

The Process

How to develop, write and implement a whole-school policy

A well established whole-school policy, on a given issue, can have the following benefits;

- Sets a co-ordinated approach to the issue.
- Reinforces appropriate messages to the issue.
- Engages the whole-school community in taking part in the policy development.
- Establishes effective working partnerships, leading to a common goal.
- Ensures greater sustainability through planned action as part of the School Improvement Plan, including provision of resources and staff training.
- Communicates your school's shared vision, ethos and values to pupils, parents, staff and other interested partners.

A well established whole-school policy will not only have the above benefits, but will help your school satisfy the requirements of the new National Healthy School Status and will reflect favourably with OFSTED.

There are a number of key steps involved in writing a good whole-school policy. The following points are there as guidance for you to follow. Every school is different so use the guidance to create the policy your school wants and needs. **The process of developing your policy is as important as the final document itself.**

- 1) Establish a policy development group (e.g. teachers, pupils, parents, governors, community representatives, School Nurses, Healthy School Core-team Member, etc). This group can oversee all policy developments or focus on developing a policy for a specific issue e.g. A PSHE policy. This is why it is essential to get the right mix of people on your policy development group.
- 2) Conduct an audit within your school to establish the needs and priorities. This audit will highlight what actions need to be included in your policy. An audit could include a questionnaire to the whole school community. This will help you establish a clear rationale and aims and objectives.
- 3) Using your policy development group and the results of your audit draft a policy. Remember to keep the policy specific and relevant to your school. Quality standards and guidance on policies are given below. There are also example policies (for SRE, Drugs/ Alcohol/ Tobacco, Physical Activity, Confidentiality, PSHE&C, Anti-bullying and Food) on www.gatesheadgrid.org/healthyschools .
- 4) Send your policy out for consultation with the whole-school community. The more people who can view and amend your policy, the stronger and more valued it will become. You should consult with parents, pupils, staff, governors and community representatives. This can be done in a variety of ways e.g. send out the policy with a return sheet, hold a consultation evening, request feedback in the school newsletter, publish the draft on the school website.
- 5) Collate your feedback from the consultations and make appropriate amendments to the policy. Include an acknowledgement list of who contributed to the development of the policy. Take the revised policy to be verified and signed by the governors or senior management team.

- 6) Disseminate your agreed policy to the whole-school community using a variety of media e.g. newsletters, letter to parents, school website, assembly, school prospectus, school council meetings, staff meetings.
- 7) When the policy is in place it is important to implement it effectively. Stick to the policy you have developed because it should represent the views of your whole-school community. The policy must be well resourced and co-ordinated to ensure your aims and objectives are met.
- 8) Monitor and evaluate your policy annually to ensure it remains relevant to your school and its community. Monitoring and evaluation can be done via consultation, questionnaires, documented evidence etc. This evidence can then be used to measure the success of your policy against its original aims and objectives. You will then be able to see if your policy has been a success, and make appropriate amendments. This review cycle should take you back to point 4. This should be conducted at least every 3 years.

The Content

Quality standards & guidance for whole-school policies

A well written policy should;

- Have a title.
- Be based on agreed good practice and make reference to appropriate guidance documents.
- Include a rationale (i.e. why it is required).
- Have realistic aims and objectives.
- Include an 'implementation date' and state when the policy will be reviewed and who will be responsible for ensuring that it is reviewed.
- Be reviewed at least every 3 years.
- Include how consultation took place and document any specific outcomes.
- Be approved by pupils, parents, staff, governors, and where appropriate, stakeholder agencies.
- Explain how the policy will be publicised, implemented, monitored and evaluated and by whom.

- The NHSP is a whole-school initiative and therefore, should involve as many people as possible from the school community.
 - It is a requirement of the NHSP that schools set up a task group to lead healthy school activities.
 - Task groups should meet on a regular basis eg. at the beginning of each term, although initially it may be necessary to meet more often. These meetings could be attached to a whole school staff meeting.
 - Membership of a task group may include:-
 - The Healthy Schools Lead Teacher.
 - A member of the Senior Management Team.
 - Another teacher with a specific responsibility that links to one of the Themes. eg Emotional Health and Well- Being, Physical Education.
 - A pupil eg. member of school council, where appropriate.
 - A parent.
 - A governor.
 - Representative of a local support agency eg. NECA.
 - School Nurse.
- plus
- co-opted individuals when meetings are arranged to focus on a specific issue.
- **Support agencies in Gateshead are aware that they may be asked to attend occasional task group meetings.**
 - Although membership of a task group may vary from meeting to meeting a core group should always be present to drive and support the work.
 - Members of your task group will be interviewed if your school receives an NHSP moderation visit, once you have stated that your school meets the NHSP criteria.

