

School handbook

a guide to the Healthy Schools enhancement model

The role of the Healthy Schools enhancement model in the health and well-being agenda

Healthier children do better in learning and in life. By enabling children and young people to make positive changes to their behaviour regarding health and well-being, you will be helping them reach their full potential in terms of achievement and fulfilment, as well as encouraging good habits which will benefit them both now and in the future.

The vision of the 21st Century School has at its heart the need to address all elements of the lives of children and young people, with a particular focus on health and well-being. To ensure that schools are doing this in a most effective way, Ofsted with the Department of Children Schools and Families (DCSF) have developed indicators that reflect the schools contribution to the well-being of its pupils . These indicators will feature in the development of the School Report Card.

With this in mind, the enhancement model has been designed to help your school develop the wider thinking and planning you will need to do, in order to achieve better outcomes around health and well-being for children and young people. It has also been designed to help you to strive for lasting health and well-being behaviour changes in children and young people, with particular focus on providing targeted support for children and young people who are most at risk

The role of the handbook

This handbook and the supporting how to guides are tools to help your school become part of the Healthy Schools enhancement model

They provide a step by step approach to the model, including prompts for the school Healthy Schools co-ordinator, signposting to support materials and identifying links with other areas, such as school improvement and extended schools.

The primary audience for this guide is the Healthy Schools co-ordinator in your school. Some information is also relevant to a wider audience including head teachers, governors, school staff and health professionals such as school nurses and dieticians. Some sections may be of interest to parents/carers.

This guidance has sections on:

- > Understanding the Healthy Schools enhancement model
- > How does my school become part of the Healthy Schools enhancement model?
- > How the Healthy Schools enhancement model will help you extend beyond NHSS
- > Phase 1 - Planning our change
- > Phase 2 - Delivering our change
- > Phase 3 - Understanding what has changed
- > Quality assuring the work you do in school

There are colour coded boxes within the handbook to help you navigate your way through the process:

Green boxes will direct you to further helpful support materials. These can be found on www.healthyschools.gov.uk

Orange boxes have prompts for the Healthy Schools co-ordinator in your school.

Pink boxes have key information for senior leaders and governors.

Purple boxes show an opportunity for recognition and celebration.

Understanding the Healthy Schools enhancement model

As part of the enhancement model your school will prioritise its own health and well-being agenda. You will choose which health and well-being issues to focus on by using information from a needs analysis to decide what really matters to your own school and its community.

Your school will only become part of the enhancement model when you can show that you have established and maintained a foundation for health and well-being. You will do this initially through achieving National Healthy School Status (NHSS) and then by demonstrating that you continue to meet the NHSS criteria through the whole school approach. This will be done through completion of the online tool called the **annual review**.

You will also work closely with the whole school community, including a wider range of partners as part of the enhancement model.

You may decide to work with other schools as part of the enhancement model. This might be with a local cluster of schools or with other schools working on similar priorities.

The enhancement model is an eight stage model which is divided into three phases:

