develop health promoting schools as a core element of initial teacher education	SEED	Development Manager: link with SE	Ongoing
3.1.2 Ensure coherent and integrated approaches to health promoting schools related CPD for key education and health staff at national and local levels	SHPSU	Director: link with HS and other key partners	September– December 2006
3.1.3 Integrate health promoting schools within wider programme of HPS workforce development	HS	Director: liaise with HS	Ongoing
3.1.4 Establish and maintain connections with LTS online services and SSDN re. CPD for health promoting schools	LTS	Web Development Manager: liaise with LTS	Ongoing
3.1.5 Develop and deliver topic focused capacity building resources e.g. <i>SHARE</i> , substance use, <i>Growing Through Adolescence</i>	HS	NDOs: liaise with HS	Ongoing

Function 4: Monitoring and evaluation

Priority 4.1 Monitoring and evaluating the impact of HPS

Key actions	Lead responsibility	SHPSU role	Timescale
4.1.1 Embed health promoting schools within regional and school inspection processes	HMIE	NDOs: liaise with HMIE	Ongoing
4.1.2 Support the quality improvement process in respect of health promoting schools at regional and local level	SHPSU	NDOs: facilitate with HPS network and HMIE	July 2006 – March 2007
4.1.3 Evaluate the efficacy of the strategic partnership and the SHPSU in the delivery of health promoting schools	SE	Director: liaise with the evaluation team	September 2006 – September 2007
4.1.4 Identify and implement effective approaches to monitoring impact of health promoting schools related work	SE/HS	Director: liaise with SE and HS	September 2006 – March 2007
4.1.5 Collate and disseminate evaluation findings to key partners as appropriate	SHPSU	NDOs: facilitate collation and dissemination	On going

Function 4: Monitoring and evaluation

Priority 4.2 Developing, maintaining and utilising the evidence base of HPS

Key actions	Lead responsibility	SHPSU role	Timescale
4.2.1 Further develop and maintain the evidence base for health promoting schools	HS	NDOs: collaborate with HS	Ongoing
4.2.2 Utilise and disseminate the evidence base for health promoting schools	SHPSU	NDOs: collaborate with key partners	Ongoing