- It is advisable at your first meeting to agree the responsibilities or tasks of your group. These responsibilities are individual to your school, but may include, for example:-

- To raise awareness of the NHSP (and all that it entails).
- To carry out an audit of health issues work in school, using the NHSP self-validation tool.
- To complete a needs assessment (or gather results of existing needs assessments eg HRBQ).
- To agree targets for action.
- To agree responsibilities and realistic deadlines for targets.
- To write and agree action plans to meet targets.
- To carry out action and note evidence for your school's application.
- To review progress/targets.
- To submit an NHSP application, (top sheet).
- To submit your school's Self Validation Form, (if selected for moderation).

As well as focusing on the above, task groups may also examine other influential issues, for example:-

- Training needs of the group.
- Involvement of pupils/parents.
- Evaluation methods.
- Sharing of good practice.
- Celebration methods etc..

Good Practice for Teachers, Health Professionals and others working in schools

Many agencies and individuals have a professional interest in health-promoting activities in the school setting. Additionally, schools may invite individuals and groups to enhance their health education provision. Outside providers can bring an added dimension to the curriculum and classroom, for example a wealth of experience and expertise, resources, different approaches and insights into the Personal, Social, Health Education and Citizenship curriculum topic areas.

How to use this Code of Conduct

The following checklists for outside providers and the schools in which they work will ensure a **clear understanding of the roles and requirements of both parties** when visitors deliver in schools. Outside providers may support schools that are working to gain National Healthy School Status. Teachers should discuss and provide a copy of this Code of Conduct before a visit takes place. **If necessary**, the Code of Conduct may be used as a **checklist** and completed by both the outside provider and the school, or it may be signed by each party and used as a booking form.

It is a requirement of the NHSP criteria that schools involve professionals from appropriate external agencies in PSHE delivery (1.7). You may use this document to show involvement of outside agencies by your school. **N.B. You do not have to use the whole document - you may amend it / personalise it to reflect practice in your school.**

A clear understanding of the roles of both parties will also assist in working to achieve targets set as part of the Children and Young People's Plan and health improvement strategies focusing on, for example, nutrition, physical activity and mental health.

A check list for visitors - Part 1

PREPARATION:

Question	Checked	Answer/Action required
• Does this session support becoming a Healthy School?	<input type="checkbox"/>	
• Is the visit linked to the School Improvement Plan?	<input type="checkbox"/>	
• Am I clear where my input fits into the topic or subject plan as a whole?	<input type="checkbox"/>	
• Who will I be 'delivering' to - teachers or pupils?	<input type="checkbox"/>	
• What have the recipients covered already in this topic area?	<input type="checkbox"/>	
• Have I asked about the number, ages and/or abilities of the group or class(es)?	<input type="checkbox"/>	
• Have I asked whether pupils have any special needs e.g. physical disability, dietary needs, asthma or other medical condition?	<input type="checkbox"/>	
• Have I asked where the session will be held e.g. classroom, hall etc? Is the venue suitable for my session?	<input type="checkbox"/>	
• Have I checked what resources or equipment are available?	<input type="checkbox"/>	

A check list for visitors - Part 1

PREPARATION:

Question	Checked	Answer/Action required
•Have I enquired whether there is a relevant school policy which needs to be considered for example SRE, Drugs, parental right of withdrawal, fire regulations?	<input type="checkbox"/>	
•Have I discussed disclosures and confidentiality with the teacher? Is there a protocol in school?	<input type="checkbox"/>	
•Am I clear why the school wants me to be involved? Does it meet my remit/needs?	<input type="checkbox"/>	

THE SESSION:

Question	Checked	Answer/Action required
•Is my work/session linked to the school curriculum e.g. Health Education/PSHE etc?	<input type="checkbox"/>	
•Am I clear what the aims of the session are?	<input type="checkbox"/>	
•Have I included evaluation in my session?	<input type="checkbox"/>	
•Am I clear about the number of sessions required and the length and timing of each session and whether others should be involved?	<input type="checkbox"/>	
•Will a teacher be present all of the time during my session with pupils/young people and what will be the teacher's involvement?	<input type="checkbox"/>	

