

NHS Lanarkshire

How to... Guide to Parent Partnership Engagement

Healthy Schools

NHS Lanarkshire



2016-2017

Rationale

- 1 The Healthy Schools approach has been devised in order to assist you and your pupils to accomplish satisfactory completion of appropriate Health and Wellbeing (HWB) Experiences and Outcomes in the course of any academic session. From Curriculum for Excellence (CfE) Early Level through to the end of Level 2, all 8 SHANARRI HWB indicators have been addressed over the course of the year from September to May and in the 3 areas of Food and Health; Physical Education, Physical Activity and Sport (PEPAS) and Healthy Lifestyles. Working within this planning framework, you can guarantee that you will meet statutory requirements with respect to CfE Health and Wellbeing.
- 2 The ambition for integrated services to ensure that children and young people in Scotland get the best possible life chances means that schools need not work in isolation. Schools have the opportunity to capitalise on the expertise of partner agencies in the delivery of the Health and Wellbeing curriculum. Children and young people's prospects are advanced then through the delivery of quality programmes by professionals from varied backgrounds who bring their own unique set of skills.
- 3 Health and Wellbeing transcends the confines of the school campus and is only sustainable if it is embraced by families within local communities. Successful achievement of outcomes cannot be assured without parental and/ or family involvement. This involvement can take a myriad of shapes

and forms and can occur in various venues within the school or in the local environment. Family engagement is a vital component of the Health and Wellbeing agenda and thus has to take a vanguard position.

- 4 These guidelines have been created to support you in the journey towards the incorporation in school of joined up partnership work with external agencies and families to enhance Health and Wellbeing outcome performance.

Modus Operandi

- 1 **Cluster Groups** make for ease of organisation for the delivery of this programme. The first step then is to timetable a *diary date* when someone from Senior Management within each school across an entire Cluster Group can come together for planning purposes. Schedule the meeting either in June, at the end of any given session, or in August as close to the start of the new session as possible. The secondary school that is associated with the Cluster might make an ideal venue for the meeting.
- 2 Use some sort of democratic means to identify a person to act as coordinator for this project for the session. Perhaps this role could be rotated amongst the Senior Management personnel each session to eliminate any workload burden. Thereafter, identify the partner agencies that are already working within your Cluster or you would like to work alongside in the delivery of the Health and Wellbeing curriculum. If you want to start tentatively in Year 1, then keep the number of partner

agencies small. *In the initial pilot, "Healthy Schools" personnel will be able to provide contact details for staff from core partner organisations. In addition, coordination of the cluster groups could also be facilitated through "Healthy Schools" for the duration of the pilot.*

- 3 Create a directory of services that are available and names and contact numbers of service personnel. A simple matrix such as the one illustrated below would suffice.

A Fictitious Worked Example-

Rosebank Secondary Cluster			
Service	Activity	Service Personnel	Contact Number
Active Schools Coordinators	Range of PEPAS interventions	Raymond Donald	07450012967
NL Leisure	Mini-Movers	Robert McTaggart	07514888432
Community Learning & Development (CLD)	Healthy Heart Club	Marion Brodie	07904211555
Lanarkshire Community Food & Health Partnership	1 Nutrition Event: Kids Can Cook 2 Big Chef, Little Chef	Caroline Martin	07853992281
LEA Peripatetic Service Big Cooking Bus	NL Can Cook	Lynne Hannah	07792276103

- 4 Consensus needs to be reached as to the date and time of the second meeting but it should fall as soon after the first meeting as is possible. The Cluster Coordinator should invite key personnel from all partner agencies involved along with, where possible, a representative from the parent body on the 'School Board' of each of the Cluster Schools. *In the case of the pilot, "Healthy Schools" staff have already secured the participation of key partner agency staff from your area, so this contact will be expected.*

Some schools have chosen to create a 'Health and Wellbeing Committee' that is separate from the School Board. Others schools have chosen to rename the School Board as the Health and Wellbeing Committee. It is important to involve the parent group from the outset and to make these representatives party to the necessary forward planning.

- 5 Please see *Worked Examples for "Healthy Schools Partnership Schematic 1 (Schools) and 2 (Partner Agencies)"*.

