History of development

- 1995-97 - Involvement in ENHPS
- 1998 - ENHPS Summary conference
- 1998-99 - Task group considered way forward
- 1999 - Welsh Network of Healthy School Schemes (WNHSS) launched
- 2010 - Over 99.6% schools actively involved
WNHSS National Quality Award

- Developed jointly by Welsh Government and local healthy school practitioners
- To ensure consistency of approach in schools
- To provide independent assessment
National Quality Award

http://wales.gov.uk/topics/health/improvement/index/quality/?lang=en
National Quality Award

- 7 health aspects:
  - Food & Fitness
  - Environment
  - Personal Development & Relationships
  - Safety
  - Mental & Emotional Health & Well Being
  - Hygiene
  - Substance Use & Misuse

- 3 aspects have specific requirements that must be evidenced – food, hygiene and substance misuse (tobacco).
Each aspect has indicators under 4 headings:
- Leadership and Communication,
- Curriculum,
- Ethos and Environment,
- Family and Community Involvement.

Evidence for all indicators must be provided.

Examples are given of activities, these lists are neither exhaustive nor prescriptive.
WNHSS Reasons for success

- Strong national and local leadership;
- Clear national, local and school roles identified at the outset;
- Local flexibility;
- Evolution of expectations and implementation over time, and joint working to agree this;
- A close-knit group of local practitioners willing to share with, and learn from, each other;
- Inclusion in national strategies and plans;
- Links, and joint priorities, with other initiatives;
Healthy and Sustainable Pre-School Scheme

- Task and Finish Group, first meeting October 2010
- Building on WNHSS, and pilot programmes
- Wide representation
- 3 meetings
- Consultation
- Training
- Roll out from September 2011
- Over 350 settings involved
Healthy and Sustainable Pre-School Scheme

Healthy and Sustainable Pre-School Scheme
National Award Criteria

September 2011
Aspects

- Preliminary Phase
- Nutrition and Oral Health
- Physical Activity/Active Play
- Mental and Emotional Health, Wellbeing and Relationships
- Environment
- Safety
- Hygiene
- Workplace Health and Wellbeing
Process

- **Phase 1**: Setting develops an action plan to address one or two of the health aspect areas. It will take at least a year to complete this first phase.

- **Phases 2 and 3**: As above

- **Assessed locally**
H&SPSS Reasons for success

- Built on good working practices of school scheme;
- National and local involvement in development;
- Links to other programmes with similar priorities;
- Settings can see benefits.
- More sustainable?
Healthy and Sustainable Further Education and Higher Education

- Task and Finish Group met for first time July 2012
- Building on success of school and pre-school schemes
- Representation from sectors
- Informal consultation
- Will be web based
- Links to UK Healthy Universities work
Health topics

- Healthy and sustainable food
- Physical activity
- Mental and emotional health and well-being
- Personal and sexual health and relationships
- Substance use and misuse
- Sustainable environment
- Refer to Corporate Health Standard
Aspects of Setting Life

- Governance, leadership and management
- Academic, personal, social and professional development
- Environment, facilities, and service provision
- Community and communication
### Framework for Healthy and Sustainable FE and HE

<table>
<thead>
<tr>
<th>Healthy and Sustainable Food</th>
<th>Governance, Leadership &amp; Management</th>
<th>Academic, Personal, Social &amp; Professional Development</th>
<th>Environment, Facilities, and Service Provision (etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Criteria A1</td>
<td>Criteria A2</td>
<td>Criteria A3</td>
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<tr>
<td>Physical Activity</td>
<td>Criteria B1</td>
<td>Criteria B2</td>
<td>Criteria B3</td>
</tr>
<tr>
<td>Mental and Emotional Health and Wellbeing (etc)</td>
<td>Criteria C1</td>
<td>Criteria C2</td>
<td>Criteria C3 (etc)</td>
</tr>
</tbody>
</table>
Core principles

- Equality and diversity
- Participation and empowerment
- Partnership
- Whole system approach
- Applies to students, staff and wider community
- Use of evidence, learning, and sharing
Governance, Leadership and Management – Mental and Emotional health and well-being

