Absolutely every body
Part 2: The toolkit

Achieving a body image friendly school community
A health promoting schools approach
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Achieving a body-image friendly school community
A Health Promoting Schools approach
About this resource

Absolutely every body is a practical, easy to use resource to help schools implement a range of activities relating to healthy body-image. It is based on a Health Promoting Schools framework and has been developed by the Centre for Health Promotion.

We acknowledge the important role of school communities in providing an environment which supports and promotes healthy body-image behaviours.

Absolutely every body aims to:

- Help school communities promote healthy body-image and prevent body dissatisfaction.
- Raise awareness of the importance of healthy body-image in addressing overweight and obesity.
- Highlight the benefits of a healthy body-image (e.g. general health and wellbeing, improved learning and social outcomes).
- Encourage a whole school approach by providing tools to implement a range of initiatives promoting body-image and body satisfaction.

The Health Promoting Schools approach used in Absolutely every body has been developed through the shared interests of education and health, and is often identified as a ‘whole school approach’. Absolutely every body is consistent with numerous educational frameworks and projects which advocate whole school approaches when implementing health promotion activities in schools.

It also fits the Learner Wellbeing Framework developed by the South Australian Department for Education and Children’s Services to:

- Encourage a holistic approach.
- Acknowledge the links between learning and wellbeing.
- Show how everything that educators do has the potential to influence wellbeing.

Absolutely every body has been developed in consultation with schools, universities and health agencies. This process has ensured that it is a practical, easy to use and effective resource for school staff and for health workers who work in partnership with them to promote healthy weight.

It has been designed in two key sections, including practical tools with explanations about their use and the context with which to use them.

Teacher focus

Part 1 – A guide for teachers:

- Supports teachers to develop their own understanding of what a healthy body-image is, and the related issues that can occur in school communities.
- Provides key principles and ideas to effectively implement ‘health promoting, body-image friendly’ activities across their school community and in the curriculum.

Leadership focus

Part 2 – The tool kit

- Provides tools that can be used to initiate and develop health promoting processes in and across school communities, which promote healthy body-image.
Acknowledgments

These tools come from or are adapted from The Health Promoting Schools Manual: A toolbox for creating healthy places to learn, work and play, which is a joint initiative of Queensland Health with Education Queensland, Brisbane Catholic Education Centre and Association of Independent Schools Queensland. The help of these organisations in providing permission to use these tools is gratefully acknowledged.
How to use this tool kit

This kit contains a variety of tools to make your job easier. Each tool has a specific use and comes with the necessary instructions on how it can best be used.

Any material can be photocopied, enlarged or reduced and used as many times as you wish. You can use as many (or as few) of the tools as you like. Many people have developed their own tools which can be used just as easily; none of these is the definitive tool for the task. Some material will be used frequently and some material will be used less often for special tasks. These tools can be used as resources when planning lessons about collecting information, goal setting, action planning and evaluation.

The kit has been divided into sections to make it easier to choose a suitable tool. The sections follow the steps in the Health Promoting Schools process, for instance:

- Section 1 contains tools that will help you ‘create the vision’ of your ideal school.
- Section 2 contains tools about planning for action.
- Section 3 will help you set outcomes and put strategies in place.
- Section 4 contains help with ‘reviewing and reflecting’.
- Section 5 is about helping with policy development.

To facilitate this process the tools follow a step by step approach with some examples and templates included.
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1. Creating a vision

1.1 Identifying attitudes – the body-image survey

Background
Knowing the opinion of others is an important first step in planning how you will approach becoming a ‘healthy body-image school’. Do other people share your vision? Is this a priority issue for them? Have they thought about it? Knowledge of these things will help you plan what to do next and who to talk to.

A simple survey administered to all school members can provide some initial data.

What to do

Designing the survey
> Think about what you want to know and design questions that will provide this information. Yes/No questions are easy to collate but may not provide all the information you need.
> Ask one question at a time. Avoid double-barrelled questions that may require conflicting answers, for instance ‘is the yard safe and friendly?’
> Ensure questions are clear and easy to understand.
> Keep it short, but try to gather as much necessary information as possible. You don’t want to discover, during collation, that an important piece of information is missing.
> Make sure respondents realise the information will remain confidential – if they are asked to give their details explain how this will be used and why.
> When you’ve designed the questionnaire, trial it on several people to ensure it makes sense, and asks what you think it does.