A check list for visitors - Part 1

OTHER ASPECTS TO CONSIDER:

Question	Checked	Answer/Action required
• Have we identified opportunities for joint working?	<input type="checkbox"/>	
• Where appropriate, have parents been consulted/informed of my visit?	<input type="checkbox"/>	
• Is this an efficient and cost effective use of my time?	<input type="checkbox"/>	
• Have the 'hospitality' arrangements been explained to me e.g. lunchtime, beverages, toilets etc?	<input type="checkbox"/>	

AFTER THE VISIT / SESSION:

Question	Checked	Answer/Action required
• Will this work be followed up by the teacher?	<input type="checkbox"/>	
• Can the evaluation results help inform future practice/planning?	<input type="checkbox"/>	
• Will I and/or the teacher share information either verbally or in writing with others e.g. Governors, Heads, Healthy Schools Forum etc?	<input type="checkbox"/>	
• Has evidence of my visit been cited in the Healthy Schools application?	<input type="checkbox"/>	

A check list for teachers - Part 2

PREPARATION:

Question	Checked	Answer/Action required
• Has a booking form been completed (see attached) to obtain name, contact details etc of the visitor?	<input type="checkbox"/>	
• Does this session support becoming a Healthy School?	<input type="checkbox"/>	
• Is the visit linked to the School Improvement Plan?	<input type="checkbox"/>	
• Is the visit linked to work with pupils or staff?	<input type="checkbox"/>	
• Does the visitor know what has been previously covered regarding the topic area?	<input type="checkbox"/>	
• Has the visitor been informed of any special needs within the class(es)/group?	<input type="checkbox"/>	
• Has a venue been booked for the session(s) to take place, which is conducive to the requirements of the lesson being taught and has appropriate resources/facilities?	<input type="checkbox"/>	
• Are there any school policies/protocols that the visitor should be aware of e.g. SRE, confidentiality etc?	<input type="checkbox"/>	

A check list for teachers - Part 2

PREPARATION CONT...

Question	Checked	Answer/Action required
• Is the visitor from an organisation which may have commercial, financial, political or other interests which would conflict with the ethos of the school?	<input type="checkbox"/>	
• Has a Police Check been made? If not, are there others who could be asked about the organisation, the outside provider, their contribution/professionalism?	<input type="checkbox"/>	

THE SESSION:

Question	Checked	Answer/Action required
• Is the session linked to the curriculum and where does it fit in the subject plan, as a whole?	<input type="checkbox"/>	
• What are the aims of the session?	<input type="checkbox"/>	
• Is evaluation included in the lesson plan?	<input type="checkbox"/>	
• What is the role of the teacher during the session?	<input type="checkbox"/>	

A check list for teachers - Part 2

OTHER ASPECTS TO CONSIDER:

Question	Checked	Answer/Action required
• Have other staff been informed about the visitor(s) to school?	<input type="checkbox"/>	
• Where appropriate, have parents been consulted, informed?	<input type="checkbox"/>	
• Is this an efficient and cost-effective use of the visitors time?	<input type="checkbox"/>	
• Have hospitality arrangements been explained to the visitor?	<input type="checkbox"/>	

AFTER THE VISIT/SESSION:

Question	Checked	Answer/Action required
• How will you follow up this work?	<input type="checkbox"/>	
• Can the evaluation results help inform future planning/practice?	<input type="checkbox"/>	
• Will you and/or the visitor share information either verbally or in writing with others e.g Governors, Head, Healthy Schools forum?	<input type="checkbox"/>	
• Can evidence of this visit be cited in the Healthy Schools application?	<input type="checkbox"/>	

Dear Parent/Guardian,

Re: Growing Up Lesson

I am writing to inform you that, in accordance with this school's Sex and Relationships Education policy (SRE), your child will be receiving a talk from the School Health Advisor (School Nurse) _____ regarding growing up and puberty on _____ .

The topics covered during this lesson, for your information include:-

- *
- *
- *
- *

This lesson will be lively, interesting, informative and will meet with the current Department for Education and Skills (DfES) Guidance (2000) about how sex and relationships should be taught. However, if you do not want your child to attend, the 1993 Education Act permits you to withdraw him/her from this lesson. Only if this applies to you, please complete and return the tear-off slip below.

If you have any queries about this matter, or the school's SRE policy, please give me a ring on the above number,

Yours faithfully

(Headteacher)

.....
.....