- Concern for the mental and emotional health and wellbeing of staff and students informs strategic planning and policy development at the highest level and is included in published strategy documents.
- There is a cross-setting working group, which includes representation from staff, students and external stakeholders, which coordinates health and wellbeing strategic planning and delivery, within the setting.
- There is management support for active engagement between the setting and the wider community in planning and consultation to support the mental and emotional health and wellbeing of staff, students and the wider community.
- Staff are provided with access to training on recognising the early signs of mental and emotional health issues and methods of dealing with these issues.
- Measures are in place to identify needs, develop evidence based approaches and monitor effectiveness of initiatives.
Academic, personal, social and professional development – Mental and emotional health and well-being

- The setting has mechanisms for disseminating learning from mental and emotional health and wellbeing-related research so that it informs policy, practice and service delivery.
- Mental and emotional health and wellbeing are embedded within courses and modules.
- The setting has systems and structures in place to actively support the mental and emotional health and wellbeing of staff and students by providing opportunities for their academic and professional development.
- The setting provides opportunities for staff and students to be involved in activities which enhance their personal and social lives and development e.g. volunteering.
- The setting engages with a variety of stakeholders to identify and create opportunities for the academic, personal, social and professional development of its staff and students.
Environment, facilities, and service provision – Mental and emotional health and well-being

- The management team is committed to supporting the development of service provision which supports the positive mental and emotional health and wellbeing of staff and students.
- The setting is actively engaged with staff, student bodies and external partners to ensure access to a range of mental and emotional health and wellbeing services within the setting and in the wider community.
- Measures are in place to facilitate early access to a range of health and wellbeing support.
- The setting has a strategy for facilities and the environment which supports positive mental and emotional health and wellbeing of staff and students.
- The development of facilities and the environment supports the positive mental and emotional health and wellbeing of all users.
- The setting, in collaboration with staff, students and external partners, provides social and recreational facilities that are accessible and inclusive and address the diverse needs of users.
Community and communication – Mental and emotional health and well-being

- The setting has systems in place for seeking the views of students and staff in developing and delivering information and campaigns.
- The setting uses a variety of easily accessible communication routes through which policy, decisions, good practice and opportunities relating to mental and emotional health and wellbeing can be disseminated to students and staff.
- The setting engages with a variety of stakeholders, to support staff and students with a range of mental and emotional health and wellbeing issues e.g. bullying, bereavement, stress management.
- Services ensure their mental and emotional health and wellbeing messaging, information and campaigns are drawn from reliable evidence-informed sources.
## Aspects of setting life

<table>
<thead>
<tr>
<th>Healthy and sustainable pre-school</th>
<th>Healthy school</th>
<th>Healthy Further and Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and communication</td>
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<td>Governance, leadership and management</td>
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<tr>
<td>Planning and Delivery</td>
<td>Curriculum</td>
<td>Academic, personal, social and professional development</td>
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<tr>
<td>Ethos and environment</td>
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<td>Environment, facilities, and service provision</td>
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<tr>
<td>Family and community involvement</td>
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<td>Community and communication</td>
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</tbody>
</table>
## Health topics

* indicates minimum requirements

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<td>Healthy and sustainable food</td>
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<tr>
<td>Physical activity/active play</td>
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<td>Physical activity</td>
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<tr>
<td>Mental and emotional health, well-being and relationships</td>
<td>Mental and emotional health and well-being (including workplace health)</td>
<td>Mental and emotional health and well-being</td>
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<td></td>
<td>Personal development and relationships</td>
<td>Personal and sexual health and relationships</td>
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</table>
## Health topics (continued)

<table>
<thead>
<tr>
<th>Healthy and sustainable pre-school</th>
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<th>Healthy Further and Higher Education</th>
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</thead>
<tbody>
<tr>
<td>Safety, including substances</td>
<td>Substance use and misuse</td>
<td>Substance use and misuse</td>
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<tr>
<td></td>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>Environment (including link to Eco-schools)</td>
<td>Sustainable environment</td>
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<tr>
<td>Hygiene</td>
<td>Hygiene</td>
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<tr>
<td>Workplace health and well-being</td>
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<td>Refer to Corporate Health Standard</td>
</tr>
</tbody>
</table>
Summary

- All educational settings in Wales will have access to common frameworks to develop as healthy and sustainable settings.

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