*Each individual school within the Cluster will have its own A3 'Healthy Schools Partnership Schematic' to complete at Meeting 2. It will be the duty of the Coordinator to have a photocopied batch of these available for the members. It will be the responsibility of each representative to have the template schematic complete by the end of this meeting as a 'Healthy Schools' Year Planner for his/ her school. This represents **Phase 1** interventions.*

The 'Partnership Schematic' is fairly self-explanatory. The school year is mapped out in months across the top in columns. Each partner agency should be inserted as rows down the left hand column. Each agency should have its own *banner heading* highlighted in colour, for example, **Lanarkshire Community Food & Health Partnership (LCFHP)**. Beneath the colour banner, the activities that each agency can deliver should be allocated a row, for example, **Nutrition Event 'Kids Can Cook'** and **Big Chef, Little Chef**. Do this as many times as is required and depending on how many partners you have decided to work alongside.

The Partner Agencies will be able to advise on numerous items, such as:

- Which activities relate to which CfE Level as well as age and stages within those levels.
- Which activities require parental and /or family participation and involvement.

Consensus will then have to be reached amongst Cluster Schools as to the times in the year when they are going to secure provision from each of the services on offer. This will take a bit of negotiation. (*The possibility exists for shared activities amongst schools eg. 'Big Chef, Little Chef' running in the cluster high school and open to families from all associated primary schools and nurseries. For the pilot, "Healthy Schools" staff can support the hire of venues for shared activities if necessary*).

What should also be noted is that although the Health and Wellbeing Indicators spell out the word SHANARRI and for convenience Healthy Schools has matched this in with the months of the year,

this is **not** prescriptive. Hence, the order of the HWB indicators can be flexible, as long as within that indicator the *area* targeted for each age and stage is retained. The very first available row has been created so that the HWB Indicator can be inserted to illustrate where the natural order has been manipulated. This will serve as valuable evidence of when and how each of the HWB indicators is being targeted within the school year. This programme is *outcome focussed* and the experiences and outcomes within each indicator being addressed at any given point have already been identified within "Healthy Schools".

Contained in the worked examples, there should be a school calendar outlining weeks within school terms from August through to May. Holidays and In-service days have been blanked out for convenience. Service provision should be pinned down to **specific dates and times** and these **dates and times** should be inserted on the schematic in the columns pertaining to specific months and cross-reference against the banner of the exact service provider so that the entry goes in the correct box in the spreadsheet.

On the very first occasion of Healthy Schools joined-up forward planning, it may be trickier as earlier plans may need to be unpicked. Also pre-established previous arrangements may have to be honoured depending on the wishes of participants.

- 6 By the end of Meeting 2, each Senior Manager within a Cluster Group should be able to leave with a **Phase 1 "Healthy Schools Partnership Schematic"** that is complete for his/ her establishment. This Year Plan can then be prominently displayed within each school and used throughout the session as a reference guide. *Monthly "Healthy Schools" homework activities aligned to SHANNARI HWB domains will further support this plan.*
- 7 Partner Agencies - each partner represented should have his/ her own A3 "*Healthy Schools Partnership Schematic 1*". As the meeting progresses, the schematic should be filled with **dates** under the months of the year and taken from the calendar of school term dates provided and placed in correspondence with the **activity** required. As well as dates relating to activities, partner agencies will also have to keep a note of the **names of schools** to make this record accurate and contact times.

Again, this schematic could be displayed in a prominent place within the work environment and serve as a valid year plan.

- 8 Within the planning templates, there is one titled - *School Health and Wellbeing Development Improvement Priorities* and HTs from participating schools will be asked to use this to outline the key Health and Wellbeing priorities within their own school's 'Development Improvement Plan' in any given session. Therefore, it will be essential to bring along the 'Improvement Plan' or 'Quality Calendar' as a point of reference for the meeting.

This completed template will be submitted on the day to NHS Health Promotion staff, based in the localities, who will use it to identify further service requirements. Thereafter (and within a period of one calendar month) further service recommendations will be made to ensure that participating schools can best meet the actual needs of pupil groups and local families. This represents **Phase 2** interventions.

