

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	24 April 2012
DIRECTOR	Patricia Cassidy
TITLE OF REPORT	Health & Wellbeing Policy
REPORT NUMBER:	ECS/12/022

1. PURPOSE OF REPORT

This policy aims to build on the existing work achieved through Health Promoting Schools and identify the way forward to further embed health and wellbeing. The policy is applicable across the whole directorate as this will have the biggest impact on children and young people as it involves everyone who has a role to play in their life.

It gives a citywide approach for health and wellbeing and identifies the key outcomes and roles and responsibilities to take this work forward. This policy will be supported through the implementation of an action plan.

2. RECOMMENDATION(S)

It is recommended that the committee:

- (i) Approve Health and Wellbeing policy.
- (ii) Agree to priorities identified in the policy.

3. FINANCIAL IMPLICATIONS

No financial implications.

4. OTHER IMPLICATIONS

None

5. BACKGROUND/MAIN ISSUES

The local government act (2007) gives the local authority the power to promote well being.

Good health is vital to us all, however if we want to improve the health and wellbeing of our nation for future generations we must focus on children and young people. Change will not happen overnight and it has to be a partnership approach. Taking care of children's well-being pre-birth and in early years helps ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Curriculum for Excellence ensures that health and wellbeing is in the heart of the curriculum.

“If children and young people are healthy and emotionally secure they are more able to develop the capacity to live a full life” – Curriculum for Excellence, Building the Curriculum 1.

The UN Convention Rights of the Child sets out basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. These rights include the right to play, to be healthy and happy, to learn new things and to be looked after and nurtured – whether they live at home or not.

Getting it Right for Every Child is designed to thread through all services that involve children and young people. It is about helping people to ensure children and young people are given the best possible start in life and their rights and well-being are taken care of. It is about seeing the child as a whole person and achieving better outcomes for them.

It is the responsibility of parents/carers to nurture and care for their children’s health and well.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with challenging situations they will experience throughout their lives. A healthy lifestyle supports mental, emotional, social and physical wellbeing and underpins learning. Therefore school communities can make a significant contribution to improving the health of children and young people.

Learning in health and wellbeing enables children and young people to develop knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Within curriculum for excellence health and wellbeing is the responsibility of every teacher and this policy supports this whole school approach. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their health and wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation
- Learning in health and wellbeing also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

In 2006, a 'Framework for the National Accreditation of Health Promoting Schools in Scotland' aimed to establish a consistent and coherent approach to Health Promoting School development throughout Scotland. It identified the process towards all schools becoming health promoting by December 2007 (Scottish Executive target) and how they would develop sustainable approaches to health promotion in the long term.

This policy will also further support the work of Active Schools. Active Schools provides pupils with sufficient opportunities to get active to the extent that it makes a positive contribution to their health. The Active Schools Aberdeen Team are responsible for putting in place and driving forward a range of planned activities in both school and community settings to help encourage children and young people's participation in the physical activity and sport.

Each local authority in Scotland developed an accreditation framework and process which was nationally endorsed in line with the nationally agreed criteria. As a result Aberdeen City schools have all participated in the accreditation process with 98% achieving some level of accreditation and seven schools achieving excellence level. A full breakdown of what has been achieved through accreditation is detailed in appendix 1.

More recently, the Scottish Parliament passed the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*. The Act ensures all schools are health promoting and that all food and drink served in schools meets nutritional regulations. Therefore, school communities must now embed and build on what has been achieved through accreditation, with support from Aberdeen City Council and NHS Grampian to make it sustainable in line with the Act and the health and wellbeing outcomes within *Curriculum for Excellence*.

Due to the implementation of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*, accreditation came to a natural end in July 2010. However, an excellence award still exists for Aberdeen City schools who wish to achieve this.

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people and the educational communities they belong to. The experiences and outcomes reflect a holistic approach to promoting health and are consistent with the UN Convention Rights of the Child. Building the Curriculum 3 highlights health and wellbeing as an area there should be continuous focus on and therefore is the responsibility of all staff. *Curriculum for Excellence – Principles and Practice* in conjunction with the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* describes the expectations upon individuals, schools and local authorities for promoting the health and wellbeing of children and young people. This policy brings all of the strands together within the context of curriculum for excellence to enable schools to plan and implement an integrated cross-curricular approach to health and wellbeing.