Distributing and collating the survey
> Ensure your questionnaire is distributed to all the different groups in the school (i.e. staff, students and parents) so that you get a cross-section of views.
> Explain why you want this information and how it will be used. This could be in a covering letter sent out with the survey.
> Ensure there is a date for return on the survey.
> Organise one person who is available to be contacted if questions arise.
> Organise a way for the surveys to be collected.
> Arrange collation of the information. It’s useful to plan this process in advance.
> Ensure that feedback about the responses and how they will be used is provided to all groups via the newsletter or assembly. People will feel included and are more willing to respond again later, if necessary.
Dear Parent,

Our school believes that all areas of health, physical, mental and spiritual, are important for students, staff and the wider school community. One important component of health, which will impact on many other areas, including weight, is a healthy body-image. We want to make some changes to maximise the health of our school community, but want your input, so we are sending you this questionnaire.

As part of the Health Promoting Schools approach that our school has adopted, we are asking all parents and staff what they know about body-image and how important it is to health. The results of this questionnaire will be used to make plans about the things we might do in our school to develop healthy body-image and healthy weight.

This questionnaire will take only a few minutes to complete. There are no right or wrong answers—it is your responses that are important. Responses to the questionnaire will be kept anonymous and confidential.

Please return completed questionnaires by Wednesday, 20 August to your child’s teacher, or to the box in the school administration office.

If you have any questions, please contact the Health Promoting Schools Coordinator, Ms Julie Purban on 8234 5678. A summary of the findings will be available from the school administration office on completion of the survey.

Thank you for your valuable participation. Your opinions are important to us.

Yours sincerely,

Julie Purban
Health Promoting Schools Coordinator

*Please return to school by Wednesday, 20 August*
Healthy body-image survey

Please tick the relevant box.

☐ Teacher
☐ Student (What year are you in?) __________________________
☐ Parent
☐ Other __________________________

1. What do you think healthy body-image means?


2. How important to your health is it to have a healthy body-image?
   ☐ Very important
   ☐ Somewhat important
   ☐ Neither important nor unimportant
   ☐ Not important at all
   ☐ Not sure

3. What do you think affects healthy body-image? (you may tick more than one box)
   ☐ Healthy eating
   ☐ Being active
   ☐ Playing sport
   ☐ Being bullied
   ☐ Your weight
   ☐ Being confident
   ☐ Comparing yourself to others
   ☐ Being liked by others
   ☐ None of the above
   ☐ Other __________________________

4. What things in our school make it easy to have a healthy body-image?


5. What things in our school make it hard to have a healthy body-image?


6. What changes would you like to see, so that it is easier to have a healthy body-image?


Thank you for completing this survey
1.2 Identifying support

Background

Working with the whole school community is very important to the Health Promoting Schools approach. School community involvement should be more than fundraising, voicing concerns or audience participation. A health promoting school not only consults the school community, it also encourages members to play an active part in the management, decision-making and activities of the school.

Although a high level of school community participation may take time and effort to achieve, there are many benefits resulting from an inclusive and collaborative approach, such as:

- Sharing the workload.
- Gaining specialist skills and knowledge.
- An increased chance that any recommendations will be carried out and be ongoing.

Involving parents, caregivers and community members in promoting a healthy body-image is valuable because they:

- Provide skills and expertise to assist schools in planning and implementing health promoting initiatives.
- Both provide and gain an increased understanding of health issues.
- Reinforce and support what is learned at school.
- Can better support initiatives if they are consulted with and used as resources.

What to do

The following activity can be completed individually, or used as a brainstorming session within a group or meeting.

List as many ideas as you can think of to answer the following questions:

- Who makes up our school community?
- Who has a stake in what happens within our school? (Who are the stakeholders?)
- Who will be affected positively and negatively by becoming a healthy body-image school?
- Who will benefit from becoming a healthy body-image school?
- Who needs to be involved?
1.3 Identifying support - a stakeholder analysis

Background
The term ‘stakeholder’ refers to all people who are, or could be, affected by the programs you initiate. This activity will help you to:

> Identify the roles of the stakeholders.
> Think about the impact stakeholders can have on achieving a healthy body-image school.
> Estimate the level of support each stakeholder is likely to give you and how much influence they are likely to have.
> Determine what actions can be taken to increase their support.