Fictitious Worked Example

Healthy Schools Partnership Schematic / Phase 1

School Name: Cherrytree Primary

HT: Robert W. Todd

Cluster Group: Rosebank Secondary

Partnership Agencies & Activities	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017
HWB Indicators	Achieving		Healthy	Nurtured	Active	Respected	Responsible	Safe	Included
LCFHP									
Nutrition Event "Kids Can Cook"				(Th) 01-12-16 Nursery "Kids Can Cook" 10.00-11.00					(Th)25-05-17 Nursery "Kids Can Cook" 10.00-11.00
Big Chef, Little Chef					(F) 27-01-17 Nursery B Chef, L Chef 10.30- 11.30		(T) 14-03-17 Nursery B Chef, L Chef 10.30- 11.30		
ASC									
P5/P6/P7 Extra-Curricular Gymnastics 3.15 – 4.15 pm			(F) 04-11-16 to 25-11-16 P5/P6/P7 Gymnastics						
P1/P2 After-School Monday PEPAS Club 3.00 – 4.00					(M) 09-01-17 to 30-01-17 P1/P2 Club				
P3/P4 Mini Tennis Stars	(T) 06-09-16 to 27-09-16 P3/P4 1.30-2.30								
CLD									
Parent & Child Insert				(W) 14-12-16 P3/P4 Child &Parent Anti-Smoking Assembly 9.00-10.00			W) 14-12-16 P1/P2 Child &Parent Anti-Smoking Assembly 9.00-10.00		(Th) 25-05-17 P6/P7 Safe Transitions Assembly 9.15-10.15
After-School Parent/ Child Club (eg. HH)	(W) 07-09-16 to 12-10-16 P1/P2 Healthy Heart 3.00-4.00		(W) 02-11-16 to 07-12-16 P3/P4 Second-hand Smoke 3.00-4.00			(W) 01-02-17 to 15-03-17 P1/P2 Second-hand Smoke 3.00-4.00		(Th) 20-04-17 to 18-05-17 Safe Transitions P6/P7 3.00-4.00	

LCFHP =Lanarkshire Comm. Food & Health Partnership

ASC =Active Sports Coordinator

CLD =Community Learning & Development

M	T	W	Th	F
15	16	17	18	19
22	23	24	25	26

August 2016

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	
	27	28	29	30

September 2016

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
24	25	26	27	28
31				

October 2016

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
	22	23	24	25
28	29	30		

November 2016

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16

December 2016

Health and Wellbeing Indicators

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

M	T	W	Th	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January 2017

M	T	W	Th	F
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			16	17
20	21	22	23	24
27	28			

February 2017

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27	28	29	30	31

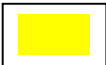
March 2017

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April 2017

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22	23	24	25	
	30	31		

May 2017



= Holidays and In-service days.

Healthy Schools Partnership Planning / Phase 2

School Name: Willow Primary

HT: Margaret R Thomas

Cluster Group: Rosebank Secondary

School Health & Wellbeing Development Improvement Priorities, Session 2016-2017

The areas recorded here will assist Health Improvement Practitioners to identify *service requirements* for your particular school. Thereafter, it will allow *service recommendations* to be made that best meet the actual needs of your pupil group and their families.

- 1 Early Years Sun Safety Programme – “Stay Safe in the Sun, Little One”.
- 2 Early Years Safe in the Community- “People Who Help Us”.
- 3 Level 1, Tackling Inequality- Gender issues in the classroom, in school and in the wider community.
- 4 Level 2 Substance Misuse- Being able to assess and manage risk. Knowing the consequences of risk-taking behaviour.
- 5 Level 2 SAFE Alternatives- “Coping with anxieties and low mood without recourse to self-harm”.

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August 2016

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19	20	21	22	
	27	28	29	30

September 2016

M	T	W	Th	F
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24	25	26	27	28
31				

October 2016

M	T	W	Th	F
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7	8	9	10	11
14	15	16	17	18
	22	23	24	25
28	29	30		

November 2016

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16

December 2016

Health and Wellbeing Indicators

- Safe
- Healthy
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M	T	W	Th	F
9	10	11	12	13
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23	24	25	26	27
30	31			

January 2017

M	T	W	Th	F
		1	2	3
6	7	8	9	10
			16	17
20	21	22	23	24
27	28			

February 2017

M	T	W	Th	F
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

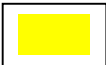
March 2017

M	T	W	Th	F
	18	19	20	21
24	25	26	27	28

April 2017

M	T	W	Th	F
	2	3		5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	
	30	31		

May 2017



= Holidays and In-service days.