

Meeting:	Lifelong Learning overview and Scrutiny Sub Committee
Date:	April 4 th 2006
Subject:	Healthy Lifestyles
Responsible Officer:	Director of Children's Services
Contact Officer:	Gill Roberts – PSHCE Consultant
Portfolio Holder:	Bill Stephenson
Key Decision:	No
Status:	Public 1

Section 1: Summary

Decision Required

For information

Reason for report

To inform committee of the work that is being done to promote healthy lifestyles in schools

Benefits

Information will help councillors understand and support the work that is being done in schools

Cost of Proposals

NA

Risks

NA

Implications if recommendations rejected

NA

Section 2: Report

2.1 Brief History

UPDATE ON HEALTHY LIFESTYLES IN SCHOOLS

Background

The National Healthy Schools Programme was launched by the DH and DfES (then DFEE) in 1999. In 2000 Brent and Harrow developed their own local programme as a partnership between the Brent and Harrow Health Authority and the two LEAs, with 5 pilot schools in Harrow. This programme was accredited to the national standards in 2002. We are currently in phase 3 of the programme and from September 2005 the requirements to gain national healthy schools status were changed as part of the Choosing Health White Paper and the Every Child Matters agenda. Schools have to meet standards in each of the four core themes (Personal, Social and Health Education (including sex and relationships education and drug education), Healthy Eating, Physical Activity and Emotional Health and Well Being. The criteria for each theme are attached as appendix A.

Personal Social and Health Education (contributing all 5 ECM outcomes)

All schools have a named PSHE Co-ordinator. Termly meetings are held for Co-ordinators in the primary and secondary phases that are publicised through the CPD programme. Specific inset is also provided e.g. on sex and relationships and drug education, healthy eating, school councils, loss and bereavement, domestic violence, links with Every Child Matters and healthy schools. There have been 160 participants on specific courses related to PSHE since March 2005 offered through the central inset programme. The DfES Certification of the Teaching of PSHE programme was disseminated nationally for the first time in 2004. The programme was offered to Harrow schools and six teachers were successful in gaining the certificate in June 2005 (4 from high schools and 3 from middle schools). The certificate provides a professional development opportunity for teachers to have their skills in teaching PSHE recognised nationally. They have to provide evidence of their teaching that meet a number of standards reflecting best practice in PSHE and a chosen specialist module of either sex and relationships education (SRE) or drug education. Four of the six teachers chose SRE and 2 chose drug education. This year we have ten teachers taking part in the programme and 4 community nurses. Teachers gaining the certificate will have an important role in disseminating best practice within their schools and across other schools e.g. through seminar lessons.

The Student Advisory group led the third PSHE Activity Day for year 9 pupils from Harrow High schools in October 2005. The students planned the day based on the five outcomes of ECM and invited 10 students from every high school to attend. The day proved to be very successful and was used to inform young people about ECM and encourage them to go back into school and start a consultation process with their peers.

High schools have been very well supported over the last two years by sexual health nurses who have led SRE lessons in schools on sexual health. Funding for this outreach work has come from the Teenage Pregnancy Strategy. Three of our high schools also provide drop in sexual health clinics led by the nurse, where young people can access confidential advice and support.

The voluntary organisation Ignite have been very active in supporting our high schools with drug education (funded through the DAT) and are now working with some of our middle schools. We have also used funding from the DAT to support schools in the healthy schools programme with theatre in education programmes for both key stages 1 and 2 on safety and drug education. Three of our high schools also took up the offer from the DV Forum to have a TIE production on teenage relationships.