You may be helped in this exercise by looking at Appendix 7 in Absolutely every body part 1, to see what roles different members of the school community play.

A stakeholder analysis (see Table 1) can be used to:

> Understand who and what you are dealing with.
> Identify the amount of support you have from different people, groups or organisations.
> Identify the lack of support from people or areas.
> Decide how to overcome difficulties and barriers before they arise.
> Understand the influence and power certain people have so you can choose who to target.
> Decide who will be the best people to make up a working group.

What to do
This activity can be completed by an individual or by a group. Use the steps listed below to complete the blank form in Table 2.

When doing this exercise in relation to healthy body-image, have these specific questions in mind:

> Who are the key stakeholders in this school who will need to understand the healthy body-image concept?
> How supportive of this concept do I think they will be?
> How influential will they be in promoting this concept?
> Can I increase their support and influence or, if they are not supportive, can I gain their support?

Step 1
List all stakeholders in Column 1. Include all organisations, personnel and community groups and the rest of the school community who may be interested or can help you.

Step 2
In Column 2, record your estimate of how supportive or non-supportive each stakeholder is likely to be.

Useful codes are:

++ Strongly supportive.
+ Supportive.
0 Indifferent or undecided.
- Opposed.
--- Strongly opposed.
Step 3
In Column 3, record how confident you are in your estimate of the support of each stakeholder, for example:
✓ Confident.
? Some doubt.
?? Considerable doubt.
?? Wild guess.

Step 4
In Column 4, record your estimate of how much influence each stakeholder is likely to have. Useful codes are:
H High.
M Medium.
L Low or none.

Step 5
In Column 5, record how confident you are in your estimate of each stakeholder’s influence, for example:
✓ Confident.
? Some doubt.
?? Considerable doubt.
?? Wild guess.

Step 6
In Column 6, record actions you can take to check your estimate and/or increase the support of the stakeholder. As you plan actions, consider the following:
> Have you checked that your estimates are correct?
> Is it likely that you will be able to turn opposition around?
> Are you wasting resources on those you cannot win over?
> Have you considered and tried to overcome barriers that may be preventing the support of stakeholders?
> Are you targeting influential stakeholders?

Carry out your planned actions. You may like to complete the table again at a later stage as stakeholder support and influence may have changed, especially after implementing your actions.

Table 1: Stakeholder analysis example

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Actions</th>
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<tbody>
<tr>
<td></td>
<td>Stakeholder</td>
<td>Degree of Support</td>
<td>Confidence in</td>
<td>Degree of Influence</td>
<td>Confidence in</td>
<td>Actions</td>
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<td></td>
<td>Principal</td>
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<td>✓</td>
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<td>✓</td>
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<td>President</td>
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<td></td>
<td>Head of HPE Department</td>
<td>+</td>
<td>✓</td>
<td>H</td>
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<td>Address staff meeting</td>
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<td>Head of Science Department</td>
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1.4 Identifying participation

Background
To help create opportunities for participation and remove barriers, it can be useful to gather ideas from the school community about how people can be involved.

What to do
The following activities could be done in a planning or information sharing session to identify opportunities and barriers to participation.

1. Explain and discuss ‘passive’ participation and ‘active’ participation. Remember that all levels of participation are important.
2. As a group, brainstorm all the opportunities for school community inclusion and participation that currently exist in the school. List these on a whiteboard or butcher’s paper. Using the following continuum, place each opportunity between passive and active participation.

