

## Health and Wellbeing

### Health and Wellbeing Education – Approval and guidance on School Liaison with Agencies (other than those from The Highland Council and NHS Highland)

#### 1.0 Introduction

This Guidance applies to both Primary and Secondary schools and relates to their working with other agencies in planning and physically delivering Health and Wellbeing programmes and implementing health promoting initiatives. It is intended for the use of Head Teachers, Health and Wellbeing Co-ordinators and agencies involved or seeking to be involved in school health education. Whilst it is recognised that schools and communities vary in size, location and ethos, it is the responsibility of every Highland school and community to ensure that their young people have access to effective health and wellbeing education at each stage. Agencies from the wider community including NHS Highland should play an important role in this process. Informed planning is essential if such agencies are to be fully effective.

#### 2.0 Defining the types of involvement

There are several types of involvement by agencies in school health education and promotion.

##### 2.1 Curricular

External agencies can be useful in delivering agreed parts of curricular programmes operating in schools. It is important that schools can be confident that external agencies wishing to take on this role are suitable in terms of:

- organisational ethos;
- staffing;
- appropriateness of materials used; and
- consistency of messages about health.

***Curricular work in schools should be restricted to organisations approved by the Council in liaison with its partners in health education and promotion.***

##### 2.2 Service promotion

Young people should be aware of the services they can access in relation to health. Schools will often facilitate awareness-raising by inviting speakers from agencies to describe the services on offer. Where this is the case ***schools may be regarded by pupils and parents as effectively endorsing a service.*** Schools will, therefore, require comfort that the service offered by agencies is appropriate to young people's needs, is delivered by appropriately trained and qualified people and does not put young people at risk.

***Service promotion in schools should be restricted to organisations approved by the Council in liaison with its partners in health education and promotion.***

## 2.3 Events

Organisations such as theatre groups may offer 'one-off' events aimed at complementing or enhancing the health education programme. It is important that schools are confident that such events are in line with Highland Council guidelines in health education and that messages and materials given to young people are appropriate and in line with the guidelines.

***Events should be restricted to organisations approved by the Council in liaison with its partners in health education and promotion.***

## 2.4 One-off peer education sessions

There will be occasions where schools wish to stimulate discussion around health by involving a member of the peer group. This may happen, for example, in the case of teenage pregnancy where a teenage mother is invited to talk to a group about her experiences.

***This type of event should be at the discretion of individual Head Teachers.***

## 2.5 Debates

Schools may wish to stimulate debate or discussion about some of the more contentious subjects of interest in relation to health. Debate and discussion can involve agencies not on the approved list, provided that:

- they do not, during the course of their involvement in school, promote any service with which they might be involved; and
- their input is balanced by presentation of opposite view points.

***This type of event should be at the discretion of individual Head Teachers***

## 3.0 Applying to become involved in Health and Wellbeing education and/or promotion

3.1 Agencies wishing to become involved in 'one-off' peer education sessions (see 2.4) and/or in debates (see 2.5) may do so at the discretion of individual school Head Teachers and Health and Wellbeing education coordinators. Application may be made direct to schools.

3.2 ***Agencies wishing to become involved in curricular work (see 2.1), service promotion (see 2.2) or 'events' (see 2.3), should contact the Head of Education Service, Highland Council Headquarters, Glenurquhart Road, Inverness.***

Applications to work in relationships/sexual health and in substance misuse will be referred to the Highland Sexual Health Strategy Group and the Highland Alcohol and Drug Partnership for evaluation.

## 4.0 Child Protection

4.1 It is very important that all organisations working within schools have child protection policies in place and are aware of these guidelines. Staff and volunteers working with children must access regular, appropriate training and ensure that they keep up to date with Highland Practice guidance.

4.2 'Keeping Children Safe' is funded by Highland Council to deliver Child Protection training and will respond to training requests from any child-related service or community based club or organisation within the voluntary sector: <http://www.kcs-highland.org.uk>

## **5.0 Equal Opportunities**

5.1 All input into schools must comply with the Equality Act 2010 and associated equalities legislation. All input into Highland schools must contribute to working together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities, aiming to:

- Promote positive attitudes and behaviours towards equality and diversity;
- Promote understanding of equality and diversity through the school curriculum and ethos
- Help the school to meet these aims and fulfil our legal obligations

**5.2 All external agencies are required to have an Equal Opportunities Policy in place.**

## **6. Role of the External Agency**

6.1 The agency's principle aims (and those of any 'parent' body) should focus on the promotion of positive health. It should be committed to young people in supporting access to all relevant services both at individual and group level. The agency may be asked to attend an interview to assess this aspect of its work prior to approval of working in schools or at any stage thereafter. The agency will be required to submit all materials for scrutiny to ensure their suitability.