Name of child

I do NOT wish my child to attend the growing up lesson on

Parent's/Guardian's signature

DfES Approved Resources for Sex and Relationships Education and Drug Education

Sex and Relationships Education

Developing and Reviewing a School Sex Education Policy (1994).

Sex Education Forum. A practical step-by-step guide.

Good Practice in Sex Education: A source book for schools (1995).

Edited by Caroline Ray and Dilys Went. It offers guidance on sex education and examples of good practice.

Children, Sex Education and the Law (1996). Nevill Harris. Includes chapters by leading experts on sex education, gender and sexuality.

Partnerships with Parents in Sex Education (1996). Lorna Scott. Offers help to schools wanting to develop consultation with parents.

From Needs to Practice (1996). Sue Plant. Effective sex education training and support. Offers schools a training needs assessment model.

Religion, Ethnicity and Sex Education (1996). Rachel Thomson. Offers an exploration of the issues raised by teaching sex education in a multi-cultural society through examining seven religious and one secular personal perspectives.

Let's hear it for the Boys - Supporting sex and relationship education for boys and young men (1997). Edited by Gill Lenderyou and Caroline Ray. Raises awareness of the needs of boys and offers guidance on more effective practice.

Let's talk about sex and relationships. A policy and practice framework for working with children and young people in public care (1998). Hansa Patel-Kanwal and Gill Frances (Lenderyou). A step-by-step guide to developing a coherent policy framework for teaching children and young people in public care about sex and relationships.

The above resources are available from the Sex Education Forum along with a series of fact sheets on various issues relating to sex and relationships education. For further details contact: **The Sex Education Forum**
Tel: 0207 843 6051

Assessment, Evaluation and Sex and Relationships Education a practical toolkit for education, health and community settings. Simon Black and Stella Maltock Spotlight Series (ISBN 1-904787-27-4) National Children's Bureau, 8 Wakley Street, London, EC1V7QE Tel: 020 78436000 Fax: 020 72789512

Primary School Sex Relationships Education Pack

A whole school approach to sex and relationships education written by Julian Cohen (2001). Healthwise (ISBN number 1873460384) ESP Unit, Healthwise 85 - 89 Duke Street Liverpool L1 5AP
Tel: 0151 703 7700 Fax:0151 703 7701

Safe and Sound 11 - 16 Sex and Relationships (SRE) Education Pack written by Julian Cohen (1999). Healthwise (ISBN number 187346014T)

Sex and relationship education, healthy lifestyle and financial capability at key stages 1 to 4

The new units on these pages contain activities to help teachers deliver aspects of the PSHE non-statutory frameworks at all key stages.

The units are not a scheme of work, but could be used as part of a wider programme of training and support or to enhance a schools existing scheme of work.

The content is based on some of the relevant aspects of the non-statutory frameworks for PSHE and citizenship at key stages 1 and 2 and the non-statutory frameworks for PSHE at key stages 3 and 4. Links with other subject areas are also made.

The new units are divided into three groups: sex and relationship education (SRE), healthy lifestyles (which covers aspects of physical, social and emotional health) and financial capability.

Guidance for delivery of the units and a PSHE programme of work is provided in the teacher's handbook, which can be downloaded from this page.

From this page you can also access the DfES website, the **Teachernet** website and the **Wired for health** website, which all contain useful information for teaching PSHE.

Drug Education

- **Tackling drugs to build a better Britain (1a) and Tackling drugs to build a better Britain: guidance notes (1b) (1998).** TTA. Government White Paper identifying the elements and four main aims of the 10-year strategy for tackling drug issues (1998-2007). The separate guidance document sets out the evidence and information upon which the White Paper is based, and provides a practical reference point for those implementing the strategy.

- **“Drug, alcohol and tobacco education” QCA guidance for school 2003 (Qualifications and Curriculum Authority)**
This gives an overview of what should be covered at each key stage.
www links
 - DfES
 - Teachernet
 - Wired for health

- **“Drugs; Guidance for schools” DfES 2004**
How drug alcohol and tobacco education should be organised in schools, who should be involved and how, and also the development functions and limitations of policies.

- **“Healthy Schools - Healthy Children” OfSTED 2006**
This is the first major survey on the broader issue of health since the introduction of the “Every Child Matters” agenda.

- **NFER (National Foundation for Education and Research)**
Survey of smoking, drinking and drug use among young people. The National Survey 2006 - very useful and regional statistics and trends.

