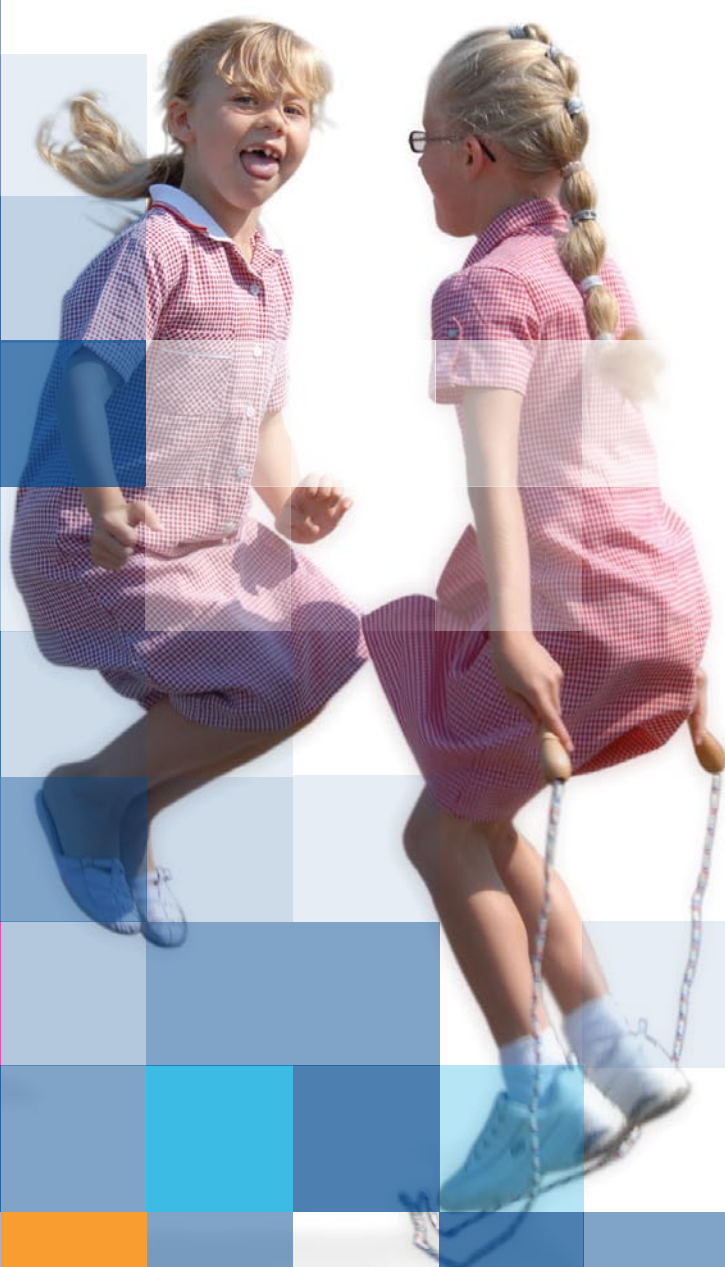




Healthy Schools
Healthier Living & Learning

Governors' Guide



As a school governor, you will know that schools are taking an increasing role in supporting better outcomes for children and young people in many aspects of their lives. The National Healthy Schools Programme [NHSP] is playing a key role in achieving this. It links closely with the Government's policy Every Child Matters: Change for Children, a comprehensive approach to the well-being of children and young people from birth to age 19. Under new legislation [Education and Inspections Act, 2006], schools have a duty to promote pupils' well-being.

The National Healthy Schools Programme

The programme is a joint Department of Health and Department of Education and Skills initiative, which supports the links between health, behaviour and achievement. It is about creating healthy and happy children and young people who, as a result, do better in learning and in life. Its aims are:

- To support children and young people in developing healthy behaviour
- To help to raise pupil achievement
- To help to reduce health inequalities
- To help promote social inclusion

The National Healthy Schools Programme has a target of ensuring that all schools are participating in the programme and 75% achieve National Healthy School Status by December 2009.



What schools need to do to achieve National Healthy School Status

Schools are required, through a whole school approach, to address four themes to achieve National Healthy School Status. These are:

- Personal, Social and Health Education (including sex and relationships education and drug education)
- Healthy eating
- Physical activity
- Emotional Health and Well-being (including bullying).

Schools need to meet national criteria covering each of these themes and to demonstrate outcomes that have had an impact on the learning and behaviour of children and young people. In many cases, evidence is something that schools already have so they will build on what they are already doing.

Schools carry out an audit and plan the actions they need to take. They will also consider how to measure the effectiveness of their work with an emphasis on improved outcomes. These actions and outcomes should inform the school's self-evaluation. When they are sure the criteria are met and minimum evidence is in place, schools then Self-Validate and send the Self-Validation Form to their Local Programme Co-ordinator. As part of the Quality Assurance Framework of NHSP, ten per cent of schools that Self-Validate are annually moderated.

The difference it could make to your school

Schools participating in the National Healthy School Programme are making improvements at a rate faster than schools nationally in a number of key areas, including the quality of provision for Personal, Social and Health Education, the management of behaviour and the support offered to children and young people. Children and young people in schools participating in the National Healthy Schools Programme say that they feel healthier, happier and safer. Their parents also tell us that they feel more involved in their child's health and learning. The National Healthy Schools Programme also supports closer working with health service providers.



Your role as a Governor

To secure sustainable, long-term improvements many schools have taken several years to achieve National Healthy School Status and have involved the whole school community. You are a key part of this process as you can ensure that achieving National Healthy School Status involves parents and the whole school community, and is planned, monitored and reviewed in an appropriate way.

The role of the governing body is to ensure that the overarching aims of the Healthy Schools Programme are embedded into the school's plans. The governing body should receive regular reports and monitor that the planned outcomes are achieved. A member of the governing body could sit on the school's Healthy Schools working group.

Some questions to consider:

- Is your school participating in the National Healthy Schools Programme and, if so, how is it getting on?
- Have the right areas been prioritised?
- If it is not participating, when would be the best time?
- If it has achieved National Healthy School Status, how can this success be maintained and built upon?

What Governors say:

Governors in schools already participating in the National Healthy Schools Programme report positively about its impact.

“Becoming a healthy school has meant fundamental changes for our school and it has changed the culture and atmosphere for the better.

When you walk into the school you immediately pick up on the healthy schools ethos and the holistic approach to improving the physical, emotional and social health and well-being of our children. They are now making much better, more informed choices about food, exercise and friendships which is already having an impact on their ability to enjoy a healthy lifestyle.”

[Beverley Noble, a governor at St Andrew's Primary School, Bishop Auckland, Co Durham]



“We have had a lot of support from parents on achieving Healthy Schools status. The school council has played an important role as well with children having a say in some of the key decisions”.

[Trish Waddington, a governor and parent at Broxbourne Secondary School in Broxbourne, Hertfordshire]



Healthy Schools

www.healthyschools.gov.uk

Further Support

In each local authority there is a Local Healthy Schools Programme Co-ordinator who can offer support to the school. The National Healthy Schools Programme website is a key source of information and updates.

To find out more about healthy schools visit the website www.healthyschools.gov.uk