6. IMPACT

The council's priorities for the next five years to deliver this vision are focused on six key areas, three of which are supported by this policy:

- Provide for the needs of the most vulnerable people;

- Help to ensure that all schoolchildren reach their potential;
- Ensure efficient and effective delivery of services by the Council and with its partners.

7. BACKGROUND PAPERS

- Curriculum for Excellence
- HEAT Targets
- Towards a Mentally Flourishing Scotland (Scottish Government, 2009)
- Early Years Framework (Scottish Government, 2008)
- Getting It Right for Every Child (GIRFEC)
- Childsmile
- Scotland's Future is Smoke Free: A Smoking Prevention Action Plan (Scottish Government, 2008)
- Changing Scotland's Relationship with Alcohol: A Framework for Action (Scottish Government, 2008)
- The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem (Scottish Government, 2008)
- Respect and Responsibility : A Strategy and Action Plan for Improving Sexual Health (Scottish Government, 2005)
- Let's Make Scotland More Active (Scottish Government, 2003)
- Healthy Eating, Active Living: An Action Plan to Improve Diet, Increase Physical Activity and Tackle Obesity (Scottish Government, 2008)
- Preventing Overweight and Obesity in Scotland – A Route Map Towards Healthy Weight (Scottish Government 2010)

(Policy context diagram in appendix 2 of policy)

8. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

ABERDEEN CITY COUNCIL
Education Culture and Sport

Health & Wellbeing Policy

Version Number: 2.0

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Lead Officer: Neil Hendry
Head of Service: David Leng

Contents

Section 1 Introduction and Purpose of Policy (Rationale)

- 1.1 Background
- 1.2 Purpose & Scope of Policy

Section 2 Policy Principles

Section 3 Expected Outcomes

Section 4 Roles and Responsibilities

Section 5 Links

- 5.1 To Council Values and Priorities
- 5.2 To Other Policies

Section 6 Distribution and Publication

Section 7 Review

Section 8 Organisation and Responsibility

- 8.1 Director
- 8.2 Heads of Service/Service Managers/Head Teachers/Line Managers
- 8.3 All Employees

Section 9 Planning and Implementation

Section 10 Communication

Section 11 Risks

Section 12 Strategic and Environmental Assessment

Section 13 Equality and Human Rights Impact Assessment

Section 14 Approval

Section 15 Agreed Review Date

Appendices

1 INTRODUCTION AND PURPOSE OF POLICY (Rationale)

1.1 Background

The local government act (2007) gives the local authority the power to promote well being.

Good health is vital to us all, however if we want to improve the health and wellbeing of our nation for future generations we must focus on children and young people. Change will not happen overnight and therefore a co-ordinated partnership approach is a vital underpinning principle. Taking care of children's well-being pre-birth and in early years helps ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Curriculum for Excellence ensures that health and wellbeing is in the heart of the curriculum.

"If children and young people are healthy and emotionally secure they are more able to develop the capacity to live a full life" – Curriculum for Excellence, Building the Curriculum 1.

The UN Convention Rights of the Child sets out basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. These rights include the right to play, to be healthy and happy, to learn new things and to be looked after and nurtured – whether they live at home or not.

Getting it Right for Every Child is designed to thread through all services that involve children and young people. It is about helping people to ensure children and young people are given the best possible start in life and their rights and well-being are taken care of. It is about seeing the child as a whole person and achieving better outcomes for them.

It is the responsibility of parents/carers to nurture and care for their children's health and wellbeing.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with challenging situations they will experience throughout their lives. A healthy lifestyle supports mental, emotional, social and physical wellbeing and underpins learning. Therefore school communities can make a significant contribution to improving the health of children and young people.

Within Curriculum for Excellence health and wellbeing is the responsibility of every teacher and this policy supports this whole school approach. Learning in health and wellbeing enables children and young people to develop knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the

future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their health and wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation
- learning in health and wellbeing also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

Health promotion work has been present in school communities for a number of years, however there was no agreed national criteria to provide a consistent approach across Scotland. This was addressed in 2006, by a 'Framework for the National Accreditation of Health Promoting Schools in Scotland' which aimed to establish a consistent and coherent approach to Health Promoting School development throughout Scotland. It identified the process towards all schools becoming health promoting by December 2007 (Scottish Executive target) and how they would develop sustainable approaches to health promotion in the long term.

