



East Riding Association
of Governing Bodies



Every Child Matters

Change For Children



1. BE HEALTHY

In this first ERAGB guide, we are presenting some ideas to governors to help them assess how well they are meeting their responsibilities in promoting the well-being of children and young people with regard to the first 'Every Child Matters' aim, 'BE HEALTHY'. This has 5 specific outcomes for children and young people about being healthy: (1) that they are physically healthy; (2) mentally and emotionally healthy; (3) sexually healthy; (4) have healthy lifestyles; (5) choose not to take illegal drugs.

Government health targets for children and young people include:

- A reduction in obese children under 11 years of age.
- Reduction in death rate from suicide and undetermined injury.
- Reduction in pregnancy and sexually transmitted diseases among under 18 year olds.
- Reduction in alcohol consumption, drug abuse and smoking in young people.
- An increase in the percentage of children and young people eating 5 portions of fruit and vegetables a day.

OFSTED inspectors expect to be able to judge whether:

- Parents and carers receive support to keep children and young people healthy.
- Healthy lifestyles are promoted for children and young people.
- Action is taken to promote children and young people's physical health.
- Action is taken to promote children and young people's mental health.
- The health needs of looked after children and young people are addressed.
- The health needs of children and young people with learning difficulties and/or disabilities are addressed.

Sources of evidence will include:

- Discussions with pupils, staff and outside agencies.
- School council reports.
- Policy documents, curriculum provision and displays.
- Continuing Professional Development programmes.
- Healthy Schools Award.
- Extra-curricular provision and participation rates.
- The School Development/Improvement plan.
- The school Self Evaluation Form (the SEF).
- Observation of pupils, staff, facilities and planned provision.
- Headteachers' reports.
- Governors' minutes, newsletters, external reports.

Additional sources of evidence for foundation stage settings:

- Observations of lunchtimes and snack times.
- Observations of adult interactions and conversations with young children
- Resources, space and provision for play.
- Links with parents and outside professionals.
- Curriculum provision and planning to develop children's understanding of healthy lifestyles and basic hygiene.

WHAT ARE WE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO BE HEALTHY?

These are the five stated pupil outcomes for 'Be healthy'. By asking some of the following questions, you will be in a better position to assess your role in ensuring the well-being of children and young people and the extent to which your school is enabling them to be healthy.

The first outcome is 'Children and young people are physically healthy'.

Most schools will always have ensured that there are obvious opportunities for exercise through dance, PE, swimming or games within the school curriculum but how much time is allocated? And what other activities are in place to encourage active lifestyles? In a primary school, do you know what playtime equipment is available to encourage active play? In the Early Years, are there facilities and outdoor space to encourage active physical play which challenges and stimulates the young child? In a secondary school, what lunchtime or evening activities does your school offer to encourage wide participation in active pursuits? Do pupils take and enjoy regular exercise? How many pupils engage in extra-curricular physical activities? Are a wide variety available to suit different needs and preferences? Does the School Travel plan encourage safe walking/cycling to school? Are facilities available which promote basic hygiene? Can young children manage their own personal hygiene? Is healthy eating part of school life for all children and young people? Do young people understand the effects of smoking on health?

The second outcome is 'Children and young people are mentally and emotionally healthy'.

Again, most schools will have in place policies for the prevention of bullying but do you know how well they are working? There may be children and young people whose home lives or circumstances are causing them emotional difficulties. How does your school deal with issues such as bereavement, loneliness or depression? Do pupils recognise signs of personal stress and develop strategies to manage it? Is there planned provision for pupils to relax and calm down? Are multi-agency links, for example Child and Adolescent Mental Health Services, (CAMHS) promoted? Is there provision in the curriculum for circle time or PSHE which promotes discussion about all aspects of health?

The third outcome is 'Children and young people are sexually healthy'.

This may appear to be something for schools to address as young people approach the end of their compulsory schooling at the age of 16. There are, however, things children and young people need to be clear about as they grow and develop. Does your school have a health education programme that talks about physical changes in adolescence, menstruation, promiscuity, sexually transmitted diseases or contraception? Children are maturing at an earlier age than ever before and some of these issues may need to be addressed while they are still at primary school. Is the curriculum dealing appropriately with sexual health and relationships education? Are parents and carers involved?

The fourth outcome is 'Children and young people live healthy lifestyles'.

They've been dubbed the 'Play station Generation' but do you really know what children and young people in your school do in their leisure time? Many children and young people have been brought up in a climate of fear – not allowed out of their homes unsupervised for fear of predators or to engage in leisure time activities that might be dangerous. Do the youngest pupils engage in imaginative role play which promotes healthy lifestyles? Does your school have anything in place to encourage children and young people to seek pastimes that will keep them active? Do pupils know about and make healthy lifestyle choices? Are school meals involved in healthy lifestyle provision? Are younger children encouraged to talk about health and food during snack or meal times? There are other agencies providing such opportunities and schools need to work with them to ensure that children, young people and their parents know what's available for them to do during school holidays and leisure time.