6.2 The agency is responsible for:

- ◆ ensuring that staff providing services directly to young people are trained to appropriate recognised national standards;
- ◆ ensuring that it is registered under the terms of the Rehabilitation of Offenders Act 1974;
- ◆ That it adheres to the requirements of the PVG (Protection of Vulnerable Groups) Scheme in relation to all staff and volunteers, paid or unpaid, who would have contact with children and young people;
- ◆ attending a planning meeting (See Section 7) and subsequent meetings as appropriate with the relevant school staff;
- ◆ ensuring that staff, volunteers and workers respect young people's confidentiality except in clearly defined, exceptional circumstances;
- ◆ familiarisation with Highland policy, Health Promoting Schools Guidelines and the relevant section of the school's health programme and its methodology;
- ◆ working with the class teacher to deliver agreed elements of an appropriately structured programme relevant to the needs of the class;
- ◆ ensuring that all materials used in programmes and/or issued to young people are accurate, appropriate to age and stage and compatible with The Highland Council Health Education Policy and Guidelines;
- ◆ informing the school as soon as possible of any change to the agreed timetable;
- ◆ working with the Head Teacher to provide school staff training and to raise their knowledge-base about health education/promotion use and practice;
- ◆ participating, if required, in the evaluation and review of the health education/promotion programme; and
- ◆ assuming that individual young people in the audience may be personally affected by the issues raised and for taking appropriate care in presenting the topic.

## 7.0 Role of The Highland Council

The Council is responsible for:

- ◆ providing appropriate policy and guidelines relating to Health and Wellbeing;
- ◆ providing a regularly updated list of recommended materials and agencies;
- ◆ providing appropriate programmes of in-service training and advice about teaching materials to enable staff to deliver effective programmes;
- ◆ liaising with other Highland and national agencies and organisations to ensure that provision in Highland meets national requirements and is in line with best practice; and
- ◆ assuring the overall quality of Health and Wellbeing programmes in its schools.

## 8.0 Role of the Head Teacher

The Head Teacher is responsible for:

- ◆ ensuring that the agency has been formally approved by the Council to deliver the proposed programme(s);
- ◆ arranging a planning meeting (See Section 7) for delivery of the programme elements with the agency representative and staff (and evaluation meetings as appropriate thereafter);
- ◆ ensuring that health education is co-ordinated and firmly embedded in the school's health promoting policy;
- ◆ taking measures to inform parents about the school's Health Education programme including the relationships and sexual health education component and associated materials;
- ◆ ensuring that information about appropriate training and support is available to school staff;
- ◆ ensuring that **all** members of staff have the opportunity to be made aware of the health education and health promoting programmes and the timing of their delivery;
- ◆ ensuring that school staff involved have the opportunity to become familiar with the materials and resources to be used;
- ◆ informing the agency representative of any change to the agreed timetable;
- ◆ co-ordinating the evaluation and review of programmes.

***If in doubt about unsolicited health materials of any nature being sent direct to schools, examples of the material should be sent to the Health Improvement Policy Manager who will consult as appropriate and take a view on their appropriateness for use in school and youth settings.***

## 9.0 Role of the Class Teacher

9.1 The class teacher is responsible for:

- ◆ familiarisation with the materials and resources to be used in the health and wellbeing programme;
- ◆ ensuring that health education for the class is fully embedded in the health promoting approach of the school;
- ◆ ensuring that the agency representative is made aware of any known exceptional circumstances relevant to the class e.g. special needs or circumstances relating to individuals;
- ◆ attending a planning meeting (See Section 7) with the Health Education Co-ordinator and/or the agency representative (and evaluation meetings as appropriate);

- ◆ working with the agency representative (usually in the classroom) to deliver an appropriately structured programme relevant to the needs of the class;
- ◆ participating in the evaluation and review of the health education/promotion programme.

