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**Use and potential use of the Student health and Wellbeing Reports: ideas from Network schools.**

**Self-Assessment of Wellbeing**

* The data in the report allows all sectors of the school community to take an active role in the self-assessment of wellbeing. One school has set up a Professional Learning Community (PLC) of staff and students to facilitate this.
* The report provides baseline data from which an action plan can be developed to address the needs of students. In an Estyn Inspection, the report would provide evidence as to why certain initiatives have been introduced.
* In an Inspection it was deemed to be an invaluable tool to answer Key Question 1.2 Wellbeing and Key Question 2.3 Care, support and guidance.
* The report supports and strengthens the data already used in school for this purpose e.g the National Behaviour and Attendance Review project (NBAR) and Pupil Attitudes to Self and School (PASS).
* The presentation of the data in the reports by age and gender means it will be valuable to consider equality issues.

**Healthy Schools Actions**

* As one in-school coordinator explained, the report: ‘*Provides the muscle for me to work proactively in school’.*
* The data in the report will make the Healthy School strategies introduced, measurable.
* Reacting to the data gives a school a specific focus when considering a Healthy School action area so that valuable time and resources are spent on issues of most importance. Two examples were given; one school had focussed on alcohol when looking at Substance Use and Misuse another had ensured that energy drinks and breakfast consumption were included when looking at Food and Fitness that input was included on.
* School staff felt it would be helpful to discuss the report with the local Healthy School Team so that they could advise on resources to support areas of concern. Representatives of local Healthy Schools Schemes who attended the events explained that individual school reports would allow them to target support where a school needed it most.
* A regular round of survey/reports will support the aspects of the National Quality Award that ask for the evaluation of the effectiveness of actions.
* Schools that have achieved the National Quality Award are required to sustain performance; the report and actions developed from it would provide useful evidence of that.
* As a future development, some school representatives asked for a health and wellbeing survey for staff to inform healthy school actions to support workplace health.

**Supporting the Curriculum**

* School representatives highlighted many different areas of the curriculum that are supported by the data and the actions that were put in place:

**Personal and Social Education**

The data makes it clear which health areas are of concern to which year groups. One school organised a training day where groups of staff used the reports to plan a year group specific PSE curriculum.

**Welsh Baccalaureate**

The data and the ‘Did you know?’ sections of the report will be useful for the individual

**Literacy and Numeracy**

The data in the reports will be particularly useful to support numeracy activities across the curriculum. Literacy activities could be developed by acting on the data and informing members of the school community about the findings.

**IT, Science, Maths, P.E**

The report provides real school data to interest students in these subjects.

**Sharing the data with members of the school community**

It was clear that schools have shared the data with staff and students more often than with any other group within the school community.

**Senior management team**

* The role of the management team is vital to set up the infra-structure to manage the data and ensure the School Development Plan reflects the actions put in place as a result of them.
* The report alerts the team to the need for providing time, support, training and resources to deliver an effective plan to tackle health issues of concern. The view was expressed that this will have a beneficial impact on staff responsible for PSE and Healthy Schools.

**Governors**

* It was seen as important that the Governing Body have the main findings of the report presented to them by staff or students. In some schools it was thought that this could ensure a greater focus on health issues.
* The SHRN team could help by developing a resume of major findings to be used to encourage the involvement of Governors.

**Staff**

* All teaching and support staff need to consider the report to ascertain their role within a whole school approach to the health and wellbeing of students.
* A number of key members of staff were also identified:
  + PSE, Welsh Baccalaureate and Healthy School coordinators
  + Heads of Year
  + Pastoral support officers
* In a number of schools the data has been a catalyst for those with a particular interest in health to work together as a wellbeing team or PLC.

**Students**

* It is important that the data is shared with students throughout the school through the curriculum, assemblies, newsletters and displays.
* The data can be considered by students so that they can:
  + present the findings from the reports to other members of the school community; the perception being that this would have more of an impact than if it was done by members of staff
  + contribute to an action plan developed by the school in response to the data provided.
* Student voice groups can have a role in this:
  + School and class councils
  + Wellbeing Council/Health and fitness group
  + Eco-groups
  + Sports Ambassadors
  + Welsh Baccalaureate community group
  + Peer Supporters and pupil advice groups

* In one school, Heads of Year discussed the report findings with small groups of students on a rolling programme. The combined responses of these groups were fed into the school action plan.
* The view was expressed by one group that the report itself is the student voice.

**Family**

* Concerns were expressed in relation to sharing data with parents as poor results could reflect badly on the school. One resolution to this was to suggest that schools share the actions they are putting in place with them, rather than the raw data.
* The most appropriate information to share with parents would be data and suggested actions relating to health behaviours that parents directly influence e.g breakfast consumption, sleep, and screen time.
* Opportunities to involve parents include:
  + Parent engagement and information evenings
  + Displays at Parents evenings to allow browsing while waiting for teacher appointments
  + Student presentations to parents
  + Newsletters
  + Family support officers or Team around the Family
  + Parenting or Living with Teenagers courses
  + Parent Teacher Associations and Parent Governors

**Community**

This is a broad category but specific mention was made of the value of calling on:

* **Other local secondary schools**

There is potential to use a RAG status for data on health topics in a school. (a method of rating for issues, based on traffic lights, i.e Red, Amber, and Green) It would then be possible to share with other schools that have rated in the same way.

* **Primary feeder schools**

Working with them to identify what health topics might be targeted earlier as a preventative method.

* **Local agencies**

These could support the school in any actions taken as a result of data. They can be accessed through Healthy Schools’ teams and could include Police Liaison Officers, local authority staff and representatives from charities.

* Groups within the local community e.g sports clubs that would be able to support physical activity amongst young people.