Each local authority in Scotland developed an accreditation framework and process which was nationally endorsed in line with the nationally agreed criteria. As a result Aberdeen City schools have all participated in the accreditation process with 98% achieving some level of accreditation and seven schools achieving excellence level. A full breakdown of what has been achieved through accreditation is detailed in appendix 1.

More recently, the Scottish Parliament passed the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*. The Act ensures all schools are health promoting and that all food and drink served in schools meets nutritional regulations. Therefore, school communities must now embed and build on what has been achieved through accreditation, with support from Aberdeen City Council and NHS Grampian to make it sustainable in line with the Act and the health and wellbeing outcomes within *Curriculum for Excellence*.

This policy will also further support the work of Active Schools. Active Schools provides pupils with sufficient opportunities to get active to the extent that it makes a positive contribution to their health. The Active Schools Aberdeen Team are responsible for putting in place and driving forward a range of planned activities in both school and community settings to help encourage children and young people's participation in physical activity and sport.

Due to the implementation of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*, accreditation came to a natural end in July 2010. However, an excellence award still exists for Aberdeen City schools who wish to achieve this.

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people and the educational communities they belong to. The experiences and outcomes reflect a holistic approach to promoting health and are consistent with the UN Convention Rights of the Child. Building the Curriculum 3 highlights health and wellbeing as an area there should be continuous focus on and is therefore the responsibility of all staff. *Curriculum for Excellence – Principles and Practice* in conjunction with the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* describes the expectations upon individuals, schools and local authorities for promoting the health and wellbeing of children and young people.

1.2 Purpose and Scope of Policy

This policy aims to build on work achieved to date and identify the way forward to further embed health and wellbeing for all children and young people. The policy is applicable across the whole directorate to achieve maximum impact on children and young people as it involves everyone who has a role to play in their life.

It gives a citywide approach for health and wellbeing and identifies the key outcomes and roles and responsibilities to take this work forward. This policy will be supported through the implementation of an action plan.

2 POLICY PRINCIPLES

We need to improve the health of our children and young people and reduce the significant inequalities in health within our society.

To do this we need all staff to have an understanding of health and what their role is in promoting the health of the children and young people they work with. This will enable the environments we work within and services we provide for children and young people to be health promoting.

By providing health promoting environments children and young people will be enabled to develop the skills to lead a healthy life now and in the future. This is a responsibility everyone shares.

It is more than acquiring knowledge and understanding about health, children and young people should be supported to develop the skills to actively improve their own health and wellbeing for now and in the future.

This policy aims to identify how we build capacity in staff to ensure the health of all children and young people is being promoted within Aberdeen City.

3 EXPECTED OUTCOMES

The outcomes detailed below identify what needs to be put in place to ensure we have health promoting environments. This will enable our children and young people to have the best possible start in life, lead healthier lives, contribute meaningfully to society and ultimately improve the health of future generations.

Priority 1: All staff working with children and young people to promote their health and wellbeing and work towards reducing inequalities in health.

It is the responsibility of all staff to promote the health and wellbeing of all children and young people. To reduce inequalities in health, resources should be targeted where need is greatest.

The key outcomes are:

- Partner agencies to work together to improve the health and wellbeing of all children and young people, targeting where there is most need, this includes; Education, Culture and Sport, NHS Grampian, Social Care, Grampian Police and the voluntary sector.
- Learning Partnerships to reflect the health needs within their communities and develop priorities for action around health where appropriate, based on identified local needs.
- Schools and the Communities team to engage and work in partnership with parents to promote the health and wellbeing of children and young people, particularly with vulnerable groups and in areas of deprivation.

Priority 2: Educational establishments are health promoting environments and all staff are confident and able to take forward health promotion and deliver the health and wellbeing outcomes within *Curriculum for Excellence*.

It is now statutory that schools are 'health promoting' environments. This means they should provide activities and an environment which promote the physical, mental, emotional and social wellbeing of all those in that school community. Health promoting school communities should adopt a whole-school approach to integrating health promotion into every aspect of school life. In conjunction with the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*, the Standards in Schools Act 2000 has been amended to require local authorities to include health promotion in their improvement plans. Subsequently school development plans are required to reflect these improvement objectives. NHS Boards are key partners in implementing the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* and should ensure the requirements of the Act are reflected in key strategies and plans and that specialist health promotion advice is provided.

