

SHE monitoring report 2020: Country-specific results of Wales



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Background and methodology

The Schools for Health in Europe network foundation (SHE) monitors the implementation of school health promotion in SHE member countries. This country-specific report summarizes the results of the SHE monitoring survey in Wales. The survey was conducted in September 2020 and the findings represent the perceptions of the SHE national coordinator on school health promotion and the Health Promoting School (HPS) approach in schools in this country. The survey is based on existing questionnaires and information sources including the SHE Mapping Survey 2019¹, the SHE Rapid Assessment Tool² and the fifth SHE Factsheet³. The complete survey is available at www.schoolsforhealth.org.

School health promotion and the HPS approach in Wales

In this report, a distinction is made between **school health promotion** and the **formal HPS approach** in schools. SHE aims to strengthen the formal HPS approach among all schools in the European Region. However, not all schools are formally working according to the HPS approach or are working under the specific HPS label. Despite this, many schools do take efforts to promote the health of their staff and pupils with concrete school health promotion activities.

School health promotion

This relates to various health promotion activities in schools. These activities can focus on multiple health-related themes such as physical activity and mental health, for example in the curriculum or in the policy of the school. This can, but does not necessarily, imply that the school has a structured and systematic plan according to the principles of a formal health promoting school.

Formal HPS approach

According to SHE, the formal HPS approach relates to schools that implement a structured and systematic plan for the health, well-being and the development of social capital of all pupils and of teaching and non-teaching staff. This is characterized as a 'whole school approach' and these schools actively involve pupils, staff and parents in the decision-making and implementation of health promoting interventions in the whole school system.⁴

All schools in Wales implement health-related activities. The majority of schools formally work in accordance to the principles of the HPS approach.

Table 1 reports the estimated percentage of different types of schools involved in school health promotion and working according to the HPS approach in Wales. All schools implement health promotion activities. Also, the majority of preschools (between 76-99%) and all primary, secondary and vocational schools formally work in accordance to the 'whole school approach' defining them as Health Promoting Schools.

Table 1. The estimated percentage of schools involved in school health promotion and working according to the HPS approach in Wales

Health promotion in schools	% of schools	Health Promoting Schools (HPS)	% of schools
Preschools	100%	Preschools	76-99%
Primary schools	100%	Primary schools	100%
Secondary schools	100%	Secondary schools	100%
Vocational schools	100%	Vocational schools	100%

In Wales, there are national or regional guidelines, tools, standards or indicators for schools to support schools in becoming a HPS. The tools shared by SHE, such as the SHE online school manual and the rapid assessment tool, are used by the schools in this country. The Welsh Government makes funding available for HPS. There is currently a national monitoring and evaluation program for health promotion in schools. The healthy school coordinators support schools through the phases of Welsh Network of Healthy School Schemes and assess each phase.

The rest of this report summarizes the results of aspects of the HPS approach that are already part of schools in Wales. These schools are not necessarily formal Health Promoting Schools.

Creating a healthy and supportive environment in schools in Wales



The HPS approach as defined by SHE, targets the following six components: 1) healthy school policies, 2) the school's physical environment, 3) the school's social environment, 4) individual health skills and action competencies, 5) community links, and 6) health services.

Table 2 shows the implementation of the HPS components in schools in Wales. It shows that components 1 to 4 are all required and/or recommended by national policies. Further, a combination of measures enhances the link between schools and community stakeholders (component 5) and with local and regional health services (component 6) in the majority of schools in the country.

Table 2. The implementation of the Health Promoting School components in Wales

<p>1. Healthy School Policies </p> <p>Required by national policies</p> <ul style="list-style-type: none"> - Health promotion is part of the schools' educational goals and of the curriculum - Schools have a written policy on students' and/or staffs' health and wellbeing - Schools apply a whole school approach to promote health and wellbeing - The SHE values are part of the schools' approach to health promotion 	<p>2. Physical environment </p> <p>Required by national policies</p> <ul style="list-style-type: none"> - School facilities such as the playgrounds, classrooms, toilets, canteens and corridors are student-friendly, safe, clean and promote hygiene for all students. These are appropriate with regards to students with special needs - Students and staff have access to school facilities for physical activity outside school hours - School physical activity facilities and canteens follow national safety and hygiene standards - School canteens, food shops and vending machines offer food and drinks that follow national food standards - The routes to schools are safe and designed to encourage students to engage in physical activity (e.g., cycling or walking) - School buildings are kept at a comfortable temperature, are well-lit and ventilated
<p>3. Social environment </p> <p>Required by national policies</p> <ul style="list-style-type: none"> - Spaces in the canteen, playground, classrooms and corridors are organized to promote student socialization and wellbeing - Trusted persons (e.g. class tutor/mentor) are available for students to privately share concerns or thoughts - Health professionals (doctor/nurse), social worker or psychologist) are involved in individual and whole school health promotion and work together with the school management to integrate health topics into the school curriculum and policy - Educational professionals (e.g. pedagogists) are available to pupils, parents and teachers to optimize education for example by mapping the support needs of pupils and translate these into action-oriented advice for teachers. - Support services and accommodations are in place at schools for students with special learning, developmental and physical needs 	<p>4. Individual skills and action competences </p> <p>Required by national policies</p> <ul style="list-style-type: none"> - Healthy eating is part of daily life in schools - Physical education and other forms of physical activity, e.g. activity breaks, are part of daily life in schools - Teaching/learning methods that enhance mental health and wellbeing are part of daily life in schools - Health literacy and action competence are integral parts of the schools' policies - E-learning methods are used to promote health skills and action competences of students - Schools have clear rules that promote healthy behaviors