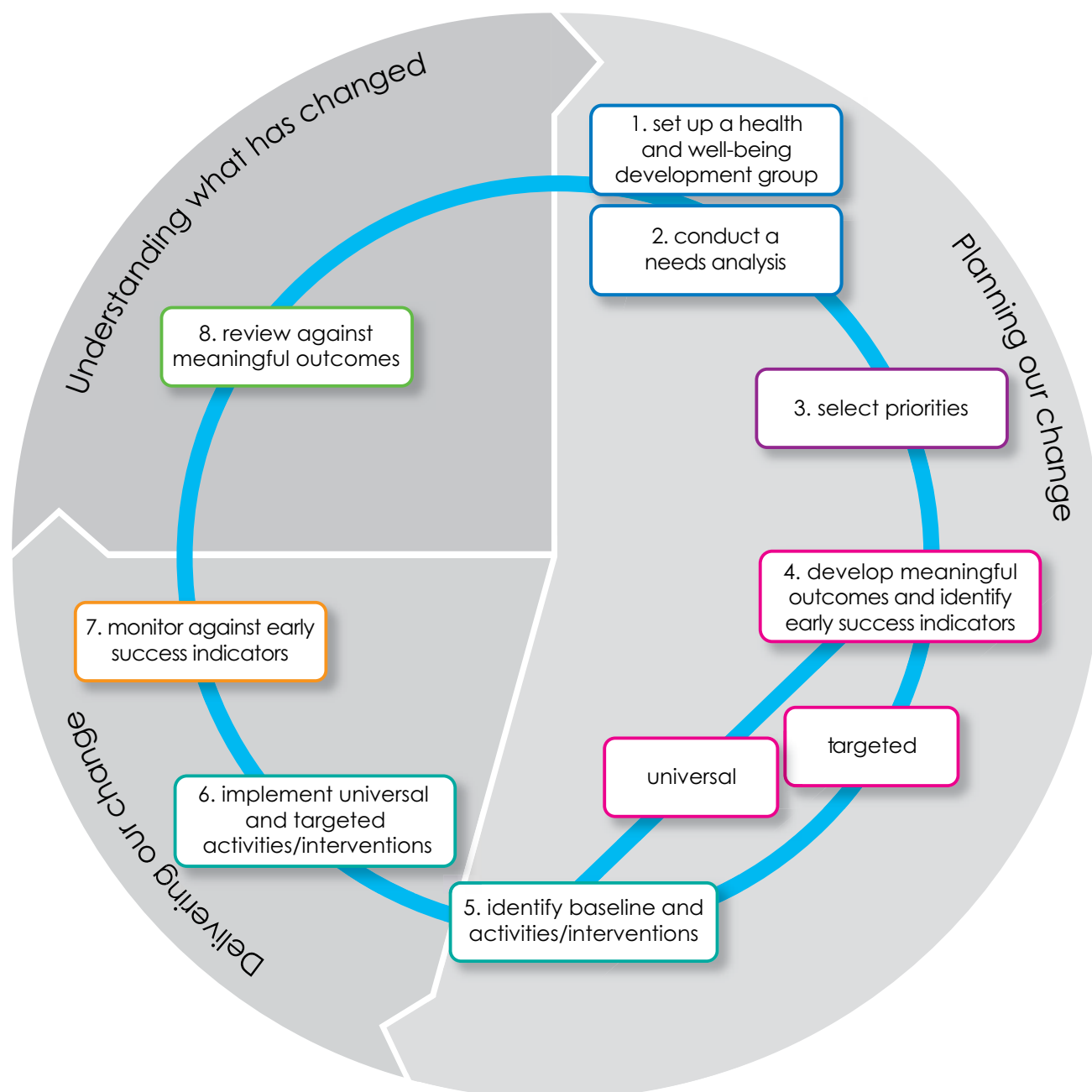
- > Planning our change
- > Delivering our change
- > Understanding what has changed.

Support materials: For further information see the mini guide: **Healthy Schools Enhancement model and links to other key government policies and initiatives** and for further clarification of the language of the enhancement model see: **Healthy Schools enhancement model glossary**.

Senior leaders/governors: The enhancement model will help your school contribute to the wider health and well-being agenda and link with the community cohesion agenda as well as extended services.

The diagram on page 5 shows the stages of the Healthy Schools enhancement model. In simple terms you: **plan, do, and review**.

Healthy Schools enhancement model



As your school becomes part of the enhancement model, you will complete the online **health and well-being improvement tool (HWIT)**. This will guide you through the model and help you to plan and record progress. It will also enable you to submit key information for local quality assurance purposes and will help you populate your Ofsted self-evaluation form.

The enhancement model has been designed to help you undertake this work in manageable stages. It is anticipated that the eight stages will take you two to three years to complete.

Support materials: Use the HWIT to plan and follow the process, record progress and submit key information.

Senior leaders/governors: Only schools which have established and maintained a foundation for health and well-being can become part of the enhancement model.

Recognition: Start using the HWIT and you will become part of the Healthy Schools enhancement model.

How does my school become part of the Healthy Schools enhancement model?

All schools that have achieved NHSS will complete an annual review each year to confirm that you have established and maintained a foundation for health and well-being.

Schools which have achieved NHSS since January 2009 will be able to become part of the enhancement model within a year of achieving NHSS. After the year has passed since having achieved NHSS these schools will become part of the enhancement model using the annual review.

Schools achieving NHSS up to and including December 2008 will become part of the enhancement model after completing the annual review.

All schools will eventually use the annual review to ensure the foundation for health and well-being is maintained. At least 10% of schools completing the annual review will be selected for moderation.

Some schools will become part of the enhancement model after completing the annual review. At least 10% of schools completing the annual review will be moderated.

Support materials: You will use the annual review to show that they still meet the NHSS criteria, through the whole school approach.

How the Healthy Schools enhancement model will enable you to extend beyond NHSS

As a school involved with Healthy Schools and choosing to be part of the enhancement model, you are likely to already place significant importance on meeting the health and well-being needs of your children and young people.