Under Curriculum for Excellence health and wellbeing is the responsibility of all staff. Therefore, we must ensure staff have the capacity to enable them to do this.

The key outcomes are:

- Senior management to ensure that all staff are delivering progressive and stimulating health and wellbeing programmes through the delivery of Curriculum for Excellence.
- Education, Culture and Sport to set the strategic direction for implementing and monitoring the *Schools (Health Promotion and Nutrition) (Scotland) Act*.
- All staff in schools will implement the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*.
- All staff within Education, Culture and Sport to be aware of the requirements within the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* and consider these requirements within their service.
- Education, Culture and Sport in conjunction with relevant NHS/health promotion staff to ensure health and wellbeing training needs of staff are identified and programmes are developed/delivered to meet need.
- Schools will have a nominated lead for health and wellbeing in their school.
- Good practice will be shared through the health and wellbeing network.
- Schools in partnership with NHS Grampian will support and participate in national and local programmes to improve health outcomes for children and young people e.g. Child Healthy Weight, Childsmile.
- NHS and Education staff to support schools who wish to participate in Aberdeen City's Health Promoting Schools Excellence Award.
- The Early Years team to encourage and support early years settings to participate in Aberdeen City's Early Years Health and Wellbeing Award.

Priority 3: Improve mental, emotional and social wellbeing.

By improving the mental, emotional and social wellbeing of children and young people it will help them to be resilient, confident and able to develop fulfilling relationships now and in their future. Mental and emotional wellbeing underpins other aspects of health and wellbeing and cannot be considered in isolation.

Approaches to promoting positive behaviour aim to improve relationships and develop emotional literacy. These approaches include the use of restorative practices and programmes which develop children and young peoples interpersonal skills to help them manage their feelings and responses, and to participate fully in school, at home and in the community.

The key outcomes are:

- Education, Culture and Sport and relevant NHS staff to ensure that staff are confident to deliver on mental, emotional and social wellbeing which is now the responsibility of all.
- Senior management to ensure the promotion of mental health for all, which includes appropriate signposting to services for those who are experiencing difficulties.
- NHS Grampian in partnership with Education, Culture and Sport to develop and implement a mental health improvement framework for children and young people consistent with national mental health strategies/policies, which will include the promotion of a positive ethos for all.

Priority 4: Promote a healthy weight for all.

A balanced diet coupled with an active lifestyle and limited time being sedentary will lead towards children and young people maintaining a healthy weight.

Scottish children and young people still largely eat a diet too high in fat, sugar and salt and too low in fruit and vegetables. This coupled with an in-active lifestyle leads to an energy in-balance which has caused the rates of overweight and obesity to rise within the population in recent years.

Preventing Overweight and Obesity in Scotland – A Route Map Towards Healthy Weight (Scottish Government 2010) aims to have the majority of Scotland's population within a normal weight range and have identified a number of actions including those directed at children and young people to achieve this. UK physical activity guidelines, including for the first time guidelines for the early years, were published in the recent Chief Medical Officers 'Start Active, Stay Active' report.

Hungry for Success encouraged the adoption of a whole school approach to food and health. This approach is now reinforced through the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and compliments the *Food and Health* organiser within Curriculum for Excellence. The Act ensures all food and drink served in schools complies with nutritional requirements specified by Scottish Government.

Within Curriculum for Excellence, practical food activities feature across the food and health experiences and outcomes so that children and young people can experience a variety of opportunities to apply their knowledge and skills.

Children and young people need to be more active particularly young girls as their activity levels drop off in upper primary. Throughout school life children and young people should have the opportunity to participate and enjoy physical activity and sport; through timetabled physical education, at break times and lunchtimes, during travel and beyond the school day. Outdoor learning, outdoor play and nature nurture groups can all contribute to physical activity and enhance learning in different areas of the curriculum. Active

Schools and Adventure Aberdeen also support work on increasing physical activity levels of young people in our city.

The establishment of a pattern of daily physical activity, reducing time spent being sedentary and a balanced diet will help maintain a healthy weight which will contribute towards a healthy lifestyle into adulthood.

