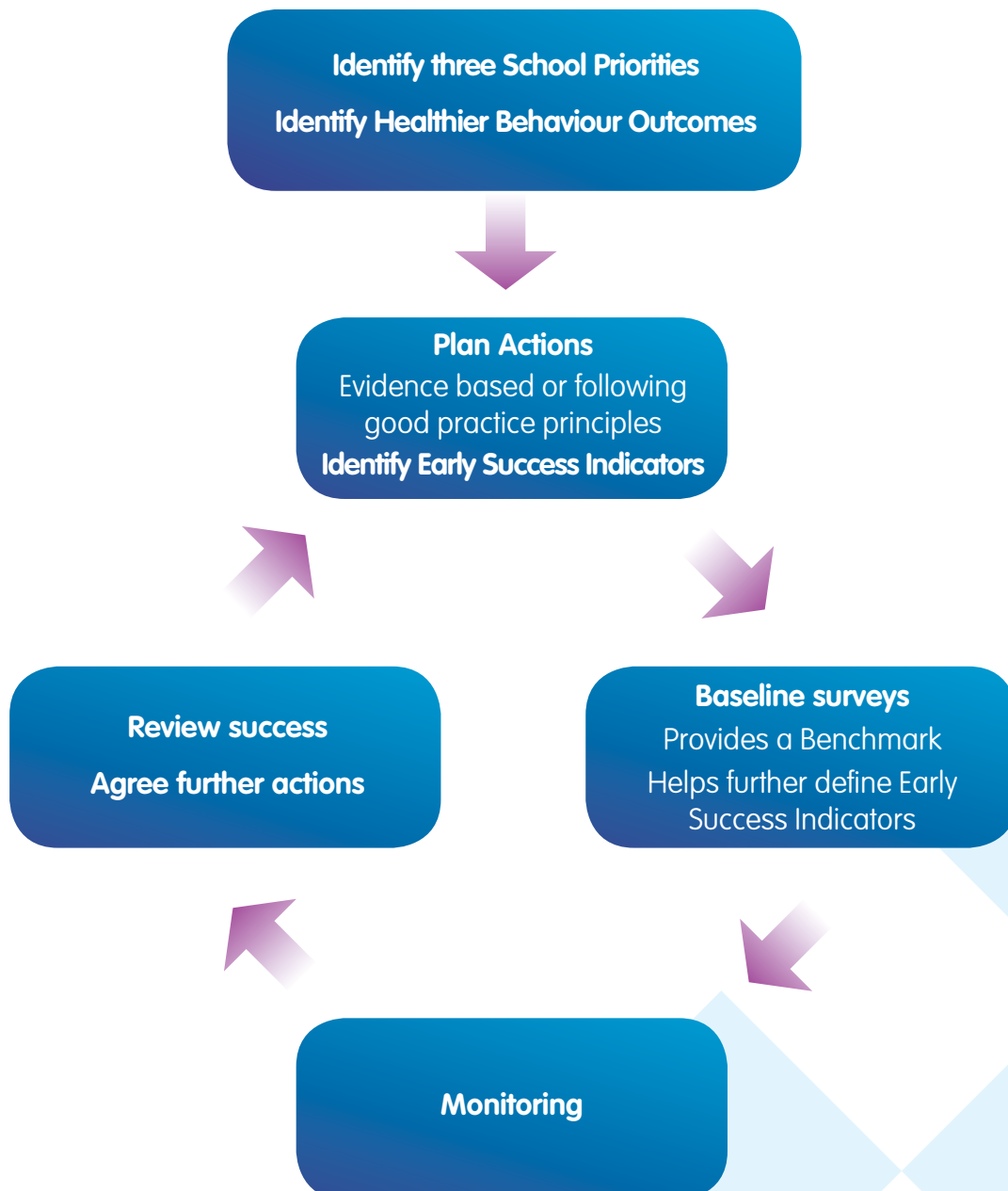




A Guide to the South West Healthy Schools Plus Process

The key objective of South West Healthy Schools Plus is to bring about healthier behaviour in children and young people. This document clarifies the key terms in the South West Healthy Schools Plus process.





Schools undertaking South West Healthy Schools Plus will select three priorities. These are:

Local Priorities - these will derive from the national indicator set and should focus on areas that the local area has identified as particularly important. These will appear in Local Area Agreements and PCT plans and will include areas such as reducing obesity or the level of teenage pregnancy.

School Priorities – these will derive from an analysis of school and local neighbourhood data.

Children in Challenging Circumstances – these will be identified from an analysis of the school population which will uncover groups of children and young people who are particularly disadvantaged, such as Children in Care.

One role of the Local Programme will be to help schools identify what they should take on. This should be challenging but realistic. They will do this by helping schools to draw up **school healthier behaviour outcomes**. For example, the obesity school healthier behaviour outcomes could include increasing walking and cycling to school, increasing take up of school lunches and increasing the amount of physical activity, during and after school.

Schools will consider what actions to use to meet the proposed school healthier behaviour outcomes. Where possible schools will choose **evidence based actions**, and when this is not possible they must choose actions that follow **good practice led principles**. See information sheet **Selecting Actions and Carrying Out Baseline Surveys**.