It is important to remember as your school becomes part of the enhancement model that you are not starting from scratch but that you are building on the health and well-being foundation you have already put in place in your school.

The table opposite illustrates how your school will develop your current Healthy Schools practice and structures when you become part of the enhancement model.

Enhancement stage	NHSS (where you are now)	As part of the enhancement model
Health and well-being development group	You have a task group based in your school.	A health and well-being development group (HWDG) will involve members of the wider school community including key partners. If you are working as part of a cluster, schools can share a HWDG, however each school will need to have its own lead.
Needs analysis	The needs of your school are identified by completion of the audit and meeting 41 criteria.	You will use local and school data to establish the health and well-being needs of the whole school population and targeted groups of children and young people.
Selecting priorities	Priorities are generated by auditing against the 41 criteria.	The needs analysis will help determine a local and a school priority. These will link with national and local indicators. These set out the direction of your Healthy Schools work and are selected by the school.

Enhancement stage	NHSS (where you are now)	As part of the enhancement model
Meaningful outcomes and early success indicators	You identify these at self-validation.	Meaningful outcomes which are for universal provision and targeted groups, along with early success indicators (ESIs) which are the milestones on the way to meeting meaningful outcomes are approved through a local quality assurance system (QUAS).
Activities/interventions	<p>These are predetermined by the four themes.</p> <p>Completion of the audit and self-validation confirms that activities/interventions are in place.</p>	<p>These will be chosen by your school to meet your meaningful outcomes and achieve ESIs.</p> <p>They will be delivered by your school working closely with partners, where appropriate.</p>
Monitoring	The quality assurance group (QUAG) carries out a quality assurance role and moderates 10% of schools self-validating.	Your school will monitor its own progress against its ESIs.
Success	The audit process is replaced by an annual review, enabling schools to confirm that they still meet NHSS criteria and that the whole school approach is embedded into everyday school life.	Your school will self-validate when it achieves meaningful outcomes and seeks recognition through a local QUAS.

Phase 1 - Planning our change

As part of the enhancement model you will identify the health and well-being needs of children and young people in your school and then plan your Healthy Schools work around those needs. This may be unfamiliar to some of your colleagues. You will need a health and well-being development group to take this work forward.

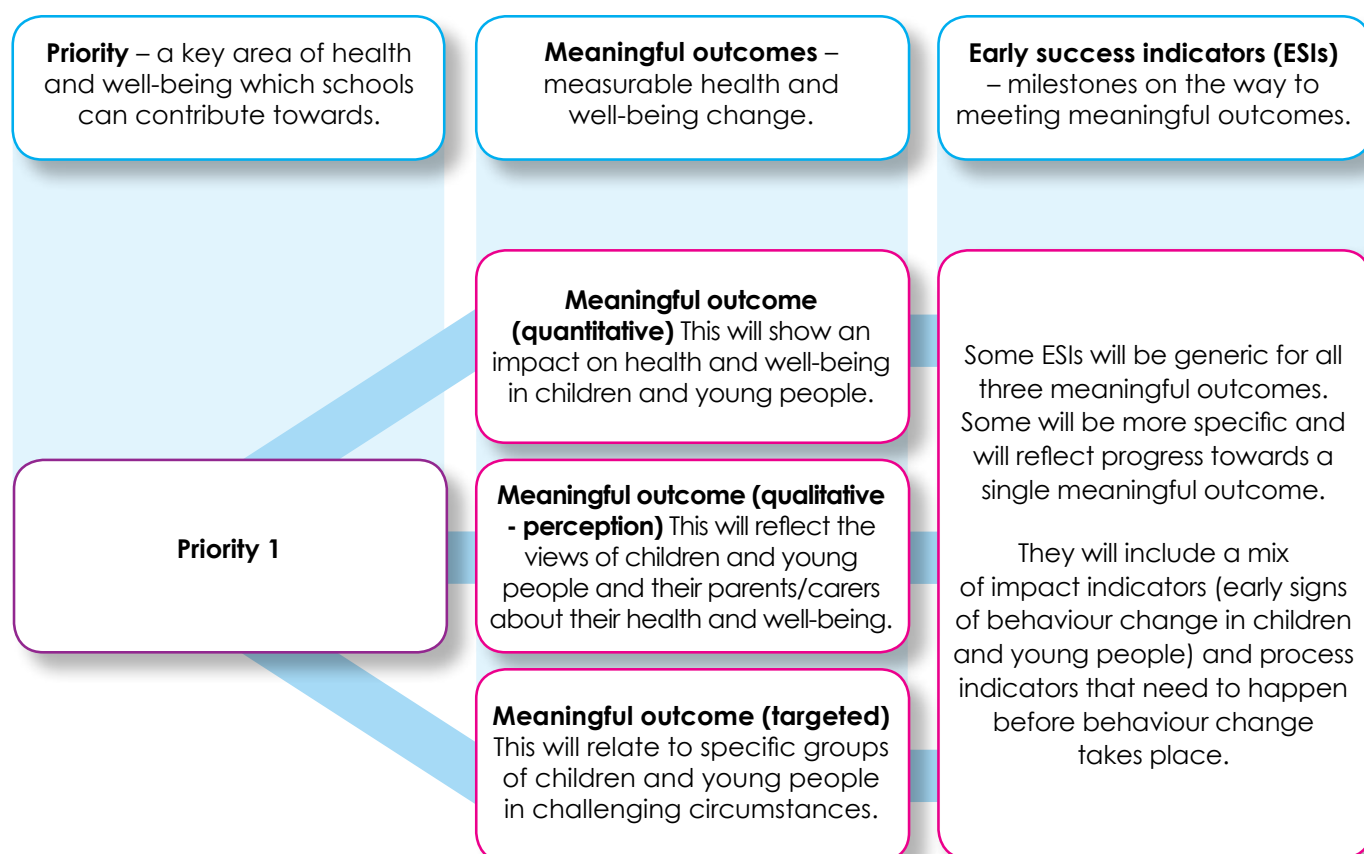
You will do this by:

- > Using relevant data to identify two priorities (the key areas of health and well-being you will focus on during your work as part of the Healthy Schools enhancement model e.g. obesity or under 18 conception)
- > Deciding what meaningful outcomes you can meet (measurable health and well-being change for children and young people that you plan to meet as part of the enhancement model)

- > Identifying early success indicators (ESIs) (the milestones you will achieve that indicate you are on the way to meeting meaningful outcomes)
- > Identifying activities/interventions which will bring about the desired change in health and well-being.

The good news is that you don't need to do all this work in one go. The guides accompanying this handbook will help you understand and work through the enhancement model in manageable stages.

The following diagram gives you an overview of priorities, meaningful outcomes and ESIs of phase one of the enhancement model.



The five stages of phase 1

Stage 1 – set up a health and well-being development group

You need to set up a health and well-being development group (HWDG) to help plan the Healthy Schools work you will do as part of the enhancement model.

If you already have a Healthy Schools task group in place you may wish to review with this group the membership to make sure you have the right mix of expertise to take this work forward.

You should also agree the key tasks the group will need to perform as part of the enhancement model.

The following list will help you start this discussion but you may also wish to add to it. Possible key tasks:

- > Ensure that health and well-being is reflected in the vision and strategic planning of your school
- > Complete the needs analysis
- > Jointly select priorities based on your needs analysis
- > Develop meaningful outcomes and identify early success indicators (ESIs)
- > Implement universal and targeted activities/interventions
- > Celebrate achievement as part of the enhancement model.

The membership of the group should be reviewed on an ongoing basis to ensure it continues to reflect the priorities and selected activities/interventions. The membership will depend on the size of your school. It is vital that you reflect the views of children and young people, parents/carers, governors and relevant partners when you make key decisions about your Healthy Schools work as part of the enhancement model, so your membership should also reflect this.

If you are working as part of a cluster schools can share a HWDG, however each school will need to have its own lead.

Support materials: Prompts in the health and well-being improvement tool (HWIT) will guide you through reviewing your HWDG.

Prompts:

- > Which staff should be represented on the HWDG? Have you included representation from support staff?
- > How are children and young people represented on the HWDG?
- > How are parents/carers represented on the HWDG?
- > What partners should be included?

Senior leaders/governors: It is vital that the HWDG includes representation from the senior leadership team, as plans should feed directly into the school development plan.

Recognition: When you first engage with the HWIT you will receive a welcome letter.

Stage 2 – conduct a needs analysis

You will undertake a needs analysis to build up a clear understanding of what the health and well-being needs are for your school population and its community.

The guide: **How to conduct a needs analysis, including gathering, analysing and interpreting data** provides more detailed guidance on how you can do this.

It explains where your school can access a wide range of health and well-being data and how this can be an effective source of information about the needs of your school population. The guide will help you consider data relating to the whole school population as well as data relating to specific groups of children and young people in vulnerable or challenging circumstances. Your Local Programme Co-ordinator may be able to signpost you to data to help with this stage of the process.