The key outcomes are:

- All staff in schools to ensure food and drink served **outwith** the school lunch (either free of charge or at a cost) meets the regulations in the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*, in line with the Aberdeen City policy.
- School Catering to ensure school meals meet the requirements of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*.
- Provision of food and drink within all services under Education, Culture and Sport i.e. sport centres and community centres should be consistent with the requirements of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* and in line with the Aberdeen City policy.
- Education, Culture and Sport to ensure uptake of free school meals is encouraged and anonymity of those eligible protected.
- Education, Culture and Sport to ensure capacity is built around practical food skills.
- NHS Grampian and Education, Culture and Sport to work in partnership to continue implementation of 'Grow Well Choices' and consider options for mainstreaming.
- Senior management to ensure schools are providing the national requirements of quality physical education per week.
- Schools and key partners in the community including Active Schools to ensure there are increased opportunities for participation in a variety of sports and physical activities for all children and young people, throughout the day.
- Education, Culture and Sport to promote active travel, play and outdoor learning.

Priority 5: Raise awareness of the effects of substance misuse.

Substance misuse education provides an opportunity to engage young people using accurate, relevant and up-to-date information that explores attitudes, values and crucially, fosters the requisite skills in order to make informed decisions that can have a positive outcome for young people's overall health and wellbeing.

Substance misuse education involves not only classroom-based teaching, but encompasses a wide range of activity addressing risk and protective factors. This can be addressed through influencing, by example; policy development, professional working practice, programmed and opportunistic initiatives and events all integrated and within the school and community environments, that connect both prevention and education of tobacco, alcohol and drug-related harms.

The evidence is clear that stand alone or one-off approaches to education and prevention in this area have limited impact. Approaches that address multiple domains of influence on risk behaviours (individual, peer, family, school and community) show far greater promise as they reflect the multi-faceted nature of the underlying causes of such risk behaviours.

Effective partnership planning and delivery with health, police and community partners is essential to successful substance misuse education. This involves more emphasis being placed on involving parents or carers in the education of their own families regarding substance misuse.

The key outcomes are:

- Education, Culture and Sport in conjunction with relevant NHS and health promotion staff to ensure that all relevant staff (whether involved in formal or informal education), deliver key messages around substance misuse by utilising the appropriate knowledge, skills and confidence required to do so.
- Schools implement a three year rolling programme of Alcohol, Drugs and Tobacco Evenings for Parents in each ASG in partnership with the support of NHS Grampian, Grampian Police and other partners.

Priority 6: Improve the oral health of children and young people

To improve Scotland's poor records of oral health a national target has been set to have 60% of all 3 and 4 year olds having twice yearly fluoride varnishing and 60% of all children entering school to have no evidence of dental disease. The Scottish Government have also set up a national oral health improvement programme called Childsmile. Activities include supervised toothbrushing, fluoride varnishing and projects aimed at encouraging healthy eating and better self care.

The key outcomes are:

- Education, Culture and Sport to support continued delivery of Childsmile (toothbrushing and fluoride varnish) through nurseries and schools.
- All staff in schools to ensure food and drink provided **outwith** the school lunch (either free of charge or at a cost) meets the regulations in the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*, in line with the Aberdeen City policy.
- All staff within Education, Culture and Sport i.e. sport centres and community centres should ensure all provision of food and drink is consistent with the requirements of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* and in line with the Aberdeen City policy.
- A number of targeted schools to work in partnership with the University of Aberdeen Dental School and Hospital who will identify children not registered with a dentist and provide treatment where appropriate.

Priority 7: Promote positive relationships encouraging respect and responsibility.

It is recommended that schools, in consultation with parents, should provide relationships, sexual health and parenthood education linked to other aspects of the curriculum and delivered by trained and supported staff. Relationships, sexual health and parenthood education should be supported by local sexual health services for young people.

Children and young people attending primary and secondary schools should receive consistent and accurate messages regarding Relationships, Sexual Health and Parenthood education through materials which are age and stage appropriate.

The key outcomes are:

- Education, Culture and Sport in conjunction with NHS to ensure all staff have increased knowledge, skills and confidence about relationship, sexual health and parenthood education.
- Education, Culture and Sport in conjunction with NHS to encourage schools to have policies in place for Relationship, Sexual Health and Parenthood Education in line with Aberdeen City Council/NHS Grampian's guidelines on Relationship, Sexual Health and Parenthood Education.
- Education, Culture and Sport in partnership with NHS Grampian to pilot a broad based health advice service within priority areas in the City.