Table 2. continued

<ul style="list-style-type: none"> - Schools have systems for identifying and referring students with special needs to outside professionals if those needs exceed the scope of expertise within the schools <p>Recommended by national policies</p> <ul style="list-style-type: none"> - Health education and health promoting activities are included in after-school programs 	
<p>5. Community Links</p>  <p>Applies to most schools</p> <ul style="list-style-type: none"> - Schools arrange for parents of students to become active participants in the school community - Schools establish connections with local partners such as sport and youth clubs, community or regional health agencies, counselling services, health insurances, local shops, etc. - Schools arrange regular student visits to local partners/stakeholders to encourage healthy eating, physical activity, the development of emotional/ social health, etc. <p>Applies to about half of the schools</p> <ul style="list-style-type: none"> - Schools involve all key people in the community in co-creating health promotion action plans at schools 	<p>6. Health services</p>  <p>Applies to most schools</p> <ul style="list-style-type: none"> - Health professionals are involved in health promoting activities at a school - There is a school nurse available to support students - There is a social worker available to support students - There is a psychologist available to support students <p>Applies to less than half of the schools</p> <ul style="list-style-type: none"> - There is a school doctor available to support students

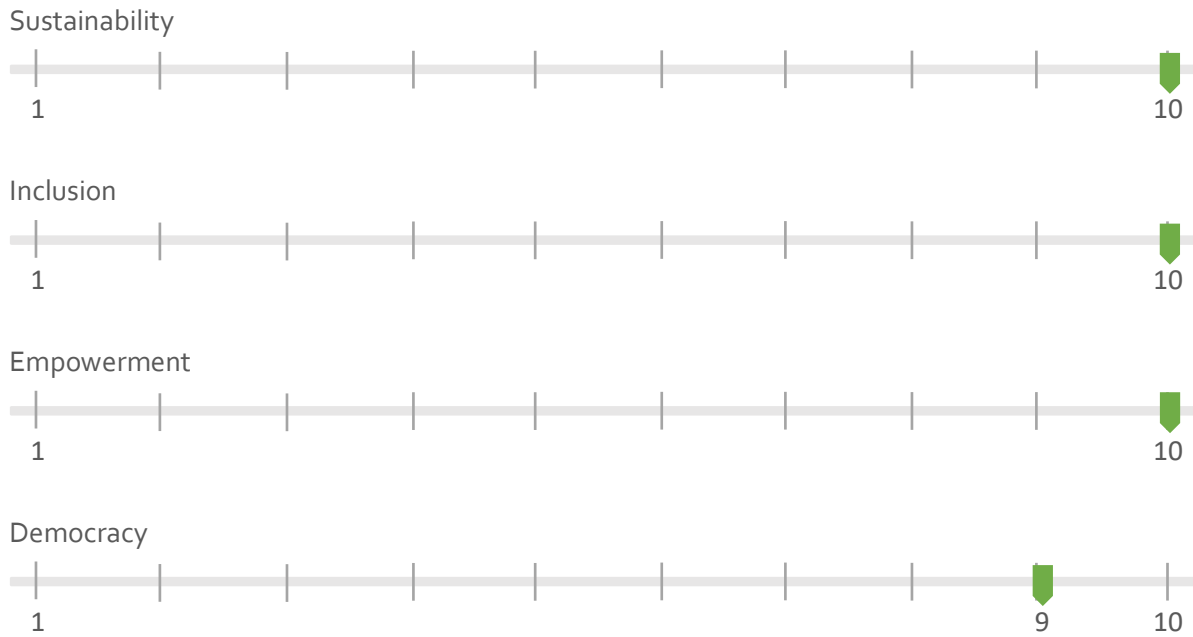
SHE core values

The HPS approach is based on the core values equity, sustainability, inclusion, empowerment and democracy. Figure 1 shows the estimation of the SHE national coordinator on how much the SHE-core values⁴ are reflected in schools in Wales on a scale from 1 (not reflected at all) to 10 (reflection to the highest degree). The mean score for all values is 9.8.

Figure 1. Generalization of the representation of the SHE-core values in schools Wales



Figure 1. continued



Implementation of health promotion in schools

Schools in Wales integrate health promotion in several (cross-)curricular and non-curricular educational activities and projects, in which subjects are multi-disciplinary interlinked. Health issues are addressed in more than one subject at a time, creating a holistic approach that integrates health into all aspects of the school. Active learning strategies are used to involve students while addressing health topics in schools, such as group discussions, student investigations, experiential methods, action-oriented approaches and participatory co-creation activities.