Support materials: For further information look at the guide: **How to conduct a needs analysis, including gathering, analysing and interpreting data.**

Stage 3 – select priorities

You will use the information you have considered during the needs analysis to help select two priorities:

- > A local priority – an issue which is a priority across your local authority and is included in the Local Area Agreement (LAA) or Children and Young People’s Plan (CYPP) for your locality
- > A school priority – an issue seen as a particular priority by your school and informed by data relating to your school
- > Both priorities will be National Indicators (NI) but not all NIs are priorities
- > If a school can contribute towards an NI it is considered a priority
- > If a school can achieve an NI it is considered a meaningful outcome (see stage 4 for more details).

A useful way to consider priorities is to think of them as the local strategic health and well-being issues which your school can contribute towards, but cannot work through on its own.

Support materials: For further information on stage 3 see the guide: **How to identify priorities** and for further explanation on NIs see the mini guide: **National Indicators - information for schools**.

Senior leaders/governors: The priorities you choose will link directly to the priorities identified by your local authority and partners as priorities. Schools cannot solve national problems such as under 18 conception or obesity but they can play an important part in improving outcomes for children and young people that contribute towards these strategic priorities.

Stage 4 – develop meaningful outcomes and identify early success indicators

You will develop three meaningful outcomes - the measurable health and well-being improvements for children and young people that you plan to meet as part of the enhancement model. These should be firm numerical aspirations that will reflect clear success.

Meaningful outcome (quantitative)

These meaningful outcomes show an impact on health and well-being in children and young people.

Meaningful outcome (qualitative - perception)

These meaningful outcomes will reflect the views of children and young people and their parents/carers about their health and well-being.

Meaningful outcome (targeted)

These meaningful outcomes will relate to specific groups of children and young people in challenging circumstances. They can be either quantitative or qualitative - perception. Groups of children in challenging circumstances might include children in care, young carers or a more generic group such as children and young people having difficulty forming relationships with peers in school. Your school will use data analysis to decide which group of children and young people to target.

You will also develop early success indicators (ESIs) which will be the milestones you achieve on the way to meeting these meaningful outcomes.

They will be the indicators that help you monitor whether your activity/intervention is having the impact you want, in order to meet your meaningful outcomes. They will also provide you with an opportunity to recognise and celebrate successes with your whole school community when you reach ESIs on the way to meeting meaningful outcomes.

Your priorities, meaningful outcomes, ESIs, timescales for ESIs and how you plan to provide evidence that you have achieved meaningful outcomes, all need to be entered on the health and well-being improvement tool (HWIT). They will be submitted for approval through your local quality assurance system (QUAS) before you move on to the next stage of the process.

Support materials: For further information, see the guide: **How to develop meaningful outcomes and identify early success indicators.**

Senior leaders/governors: Meaningful outcomes will relate to the well-being indicators.

Recognition: Once your priorities, meaningful outcomes, ESIs and details of how you will evidence meaningful outcomes have been approved through the local QUAS you will receive a certificate and you will be able to use the Healthy Schools enhancement model branding.

Stage 5 – identify baseline and activities/interventions

Once your priorities, meaningful outcomes and early success indicators (ESIs) have been approved through the quality assurance system of the Local Programme, then you will need to consider which partners are best suited to support you in meeting the meaningful outcomes you have selected.

As part of Healthy Schools enhancement model, we use the term activities/interventions to mean actions or interventions which will take place in your school to achieve ESIs and meet meaningful outcomes. These activities/interventions will lead to physical or emotional health and well-being change in children and young people.

Activities/interventions can be informed by evidence and/or based on good practice principles.

You should also check the latest Department for Children, Schools and Families (DCSF) advice relating to the activity/intervention you are considering.

You will work with your health and well-being development group and key partners to identify activities/interventions which will achieve the ESIs you have identified.

Support materials: For further information see the guide: **How to select and plan activities/interventions.**

Involvement of partners

You should check for validation or references of the partners you are preparing to work with. You may be able to get references from other schools. Some Local Programmes may also be able to recommend or validate partners.

The following key questions may help you:

- > What partners can help your school deliver some or all of the meaningful outcomes?
- > Have you considered the additional benefits of working with the partner?
- > How will the partner understand the enhancement model including the role of the health and well-being improvement tool?
- > How will you consider whether it is appropriate to establish formal agreement with the partner so that expectations, outcomes and timescales are clear?