4 ROLES AND RESPONSIBILITIES

Parents/carers have the primary responsibility for the welfare of their children, therefore, should encourage and foster healthy attitudes at an early age. Schools and the wider community have the responsibility to re-enforce these messages in partnership with parents and families.

Within Curriculum for Excellence all children are entitled to develop skills for learning with a continued focus on health and wellbeing. *'These experiences and outcomes also include opportunities to develop a range of skills and attributes that will enable children and young people to pursue a healthy and active lifestyle'* Building the Curriculum 3 – A Framework for Learning and Teaching.

All teachers have the responsibility to deliver on health and wellbeing. In early years and primary schools all staff are responsible for the delivery of health and wellbeing. In secondary schools not all staff are expected to deliver on all of the experiences and outcomes but a number of areas are the responsibility of all. All staff should contribute to a positive ethos and be familiar with key policies relating to health and wellbeing.

Schools should have a nominated lead for health and wellbeing within the school. Senior management and health and wellbeing co-ordinators have overall responsibility for health and wellbeing in schools.

Within Education, Culture and Sport a Quality Improvement Officer with a lead for health and wellbeing has overall responsibility for health. This includes providing a citywide perspective and strategic lead in conjunction with the Head of Service. The Quality Improvement Officer supported by joint funded (with NHS Grampian) Health Improvement Officers are responsible for providing support to schools in their work on health promotion and the delivery of Curriculum for Excellence. The Health Improvement Officers are responsible for co-ordinating the health and wellbeing network to build capacity in staff and share good practice. They also support staff through designated ASGs.

The Aberdeen City Health and Wellbeing Focus Group is a strategic group comprising representatives from; primary, secondary, special education, Health Improvement Officers, School Nursing, Catering, Active Schools, Early Years, Adventure Aberdeen and the Communities team. It is responsible for supporting schools with the continued development of health and wellbeing within Curriculum for Excellence. The overarching aim of the group is to ensure all schools are health promoting, whilst also considering health improvement issues in the wider school community.

5 LINKS

5.1 To Council Values and Priorities

The council's priorities for the next five years to deliver this vision are focused on six key areas, three of which are supported by this policy:

- Provide for the needs of the most vulnerable people;
- Help to ensure that all children reach their potential;
- Ensure efficient and effective delivery of services by the council and with its partners.

5.2 To Other Policies and Legislation

(Policy context diagram in appendix 2)

- A Scottish Framework for Nursing in Schools, Scottish Executive, 2003
- Aberdeen City Alcohol and Drug Strategy, 2011-2021
- Aberdeen City Play Policy
- Achieving our Potential: A Framework to Tackle Poverty and Income Equality in Aberdeen City, Aberdeen City Council, 2009-12
- An Action Plan for Improving Oral Health and Modernising Dental Services in Scotland, Scottish Executive, 2005
- Changing Scotland's Relationship with Alcohol: A Framework for Action, Scottish Government, 2008
- Childsmile
- Curriculum for Excellence, Education Scotland
- Early Years Framework, Scottish Government, 2008

- Early Years Framework Implementation Plan, Aberdeen City, 2012-2014
- Equally Well, Scottish Government, 2008
- Fit for the Future, Aberdeen City, 2009-2015
- Getting It Right for Every Child (GIRFEC), Scottish Government, 2005
- Health Improvement, Efficiency, Access and Treatment (HEAT) targets
- Healthy Eating, Active Living: An Action Plan to Improve Diet, Increase Physical Activity and Tackle Obesity, Scottish Government, 2008
- Let's Make Scotland More Active, Scottish Government, 2003
- Policy on Positive Relationships and Anti-bullying Approaches in School, Aberdeen City 2009
- Preventing Overweight and Obesity in Scotland – A Route Map Towards Healthy Weight, Scottish Government, 2010
- Schools (Health Promotion and Nutrition) (Scotland) Act 2007
- Scotland's Future is Smoke Free: A Smoking Prevention Action Plan, Scottish Government, 2008
- Sexual Health and Blood Borne Viruses Framework, Scottish Framework, Scottish Government, 2011
- Start Active, Stay Active: A Report on Physical Activity from the Four Home Counties, Chief Medical Officers of Scotland, England, Wales and Northern Ireland, 2011
- The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem, Scottish Government, 2008
- The UN Convention on the Rights of the Child
- Towards a Mentally Flourishing Scotland, Scottish Government, 2009

6 DISTRIBUTION AND PUBLICATION

This policy document applies to all members of staff within the Education, Culture & Sport Service. It will be made available for colleagues to access electronically on the Zone and on Glow.

