

# **Healthy Schools**

## **Health and Wellbeing Guidance for schools as regards the involvement of External Agencies**

### **Introduction**

This guidance is intended to support schools to ensure that any involvement or contribution to the curriculum from external agencies and organisations, including NHS, is delivered in an approach that is inclusive and consistent. Any organisation/agency providing an input to the curriculum should be able to demonstrate that the content and approach complies with the ethos and aims of national policy and is in line with current legislation pertaining to Curriculum for Excellence (CfE) and in particular the *Experiences and Outcomes* within the Health and Wellbeing Domain.

This guidance applies to Early Years/Nursery, Primary and Secondary schools and is related to their working with other agencies in planning and delivering Health and Wellbeing programmes around Food and Health, Physical Education/ Physical Activity and Sport (PEPAS) and Healthy Lifestyles. It is intended for the use of Head Teachers, Health and Wellbeing co-ordinators, other school staff and agencies involved, or seeking to be involved, in Health and Wellbeing education. Whilst it is recognised that schools and communities vary in size, location and ethos, it is the responsibility of every school and community to ensure that their young people have access to effective Health and Wellbeing Programmes as they progress through school. Agencies from the wider community should play an important role in this process. Informed planning is essential if involvement of such agencies is to be fully effective. Effective planning should enable schools to identify gaps in delivery and to then ascertain who may be able to contribute to the programme.

### **Involvement of External Agencies**

Teachers will be the main source of expertise in the delivery of any school-based programme of health education. It is possible that teachers may find it valuable though to invite another person or agency to contribute to particular aspects of work with pupils. The expertise which such groups provide can prove valuable in complementing the efforts of the school. Carefully chosen individuals or agencies are able to bring additional knowledge and have the benefit of experience which might prove difficult for many teachers without extensive research and training. With careful planning, these groups can be used by schools to benefit the experience of pupils in a meaningful way and to complement the curriculum already in place. They should not be seen as a substitute for the school's mainline provision. On some occasions, external agencies can also be used as a means of staff development for teachers who themselves will thereafter implement the Health and Wellbeing programme.

### **Class teachers should be present during contributions by external agencies or speakers**

The class teacher should always be present for a variety of reasons:

- The teacher has planned this aspect of the curriculum.
- The teacher cannot ensure continuity of the programme if absent.
- The teacher may gain additional information that may enhance the programme further.
- The teacher can ensure proper presentation of previously agreed material.
- The teacher can supervise and oversee class behaviour.
- The teacher is legally responsible for the class.

### **Guidance for the involvement of External Agencies, Groups or Speakers**

- External agencies/speakers should be from credible, acceptable organisations, able to demonstrate a working knowledge of policy and guidance supporting RSHP and the Curriculum for Excellence.
- The input of external visitors should be based on good practice, informed by evidence and informed by the needs of children and young people.
- Visitors should complement the curriculum already in place and assist in the progression through the Experiences and Outcomes.
- The class teacher should always be present during any contribution from an external agency or speaker.
- Presentations should be appropriate to the age and stage of the pupils involved.
- A preliminary meeting should be held with the external agency or speaker to plan the contribution.
- The outside speaker should have experience and expertise in working with young people on relevant health issues.
- The outside speaker should offer something specific and useful that teachers cannot.
- The outside speaker/agency complies with requirements of Equalities Act (2010).
- Materials to be used during the presentation should be submitted to the Head Teacher or Health and Wellbeing lead in advance of the contribution.
- Pupils and teaching staff should evaluate the input with a particular focus on its impact including, where possible, a pre-assessment at the Health and Wellbeing planning stage.
- Implied or direct criticism of other unconnected organisations should not be permitted during the presentation.
- External agencies or speakers should not be permitted to sell publications to pupils or ask for donations.
- Parents and Parent Councils should be involved as appropriate through information sharing events at parents' evenings.
- Difficulties or doubts remaining unresolved should be referred to the Head Teacher who can consult the Education Service Senior Management Team if required.

## Checklist of Criteria for Meeting with External Agencies, Groups or Speakers

*The criteria for this checklist are not in a specific order*

Check the organisation/agency/individual has evidence of a Disclosure Scotland document.	<input type="checkbox"/>
Know which part of the Health and Wellbeing Programme would benefit from the contribution of external agencies, groups or speakers.	<input type="checkbox"/>
Discuss what aspect of the particular issue/topic/experience and outcome staff want help to deliver.	<input type="checkbox"/>
Find out the viewpoint/agenda of the agency or individual around the Health and Wellbeing topic they will be contributing to and ensure they do not take a campaigning approach.	<input type="checkbox"/>
Give pupils the opportunity prior to the visit to write questions/concerns anonymously for any speakers to address or discuss.	<input type="checkbox"/>
If possible, involve the pupils in the organising/planning of the visit and try to encourage pupils to contribute to the format of the session.	<input type="checkbox"/>
Make sure the speakers are aware of the number and age of the pupils and how much time will be available for the session.	<input type="checkbox"/>
Check that the format for the session, as well as the activities and the resources, are age and stage appropriate.	<input type="checkbox"/>
As the class teacher will be present during the session, discuss the role that they will have.	<input type="checkbox"/>
Consider what input the pupils will require both before and after the session with the external agencies, groups or speakers.	<input type="checkbox"/>
Check what practical requirements the visitor will need e.g. working space for groups, media equipment and flipcharts.	<input type="checkbox"/>
Organise evaluation from the visitor, pupils and class teacher with a particular focus on the impact of the session. This should be done before and after the session to measure progression.	<input type="checkbox"/>
Look for ways to use the external agencies in other ways to support the teaching of the Health and Wellbeing topic e.g. staff training, consultation, service provision.	<input type="checkbox"/>
Keep a record of any visiting external agencies, including names, with copies of the programme used, comments and evaluation from the pupils and staff. This will be a useful reference point for future work.	<input type="checkbox"/>
Agencies that include a service user to provide a 'real life' experience must ensure that the individual complies with the behaviour and conduct expected.	<input type="checkbox"/>