Before you move on to the next stage of the process, baseline measures need to be in place so that the progress of activities/interventions can be monitored effectively. Some baseline measures will overtly link to early success indicators and will come from the original needs analysis. Some new baseline measures may also be required once an activity/intervention is selected so you can measure the impact of the activity/intervention. You will need to make a judgement about which baseline measures are required to monitor the impact, depending on the complexity of the activity/intervention selected.

Support materials: For further information see the guide: **How to select and plan activities/interventions.**

Phase 2 - Delivering our change

The two stages of phase 2

Stage 6 – implement universal and targeted activities/interventions

At this point your health and well-being development group will need to consider who needs to be involved, what needs to be in place for activities/interventions to happen and by when.

The Local Programme may be able to support schools with this stage and in particular signpost schools to partners who can help with the implementation of activities/interventions. Some of this work will have been considered in stage 5.

You may also find it useful to contact other schools working on the same priorities to share experiences.

Stage 7 – monitor against early success indicators

Having established a baseline, your health and well-being development group (HWDG) will monitor progress on a regular basis to ensure you are on track to achieve early success indicators (ESIs) and meet meaningful outcomes within the timescales recorded at stage 4.

You will record this information in the health and well-being improvement tool (HWIT).

If monitoring shows that activities/interventions are not having the anticipated impact, there may be a need to revise your ESIs. These can be amended on the HWIT following discussions with your HWDG. If you consider there is a need to amend the meaningful outcomes, this will need to be approved with your local quality assurance system.

Support materials: For more information look at the guide: **How to monitor early success indicators.**

Senior leaders/governors: You will want to ensure that monitoring of progress is integrated into management reporting systems in your school, including your school improvement plan.

Recognition: When you achieve ESIs this is a good opportunity to celebrate with your whole school community.

Phase 3 - Understanding what has changed

Stage 8 – review against meaningful outcomes

Your school will review progress towards the meaningful outcomes you have set. The health and well-being development group will work closely with the senior leadership team at this stage of the process. You will self-validate using the health and well-being improvement tool (HWIT).

As each meaningful outcome is met, the HWIT will generate a form to be sent to the Local Programme. This will state the meaningful outcomes achieved, together with the supporting evidence outlined in your submission at stage 4. The quality assurance system (QUAS) of the Local Programme will either confirm achievement or seek further clarification on the evidence you have put forward. Once approved by the QUAS your school will receive national recognition.

You will then be expected to consider further ways of achieving improved health and well-being behaviour in children and young people, in light of the experience you have gained. You will do this by undertaking an up-to-date needs analysis and selecting a new priority to focus on.

Prompts:

- > How can you demonstrate progress?
- > Is ongoing work clearly embedded within the school development plan?
- > How can you work more closely with partners and the Local Programme to review this work?
- > How is this work sustainable over time?

Senior leaders/governors: Each time you meet a meaningful outcome you will receive recognition. This is an opportunity to celebrate success with the whole school community. These meaningful outcomes should also be recorded in your Ofsted self-evaluation form.

Recognition: You will receive recognition each time you meet a meaningful outcome and this has been confirmed through the local QUAS.

Quality assuring the work you do in school

Healthy Schools is seen as a key delivery vehicle for the wider health and well-being agenda. The quality assurance system (QUAS) which is in place both for NHSS and for the enhancement model is designed to make sure that the high standards set by the majority of schools are consistent across the whole country.

Local Programmes will develop a QUAS which will enable Healthy Schools to:

- > Ensure that Healthy Schools links with existing strategic processes, to inform commissioning arrangements and the Children's Trust
- > Monitor completion of the annual review by schools while continuing to moderate a minimum of 10% of schools with NHSS
- > Annually moderate 10% of schools completing the annual review
- > Support and monitor the recruitment and progress of schools as part of the enhancement model
- > Co-ordinate/signpost the provision of relevant health and well-being data to schools
- > Confirm, or seek further clarification of, the health and well-being priorities, meaningful outcomes and early success indicator, timescales and how a school plans to evidence meaningful outcomes, presented at stage 4
- > Confirm, or seek clarification of, achieving a meaningful outcome at stage 8
- > Overseeing recognition of schools which are part of the enhancement model.



For further information...

please contact your Local Programme Co-ordinator.

Their contact details and more information about Healthy Schools can be found on our website:

www.healthyschools.gov.uk



Healthy Schools is a joint Department of Health and Department for Children, Schools and Families initiative

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