The fifth outcome is 'Children and young people choose not to take illegal drugs'.

For many years now, a drug culture has been a growing element of our society which has resulted in blighted and ruined lives for many young people. It is essential that children from primary school age understand the effects of all drugs – legal and illegal – in order to appreciate their benefits and dangers. There may be children and young people in your school who are dependent on legal drugs in order to stay alive, for example diabetics or epileptics, and others who may be the children of users of illegal drugs. What is your school doing to present the whole picture? Does your school make best use of multi-agency support and outside speakers? Are parents and carers involved?

To help you as governors decide what you are doing to enable all children and young people to be healthy, we are providing you with a simple checklist under the headings of the 3 statutory governing body roles - providing a strategic view, acting as a critical friend and ensuring accountability. On the next page, you will see that one has already been filled out as an example but we'd like you to come up with your own activities to demonstrate 'Be healthy'. The last page is a blank form for you to do just that. You may be surprised how many governor activities have a bearing on the health and well-being of children and young people.

WHAT WE ARE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO BE HEALTHY

EXAMPLE

1. Providing a strategic view: *To what extent does the governing body help shape the vision and direction of the school with reference to the aim 'Be healthy'?*

Core tasks	Evidence of governor activities and outcomes
<ol style="list-style-type: none"> 1. We make clear our direction and vision for the healthy school through long term planning focusing on healthy outcomes for all children and young people. 2. We formulate and review policies and practices which promote the importance of physical, mental, emotional and sexual health and well-being for all our children and young people and their families. 3. We promote 'Be healthy' outcomes through keeping the achievement and well-being of all children and young people central to policy, planning and recruitment. 4. All children and young people's needs, particularly those of the most vulnerable, are included in the school's vision for healthy outcomes. 	<p>Contributed to School Travel Plan Healthy Schools Award is built into SDP and resourced.</p> <p>Revision of extended schools provision to promote physical activity/space Working party staff/governors in place to assess access</p> <p>Review underway of policies and protocols that address identified health issues in our school; anti-bullying/nutrition/inclusion</p> <p>Governors requested head to provide data on Be Healthy outcomes for the looked-after pupils</p>

2. Acting as a critical friend: *'To what extent does the governing body challenge and support the school with reference to the aim 'Be healthy'?*

Core tasks	Evidence of governor activities and outcomes
<ol style="list-style-type: none"> 1. We visit the school to learn about its work in promoting good health and well-being, to celebrate its successes and get to know to what extent children and young people are helped to be healthy. 2. We discuss and challenge a wide range of evidence and outcomes which demonstrate healthy outcomes. 3. We ensure that the school supports parents and establishes good working relations with external professionals in promoting good health. 4. We support the continuing professional development of all staff and training for governors in promoting healthy outcomes for all children and young people. 	<p>Attended assemblies, observed lunch or playtime activities on offer. Helped with displays in school on health issues. Supported. 'Healthy eating week' Lunched with pupils and discussing provision with them. Observed playtimes. Observed Early Years play provision</p> <p>Supported Sports Day.</p> <p>Talked regularly to parents about provision for consultation and advice</p> <p>Participated in workshops for staff and governors on Child Protection, Pupil Mental Health and School Meals</p> <p>Talked to staff about CPD needs relating to health issues.</p>

3. Ensuring accountability: *To what extent does the governing body understand the school's strengths and weaknesses with reference to the aim 'Be healthy'?*

Core tasks	Evidence of governor activities and outcomes
<ol style="list-style-type: none"> 1. We monitor, analyse and evaluate actions and policies in pursuit of promoting children's and young people's healthy outcomes based on secure and wide-ranging sources of evidence. 2. We engage in systematic school self-evaluation with reference to desired healthy outcomes for all children and young people, so that strengths are built on and weaknesses are addressed in planning, policies, curriculum and resource provision. 3. We monitor the effectiveness of the deployment of resources in pursuit of promoting healthy outcomes for all children and young people. 	<p>Regular discussion as an agenda item at full Governing Body meetings led by Governor with special responsibility for the Be Healthy outcome.</p> <p>Monitored vehicle access and parents' car parking at school at key times. Observed relationships in school.</p> <p>Talked/listened to School Council.</p> <p>Monitored access to facilities and equipment.</p> <p>Participated in completing sections of the school's Self Evaluation Form (SEF)-identified issues for SDP.</p> <p>Analysed data on opportunities for exercise.</p> <p>Monitored school meal and tuck shop provision to ensure balanced diets and improve provision.</p> <p>Set budget priority to extend outdoor play provision in Early Years.</p>

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