- **“National Healthy School Standard Drug Education including alcohol and tobacco” Department of Health 2003/4**

Resources from the NHSP

The following can be obtained by calling **0870 121 4194**.

Confirming Healthy School Achievement

Provides guidance on assessing the NHSS contribution at all levels to targets concerned with tackling health inequalities, promoting social inclusion and raising achievements.

ISBN 1-84279-207-5

Forming Links with Careers Education and Guidance

Highlights the complementary nature of career education, the work of the Connexions Service and the NHSS. The guidance provides the basis for promoting collaborative ways of working, creating improved levels of understanding and reviewing areas of common interest to ensure effective use of resources.

ISBN 1-84279-177-X

How the National Healthy School Standard Contributes to School Improvement

The effectiveness of the NHSS is due to the structure and process it encourages; the whole-school approach it adopts; and the support the school can access through its local healthy school programme.

ISBN 1-84279-180-8

Managing and Teaching Citizenship through the National Healthy School Standard

Illustrates how the NHSS can help schools bring about a whole-school ethos that encourages the effective learning of citizenship, and also give everyday meaning to students' school experiences.

ISBN 1-84279-181-8

Managing links with Careers Education and Guidance

Should be read in conjunction with Forming links with Careers Education and guidance (above)

ISBN 1-84279-178-8

National Healthy School Standard Guidance

For use by local healthy school partnerships, giving a full description of the National Healthy School Standard, the whole school approach and the health and education themes.

Reducing Health Inequalities and Promoting Social Inclusion

A summary of the NHSS contribution to reducing health inequalities and promoting social inclusion.

ISBN: 1-84279-072-2

Using the National Healthy School Standard to Raise Boys' Achievement

Designed to address the current gender gap in pupil's performance by recommending teaching and learning strategies that have been tried and tested in helping to raise achievement.

ISBN: 1-84279-179-128-1

Copies of these publications can be obtained from DH Publications (see address below).

Other Resources Linked to the NHSP

PSHE**Healthy Schools**

Certification of the teaching of PSHE (Personal, Social and Health Education)

Teachers Handbook Revised Edition February 2004. ISBN: 1-84279-174-5

See Section 4 of National Healthy School Status - A Guide for Schools (2005)

Available from

DH Publications Orderline

PO Box 777

London SE1 6XH

Tel 08701 555 455

Fax 01623 724 524

dh@prolog.uk.com

Telephone 08700 102 870

www.dh.gov.uk/publications

National Healthy School Standard**Pupil Involvement**

September 2000

Sex and Relationships Education**Sex & Relationship Education Guidance**

Curriculum & Standards

For Headteachers, Teachers and School Governors

Status – good practice Date of issue – July 2000

Ref DfEE 0116/2000 ISBN 1841851442

This guidance on sex and relationship education (SRE) in school replaces Circular 5/94.

www.teachernet.gov.uk/publications

dfes@prolog.uk.com

Tel: 0845 6022260.

Fax 08456033360.

Drugs, Alcohol, Tobacco**Drugs Guidance for Schools**

Curriculum Standards KS1,2,3,4

Headteachers, Chairs of Governors, LEAs

Status: recommended action

Date of issue: February 2004-08-31 Ref: DfES/0092/2004

Quote ref: DfES/0092/2004, ISBN: 1-84478-187-9

Copies of this publication can be obtained from:

www.teachernet.gov.uk/publications

dfes@prolog.uk.com

Tel: 0845 60 22260

Fax: 0845 60 33360

Emotional Health and Well-being**Bullying – don't suffer in Silence**

An anti-bullying pack for schools

Pupil Support and Access

Headteachers & Teachers

Date of issue 12/00 – DfEE Publications Ref: DfEE 0064/2000

www.teachernet.gov.uk/publications

dfes@prolog.uk.com

Tel: 0845 6022260

Fax: 0845 6033360

Promotional Emotional Health and Wellbeing through the National Healthy School Standard

Date of issue - 2004

Ref NHS Health Development Agency ISBN 1-84279-263-6

Copies of this publication can be downloaded from

www.wiredforhealth.gov.uk

Promoting Children and Young People's Participation through the National Healthy School Standard

Date of issue - 2004

Ref NHS Health Development Agency

ISBN 1-84279-264-4

Copies available from

DH Publications

PO Box 777

London

SE1 6XH