## 10.0 Role of Parents and the Community

10.1 Schools must consult parents about their Health and Wellbeing programme and give due consideration to the views of their parents and community. Schools are also encouraged, where appropriate, to involve parents in the health education of their children.

10.2 All schools should:

- ◆ provide opportunities (through open meetings, workshops, parent councils, parents' nights, newsletters, etc.) to consult and make parents and the local community fully aware of health education policy, particularly the content and timing of the school's relationships and sexual health education programme and the personnel involved in its delivery
- ◆ where appropriate, encourage parents to play a role in the education process through such features as involvement in pupils' homework and acting as the audience for written work, drama and display work.

10.3 The Highland Council policy allows parents to withdraw their child from particular aspects of the school's Health and Wellbeing programme e.g. discrete components of relationships and sexual health. In such instances, the school should follow the procedures outlined in the Authority's *Relationships and Sexual Health Guidelines*.

## 11.0 The Planning Process

11.1 It is essential that school and agency representative jointly plan delivery of the Health and Wellbeing programme. Whilst various informal planning procedures may take place, a formal planning meeting is essential. Resources for such a meeting may be obtained from school, Area Group or Highland Council budgets.

11.0 This meeting, should:

- ◆ be organised for the time when long term planning is undertaken in the school and be of sufficient length to cover all relevant issues
- ◆ be attended by the agency representative, the Head Teacher/Health and Wellbeing Co-ordinator, class teacher(s) and where appropriate Parent Council members
- ◆ be tailored to suit the needs of each individual school and its pupils
- ◆ be a genuine partnership between the agency and the education services
- ◆ be mindful of the issue of appropriate dress code (e.g. Careful consideration should be given as to whether police uniform is appropriate.).

## 12.0 Staff Training

Given that information about health (especially substance misuse) changes rapidly, it is As a consequence, training should be based on the following:

- ◆ an ongoing commitment to training new staff and to updating the skills and knowledge of those who are experienced;

- ◆ all staff should be familiar with the basic legal rights and responsibilities relating to all health issues, equality and diversity and child protection procedures where possible, joint training should be organised between school and agency staff.

### **13.0 Special Issues**

Schools and representatives from agencies should pay particular attention to the following special issues:

- ◆ Confidentiality should be discussed fully at the planning meeting. Young people, staff and parents should be made fully aware prior to the start of the programme about what can/cannot be kept confidential particularly in relation to child protection issues. All parties must adhere to the agreed boundaries of confidentiality at all times.
- ◆ At no time should the agency representative be expected to take on full responsibility for delivery of the agreed elements of the programme. In all but exceptional circumstances, both agency representative and class teacher(s) will be present in the classroom taking joint responsibility for teaching.

### **14.0 Small Primary Schools**

It is recognised that the staffing, resources and accommodation in some small primary schools may necessitate special arrangements for delivery of the health programme. These issues should be discussed fully at the planning meeting.

In some schools additional consideration may need to be given to:

- ◆ whether or not senior pupils should receive their health education in the presence of younger pupils;
- ◆ the accessibility of resources and materials and the display of pupils' work; and
- ◆ joint delivery with other schools of the agreed elements of the programme.

### **13.0 Evaluation and Review**

All involved in the delivery of the Health and Wellbeing programme should ensure that adequate time be allocated to its evaluation and review. Ideally, this should involve a joint meeting where the agenda will be informed by performance indicators selected from *How Good is our School?* and *Health and Wellbeing Principles and Practice guidance from Learning and Teaching Scotland*.

Consideration should be given to:

- ◆ methods of delivery
- ◆ resources and materials use
- ◆ timing of delivery
- ◆ feedback from pupils and parents
- ◆ implications for future delivery.











**Please provide names of all staff, volunteers or others working for or on behalf of your organisation or agency who may have contact with people under the age of 16**

| Name | Position | Does this individual's role include providing direct services to young people, e.g. counselling, nursing services etc. |                                 | Has application been made through the PVG Scheme in relation to this individual? |              | Does information received through the PVG Scheme indicate any cause for concern or need for supervision in work with children? |     |
|------|----------|--|---------------------------------|--|--------------|--|-----|
|      |          | No   | Yes: professional qualification | No   | Yes, Outcome | No   | Yes |
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