



Healthy
Schools

stage 1

how to

set up a health
and well-being
development
group (HWDG)
at stage 1



department for
children, schools and families

NHS



Department
of Health

How to set up a health and well-being development group (HWDG) at stage 1

The first step for schools taking part in the enhancement model is to establish a health and well-being development group (HWDG). This group will play a pivotal role in developing and influencing the thinking and planning required at each stage of the Healthy Schools enhancement model.

It is essential that schools set up a HWDG, even if their previous Healthy Schools work was driven by a single member of staff. It may be helpful to look at the school based groups that already exist, to see whether they can embrace the functions of the HWDG.

This guide provides you with information to help you set up a HWDG in your school. It not only outlines the involvement of the group at each stage of the enhancement model but also highlights where it would be useful to identify more than one member of the group with a certain skill set.

In general terms, you should aim for a group which can:

- > Shape vision and have influence on strategic planning and budget decisions.
- > Represent the whole school community and be able to have an understanding of the specific health and well-being needs of children and young people.

- > Involve key partners in developing innovative actions/interventions planned to have an impact on the health and well-being outcomes for children and young people.
- > Contribute to the monitoring and review of improvements in the health and well-being of children and young people.

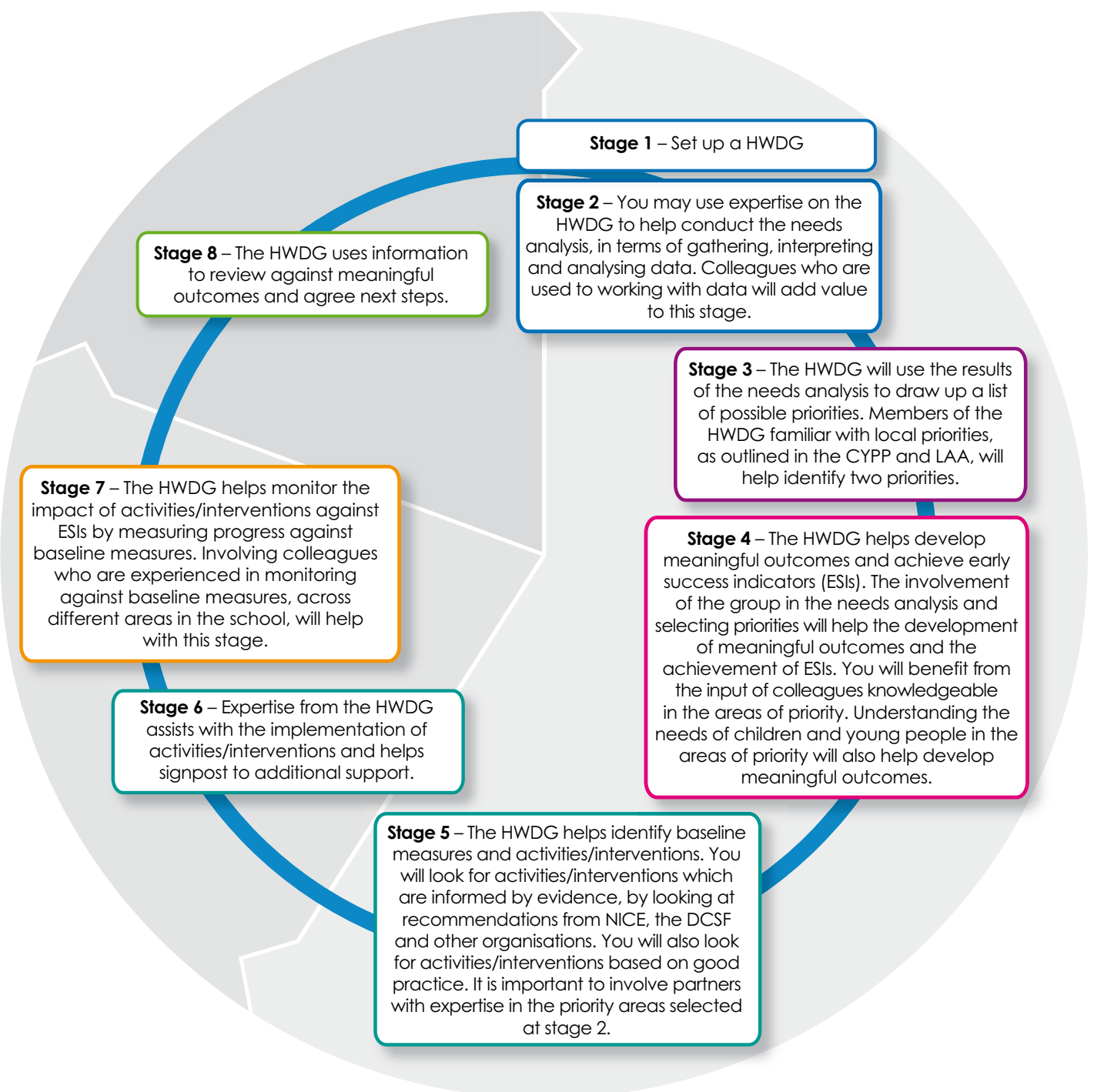
If your school is working as part of a cluster on the enhancement model, you may want to consider whether you should collaborate with other schools to form a single HWDG for the cluster. If you take this approach, it is essential that each school is represented on the HWDG.