Most addressed HP Topics

A broad spectrum of health topics is focused in Wales. The national coordinator indicated an inability to decide on seven main HP topics and stated that all topics were equally addressed in the schools in the country. A selection of HP Topics would not reflect the situation in Wales and is therefore not presented.

Tailored translation of the HPS approach on seven spectra in schools in Wales

The tailored translation of the HPS approach creates a variety of choices regarding the optimal implementation of the HPS approach in a specific context. This variety can be illustrated by seven different spectra. A detailed explanation of each spectrum can be found in the fifth SHE factsheet³. Figure 2 shows the estimation from the SHE national coordinator of Wales of the general placement of schools on the seven different spectra.

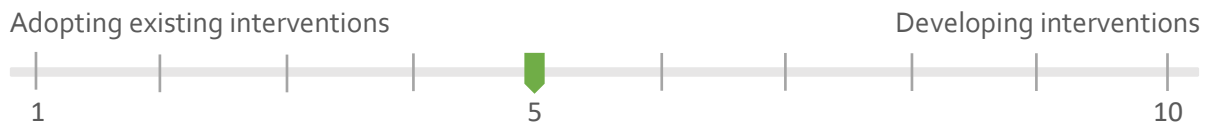
Figure 2. The Health Promoting School spectra in Wales



This refers to the level of involvement of stakeholders (e.g. pupils) in the decision-making and implementation of the HPS approach



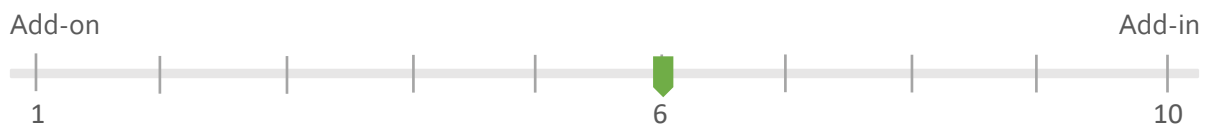
The place on the spectrum refers to the number of HPS core-component that are addressed in the HPS-approach



This relates to the development of the new or the adoption of existing interventions resulting from the HPS approach



This relates to the level of disruptiveness of interventions as part of the HPS approach. Non-disruptiveness refers to small changes that can smoothly enter, while disruptiveness means large health promoting changes that can create a positive disruption in the school system.



This relates to the compatibility of interventions within the school curriculum. An intervention can be added-on to the current core curriculum obligations as an additional task, or added-in the current curriculum becoming part of the curriculum without reducing time from core curriculum obligations.

Figure 3. continued



This refers to different types of research designs that can be used to evaluate the HPS approach going from controlled designs with a strong focus on internal validity to action-oriented approaches focusing on external validity and understanding the implementation process in schools.



This refers to the dissemination of the HPS approach at a local level characterized by an optimal fit with each school context, or at national level, reaching more pupils.

Facilitators and barriers to health promotion in schools

The survey explored significant barriers and facilitators for the implementation of health promotion in schools in Wales. In total 6 facilitating factors and 3 barriers were identified. These results are reported in table 3.

Table 3. Perceived facilitators and barriers for school health promotion according to the national coordinator

Facilitators	Barriers
<ul style="list-style-type: none"> - Collaboration between the health and education sectors, intersectoral collaboration - The national educational policies and curriculum - Interest of schools in health promotion - Active involvement of students - Motivation of teachers - Support from the school management 	<ul style="list-style-type: none"> - Lack of time and energy of school staff - Many simultaneous “competing”, not collaborative, projects in schools - Health promotion is considered an additional activity

COVID-19 pandemic

Since spring 2020 the COVID-19 pandemic drastically altered school health promotion due to the country-specific measures for combating the pandemic. The government of Wales closed schools during a national lock-down of six months. Teachers within the schools supported home education via online learning, and all children had access to a national web platform with key resources and learning materials. The Welsh Network of Healthy School Schemes supported schools in training around infection prevention and control and focused more broadly on mental health, well-being and physical activity. Challenges for many families were the access to the IT equipment and engaging in home schooling of their child(ren) in combination with work. The national government secured the continuation of free healthy school meals and access to IT equipment for all children. A range of materials was made available for schools regarding operational and learning guidance within the COVID-19 pandemic.

References

1. SHE Mapping survey 2019. Available from: <https://www.schoolsforhealth.org/resources/materials-and-tools/mapping-she>
2. SHE Rapid Assessment Tool. Available from: <https://www.schoolsforhealth.org/resources/materials-and-tools/how-be-health-promoting-school/rapid-assessment-tool>
3. SHE the fifth SHE Factsheet. Available from: <https://www.schoolsforhealth.org/resources/materials-and-tools/fact-sheets>
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If you need dialogue about the health promotion school and its key concept and activities, please contact the national or regional coordinator in your country. He or she will be happy to help you.

Find the coordinators here:

www.schoolsforhealth.org/about-us/member-countries

If your country doesn't have a national coordinator, contact the helpdesk in the SHE secretariat on email: info@schoolsforhealth.org



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