7 REVIEW

The policy will be reviewed every 3 years

8 ORGANISATION AND RESPONSIBILITY

8.1 Director

The Director is responsible for implementation and monitoring

8.2 Heads of Service/Service Managers/Head Teachers/Line Managers

Heads of Service are responsible for:

Service Managers/Head Teachers/Line Managers are responsible for implementation and monitoring

8.3 All Employees

All employees have a responsibility for adherence to the policy

9.0 PLANNING AND IMPLEMENTATION

The Education, Culture and Sport Quality Improvement Officer for Health and Wellbeing citywide has overall responsibility for the policy and its implementation, ongoing planning and provision of supporting documentation.

10.0 COMMUNICATION

Policy to be distributed by email to all managers and head teachers, who will be asked to ensure that members of their teams are aware of the policy and supporting materials.

11.0 RISKS

No associated risks

12.0 STRATEGIC AND ENVIRONMENTAL ASSESSMENT

A strategic environmental assessment is not required for this policy.

13.0 EQUALITY AND HUMAN RIGHTS IMPACT ASSESSMENT

An Equality and Human Rights Impact Assessment has been carried out and no negative impacts have been identified.

14.0 APPROVAL

Approval for this policy will be requested from Education, Culture and Sport Committee on 07 June 2012

15.0 AGREED REVIEW DATE

This policy will be reviewed on or before 30th June 2015.

16.0 APPENDICES

Appendix 1: Levels of Accreditation

Appendix 2: Context Diagram

Appendix 1

Levels of Accreditation achieved within Aberdeen City

1st Level – Commitment

2nd Level – Commended

3rd Level – Excellence

School	Level Achieved	
Aberdeen Grammar ASG		
Aberdeen Grammar	Commended	
Ashley Road School	Commended	
Gilcomstoun School	Commended	
Mile-End School	Commended	
Raeden Centre	Commended	
Skene Square School	Commended	
St Josephs R.C. School	Commended	
Bucksburn ASG		
Bucksburn Academy	Commended	
Bucksburn School	Commended	
Kingswells School	Commended	
Newhills School	Commended	
Stoneywood School	Commended	
Bridge of Don ASG		
Braehead	Commended	
Bridge of Don Academy	Commended	
Scotstown School	Commended	
Cults ASG		
Cults Academy	Commended	
Culter School	Commended	
Cults School	Commended	
Milltimber School	Excellence	
Woodlands School	Commended	
Dyce ASG		
Cordyce School	None	
Dyce Academy	Commended	
Dyce School	Commended	
Harlaw ASG		
Broomhill School	Commended	
Ferryhill School	Commended	
Kaimhill School	Commended	
Harlaw Academy	Commended	
Hazlehead ASG		
Airyhall	Excellence	
Fernielea School	Commended	

Hazlehead Academy	Commitment	
Hazlehead School	Commended	
Hazlewood School	Excellence	
Kingsford School	Commended	
Kincorth ASG		
Abbotswell	Commended	
Charleston School	Commended	
Kincorth Academy	Commended	
Kirkhill School	Commended	
Loirston School	Commitment	
Northfield ASG		
Bramble Brae School	Commended	
Holy Family RC School	Commended	
Muirfield School	Commended	
Northfield Academy	Commitment	
Quarryhill School	Commended	
Manor Park	Excellence	
West Park School	Commended	
Heathyrburn School	Commended	
Oldmachar ASG		
Danestone School	Excellence	
Forehill School	Commended	
Glashieburn School	Commitment	
Greenbrae School	Commended	
Middleton Park School	Commended	
Oldmachar Academy	Commended	
St Machar ASG		
Cornhill Primary School	Commended	
Hanover Street School	Commended	
Kittybrewster School	Commended	
Seaton School	Commended	
St Machar Academy	Excellence	
Riverbank School	Commended	
St Peter's R.C. School	Commended	
Sunnybank School	Commended	
Woodside School	Commended	
Torry ASG		
Torry Academy	Commended	
Tullos School	Excellence	
Walker Road School	Commended	

Appendix 2 Aberdeen City Council Health and Wellbeing Policy Context Local Government Act (2003)