The vision of the Healthy Child Programme¹ is to set up school health teams, consisting of health professionals, to support schools and clusters of schools access the expertise they need on health and well-being issues. The school nurse service will be at the core of these arrangements. You should, where possible, incorporate the expertise on these teams into your HWDG.

¹ Department of Health (2009) The Healthy Child Programme

The role of the health and well-being development group at each stage of the enhancement model

This diagram summarises the involvement of the HWDG at each stage of the enhancement model.



A strategic role for the health and well-being development group

The HWDG will also ensure that health and well-being is further developed in your school and that it is an important part of the ethos of the school. It can do this by:

- > Making sure health and well-being is reflected in the vision and all strategic planning.
- > Ensuring health and well-being is part of the school improvement plan.
- > Ensuring that consideration is given to health and well-being when key budget decisions are made.
- > Influencing decisions at governors' meetings and senior leadership team (SLT) meetings to ensure that policy decisions reflect a commitment to ongoing improvement in health and well-being for all children and young people.

Involving the whole school community

Schools involved with Healthy Schools already adopt a whole school approach. This means addressing the health and well-being needs of children and young people, staff and the wider community, both within the curriculum and across the whole school and learning environment.

This is something which your school will be encouraged to build on through your work as part of the enhancement model. It is vital that your HWDG includes representation from the whole school community, including children and young people, staff, governors, and representatives from the wider community such as professionals from both education and health.

Your schools should also consider whether there are benefits from working in a cluster of schools on the enhancement model, and if so, whether you want one HWDG for the cluster.

Tips on choosing membership of the health and well-being development group

You should include:

- > A member of staff who is familiar and confident when it comes to handling data, such as attendance or attainment data. This will help with the needs analysis at stage 2 and monitoring and reviewing your activities/interventions at stage 7 and stage 8.
- > A member of staff with good contacts within the local authority and a range of health services. This will ensure easier accessibility to specialist skills and knowledge from a wide range of partners to support the expertise already available within school.
- > Staff who are aware of the issues around inclusion and special educational needs, pastoral issues and specific issues within the local community. This will support work with targeted groups of children and young people, e.g. young carers or children in care.
- > Representation from the whole school community. As well as teaching staff, you will want to include the views of children and young people, all staff, parents/carers, governors and the wider school community.

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Getting started

As well as agreeing who will be on the HWDG, you also need to agree roles and responsibilities. It is important that the group undertakes this activity to make sure it meets the specific needs of your school. There are a series of questions in the health and well-being improvement tool (HWIT) which will help you get started on this. You can access this tool on the Healthy Schools website: <http://resources.healthyschools.gov.uk/s/Enhancement>

Some of the issues you may want to consider are:

- > How the work of the group will be reported to the SLT and how it will influence the decision making processes in your school.
- > How you can enable the views of all children and young people, including those who are vulnerable or in challenging circumstances, to influence the group.
- > How you can enable the views of the whole school community to influence the group.
- > How you can structure meetings, and the schedule of those meetings, to both meet the needs of the enhancement model and fit with key planning decisions made in your school.
- > How this information may support your school evaluation form (SEF) and demonstrate your school's contribution to the well-being of children and young people.
- > How the activity of the HWDG reflects how children and young people make a positive contribution to their communities.

Flexibility in the membership of the health and well-being development group

You may find it helpful to consider a fluid membership of the HWDG with different individuals supporting as you experience different stages of the enhancement model. For example, once you have decided on priorities, you may need to adapt the membership to bring in expertise in the particular areas you have chosen.

Next steps

You should complete information about the setting up of the HWDG in stage 1 of the health and well-being improvement tool (HWIT) and continue to review the membership of the group as you move through each stage of the enhancement model.

Once your HWDG is set up, you should conduct a needs analysis (stage 2). There is more information about this in:

- 1) Handbook for schools - <http://resources.healthyschools.gov.uk/s/Enhancement>
- 2) How to conduct a needs analysis, including gathering, analysing and interpreting data - <http://resources.healthyschools.gov.uk/s/Enhancement>



For further information...

please contact your Local Programme Co-ordinator.

Their contact details and more information about Healthy Schools can be found on our website:

www.healthyschools.gov.uk



Healthy Schools is a joint Department of Health and Department for Children, Schools and Families initiative

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