When available, schools should refer to any guidelines from the National Institute of Health and Clinical Excellence (NICE). Actions can involve working with national and local agencies (e.g. Food for Life Partnership or Sustrans) or they can be developed in the school. There is more information about selecting actions relating to specific priority areas on individual information sheets.

In order to ensure that schools know whether they are successful, a **baseline survey** will be carried out. This will show the level of behaviour before any action is taken. After an action has been completed, a follow up survey will be undertaken to show how well actions have worked. In this way, the school will build up its own evidence base of what works well.

Some of the healthier behaviour outcomes will take time to achieve. It is therefore important to have **early success indicators** which will act as milestones along the path to South West Healthy School Plus Status.

There are two types of early success indicators:

- An early success **process indicator** e.g. measures of delivery, such as implementing a new Sex and Relationship Education (SRE) programme or undertaking a staff training programme to increase confidence to teach SRE.
- An early success **impact indicator**, which provides early evidence that behaviour change is taking place. One example might be that young people now report that the programme meets their needs better. Another example might be an increased knowledge of sexual health issues, such as sexually transmitted infections and how to avoid them.

The proposed school healthier behaviour outcomes and early success indicators will be referred to the group **which strategically oversees the programme**, in some areas called the Local Quality Assurance Group (QUAG). Once this group has agreed the school healthier behaviour outcomes and the early success indicators, the school will know what it has to do in order to gain **South West Healthy School Plus Status**.

The proposed actions will also be submitted to the QUAG at the same time as the outcomes and early success indicators. The QUAG will ensure that schools are following actions that are evidence based or adhere to good practice principles.

To encourage schools to take on challenging school healthier behaviour outcomes, which may take several years to achieve, South West Healthy School Plus Status may be awarded on the basis of a school meeting early success indicators, provided they include impact indicators.

This is a realistic timescale for schools to show that the building blocks of healthier behaviour are in place and change is beginning to happen. If South West Healthy School Status is awarded on the basis of a school meeting early success indicators, the QUAG will need to be satisfied that further school work will occur and will need evidence of progress in due course.

Key Terms	
Outcomes	These are Government set ambitions for children. They are expressed in high level documents such as Every Child Matters (ECM), Children’s Plan 2020 goals, and National Public Service Agreements . The Outcomes are arranged in five categories in ECM: Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution and Achieve Economic Wellbeing. School Priorities will be based on some of these outcomes considered particularly important in the local area.
National Indicators (NIs)	There are currently 198 indicators that local authorities are measured on, which chart their progress towards meeting the national set of outcomes .
School Priorities	South West Healthy Schools Plus cannot meet all the outcomes that Government has set. Schools are asked to focus on three school healthier behaviour priorities. The Local Priority is derived from the NI set and should focus on areas that the Local Area has identified as particularly important. A School Priority is an issue that has been identified as an evidenced need in a school. Children in Challenging Circumstances are a group of children and young people that have been identified as particularly needy in a school (for example, Children in Care). For each school priority, school healthier behaviour outcomes are identified.
School Healthier Behaviour Outcomes	These are the main targets schools will work towards on South West Healthy Schools Plus. Schools can make a significant contribution towards ECM Outcomes but they cannot be held responsible for these alone. School Healthier Behaviour Outcomes focus on what schools can realistically achieve, in terms of encouraging children and young people to adopt healthier behaviours. Achieving School Healthier Behaviour Outcomes will contribute towards achieving ECM Outcomes in the long term. An example of such an outcome is ‘bringing about better relationships and sexual well-being at Key Stage 3 and 4 through improved provision of SRE’.



Earlier Success Indicators	Because bringing about healthier behaviour takes time, a school needs to set early success indicators to ensure that it is on the right track. There are two types: (1) Process (sometimes known as Output) Indicators and (2) Impact Indicators.
Process Indicators	New policies, curriculum innovations and staff training are examples of actions that are necessary in order to bring about healthier behaviour but do not themselves show healthier behaviour – hence they are ‘process’ indicators.
Impact Indicators	These are the first signs that healthier behaviour is occurring and show that progress towards the school healthier behaviour outcomes is on track.
Action	In order to bring about healthier behaviour outcomes, schools will need to do something different. These actions are sometimes known as programmes or interventions . Wherever possible, these actions will be evidence based but in some circumstances will follow best practice principles which have a rationale clarifying why they have been chosen. An example of an action is, ‘to involve young people in developing SRE curricula and use of recommended SRE’.
Evidence Based Actions	When a school adopts an action, it may choose one which has been subject to a thorough evaluation and proven to work. Schools will be encouraged to follow such evidence based actions wherever possible.
Good Practice Principle	With issues such as obesity, the problem is so recent that a clear evidence base has yet to emerge of what works. In such instances, schools will introduce actions on the basis that there are sound theoretical reasons for believing they will be effective. This is encapsulated in a rationale .
Rationale	This demonstrates a theoretical understanding of how the action will achieve its aims. Examples of rationales are available on the South West Healthy Schools Plus information sheets.
Baseline	Before an action is undertaken, it is vital that a school finds out what the ‘present state of play’ is. This baseline can then be used to further develop outcomes and early success indicators. When the subsequent action has been carried out, the school can review its success. Without a benchmark, it is impossible to set school healthier behaviour outcomes.