Healthy Eating (contributing to 'be healthy')

Healthy Eating is now a statutory core theme of the healthy schools programme. Many schools are working hard to promote healthy eating messages with their pupils and parents e.g. through health weeks, monitoring packed lunches, cookery clubs. All first and first and middle schools take up the option of the 'school fruit and vegetable scheme' for 4-6 year olds and the programme is very popular. Many primary schools encourage children to bring in fruit snacks and do not allow fizzy drinks or crisps. When possible the community dieticians have supported work with parents' and we have run joint training for teachers. There is a 'Food Improvement in Schools' Strategy Group leading the 'Transforming School Meals' agenda and the strategy and action plan are being finalised. A consultant has carried out a comprehensive audit of the current school meal provision including the kitchen and dining facilities of each school. Some of the standards fund is being used to support a schools' dietician post (currently being advertised). The role of the post holder will be to support schools in meeting the new food and nutritional standards for school meals, support with training and a whole school approach to food and nutrition. One of the requirements to be a healthy school is to promote a coherent and consistent approach to food and nutrition through the adoption of a whole school food policy. A draft exemplar has been sent to schools for consultation and the final version will be available at the beginning of the summer term. The majority of our first and first and middle schools encourage children to drink water and allow water bottles in the classrooms. Some of our high schools no longer allow the consumption of fizzy drinks. Pilot projects on obesity tracking children on entry to school were being led by Dr Mitch Blair. However due to lack of resources within the Health Service this project was not pursued further.

Physical Activity (contributing to 'be healthy' and 'enjoy and achieve')

There is a very successful Harrow Schools Sports Partnership. Harrow High School has specialist sports college status and eight high schools have a Schools Sports Co-ordinator (SSCo) who works with their cluster schools. All schools in the primary phase are involved in the partnership and all but 4 first schools have an identified Primary Link Teacher (PLT) who will have funding for professional development opportunities and liaise with their attached SSCO. The middle schools are in their final year of receiving Big Lottery Funding. This money has been used to provide Out of School Hours Learning (OSHL) activities such as table tennis and sports hall athletics. The sports hall athletics has been very successful and will continue next year without funding. From September 2006 the first schools will have access to the Big Lottery Funding which will last for 3 years. There will be a range of activities to offer schools which will help to increase their OSHL provision and have an impact on attainment in PE and attitude, behaviour and attendance. Results from the PESSCL (physical education, school sport and club links) survey of last year (this didn't include first schools) showed that 72% of children in the partnerships participated in 2 hours of PE and school sport

within and beyond the curriculum each week. 27% of children participated in competitive sport per week and on average schools offered 16 different sporting activities per year to their students. Targets for this year are for 77% of young people to be participating in 2 hours high quality PE and out of hours school sport per week, 35% of young people to be involved in competitions and 21% of young people involved in school club links. Physical Activity is now a core statutory theme for schools to gain the national healthy schools status.

Emotional Health and Well Being (contributing to 'be healthy', 'stay safe' and 'make a positive contribution')

Schools work hard to support the emotional health and well being of their pupils and staff. All schools are required to have an anti-bullying policy and the People First Guidelines on Bullying have recently been circulated. Schools have many approaches to anti bullying and many (both primary and high schools) have peer led initiatives such as buddies, playground friends, peer mediators and peer listeners in place that provide support for their pupils particularly at lunchtimes. Last year ten schools in the primary phase were pilot schools for the new materials from the DfES that support the social and emotional aspects of learning (SEAL). These materials were launched to all schools at a dissemination event in October. 33 schools are part of the Well Being Programme (originally funded by the DfES as a pilot) that focuses on the emotional health and well being of adults in the school.

Brent and Harrow Healthy Schools Programme

In addition to working on the four core themes, schools are expected to demonstrate a whole school approach to their work and involve the school community including parents and governors. Giving pupils a voice is central to the way in which we expect schools to work towards becoming a healthy school.

- 28* schools have been validated as healthy schools (5 high schools, 1 special school and 22 from the primary phase)
- 3 schools and the RNOH have applied for validation before the end of this term
- 28 are working towards becoming a healthy school (these schools will all be working towards the new standards)
- *all of the schools currently validated will be expected to apply for revalidation to the new standards by July 2007 at the latest.

2.2 Options considered

NA

2.3 Consultation

NA

2.4 Financial Implications

NA

2.5 Legal Implications

NA

2.6 Equalities Impact

NA

2.7 Section 17 Crime and Disorder Act 1998 Considerations

NA

Section 3: Supporting Information/Background Documents

Healthy Schools Standard