<table>
<thead>
<tr>
<th>Opportunities for participation</th>
<th>Passive participation</th>
<th>active participation</th>
<th>Who takes part?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spreading information</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Gathering information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement in activities or special events</td>
<td></td>
<td></td>
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<tr>
<td>Decision making and planning</td>
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</tbody>
</table>

3. Look at the list of opportunities for participation that you have developed. List any new ideas on the whiteboard that don’t currently exist but which you would like to try.
4. In the last column list the people who would normally be involved in this activity. Also list in a different colour people whose involvement you would like to get.
5. Discuss the following questions in relation to the activities
   - Have we considered activities that would include all school community members (including non-teaching staff, interested community members and others)? What can we do to include them more?
   - Are there areas where opportunities for participation are particularly well handled? Why is this so? What are some factors that contribute to high levels of participation?
   - Are there areas where opportunities for participation do not exist or are extremely limited? Why?
   - What actions can be taken to open up opportunities for participation and overcome barriers? (The term ‘barriers’ refers to anything that discourages participation)
   - What things we could do to increase active participation in school life?
6. Having explored what opportunities exist for participation, discuss how these could be promoted. To further this work you will need someone to take a lead and others to agree to help. Form a small working party of interested people, nominate a lead set a time and date for people to develop an action plan of strategies that will encourage participation. (The action plan template in 3.1 could help)

Two other tools which may be helpful are:
   - A simple survey.
   - A checklist.
Example survey to identify ways people could be involved

Healthsville State School (logo)

Healthsville State School is interested in looking at participation within our school. We want to use this information to create better opportunities for participation. Your input is very valuable and we would greatly appreciate it if you would take the time to fill in this survey.

Please return this form to the school office by August 20.

1. Do you like to be involved in school activities? ☐ Yes ☐ No
   If YES, which ones?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Is it easy for you to be involved? ☐ Yes ☐ No
   If no, which ones?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. What could be done to make it easier for you to become involved?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Are there other ways you would like to be involved in school life?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Thank you for your valuable time.
Checklist to identify barriers to participation

Ask members of the school community which of the following barriers to participation they face. (You can tick more than one box)

☐ Times do not suit
☐ Problems with transport and accessibility
☐ Limited availability of childcare to attend activities
☐ New to school and I ‘don’t feel like I belong’
☐ Family culture is different from school culture
☐ Main language is not English
☐ Work commitments make involvement difficult
☐ The meeting procedures use make me feel left-out
☐ I have unpleasant memories of school, teachers or administrators
☐ I don’t understand the school ‘talk’ used by school staff
☐ I don’t feel I am included in decision making
☐ It takes a long time for decisions to be reached
☐ I feel nervous speaking speak out in groups
☐ I feel that my contributions are not important
☐ I’m not interested in activities not related to my child’s education
☐ Other (Please list) ............................................................................................................................

Some of these could also be used in question form as part of a survey.
1.5 Getting people involved

Background

Once barriers to participation have been identified, take action to remove them so more people can be involved. Some examples include:

Hold meetings

The term ‘meeting’ can seem very formal and may discourage participation, so consider using a different term if possible (such as a ‘Share your ideas Forum’). Try to find informal ways to ensure important information is recorded (such as the minutes) without new members feeling intimidated by unfamiliar processes. Consider ways you can encourage participation, such as appropriate times and locations of meetings.

Invite feedback

Place articles and messages in newsletters inviting comment and feedback. Invite new people to participate whenever Health Promoting School and healthy body-image information is given.

Keep everyone up-to-date

You can never have too many ways of communicating with people. People liked to be kept informed about school life. This can include facts, figures, decisions about goals, aims and progress, summaries and short reports. Short, easy to access methods of disseminating information are best such as notes in a diary, emails or text messages. Consider including information in languages other than English.

Use a coordinator as a focal point for people’s enquiries

A coordinator can keep in contact with people and receive feedback and suggestions, by phone or e-mail. Over time people get to know the coordinator and it will be easier to engage with them.

Provide a community/family centre

This could consist of an area where parents, students, community members and school staff are welcome. The area would be an ideal place for family/student breakfasts, tea and coffee, casual chats and sharing information on social services, translation services, current school activities and the progress of healthy body-image activities. Developing space in the school, provides great opportunities for student and community involvement in the planning, design and development of the space.

Develop policy

All school community members should be given the opportunity to be included in developing policy. However, it can seem complex and un-interesting to talk about policy development. Find creative terms to describe the policy, and think of interesting ways to gain input from as many people as possible. It may be best to have a number of small groups working on different aspects of the policy. Section 5 has useful information on policy development.

Hold events and ceremonies

Organise special events to publicise and celebrate activities and progress.

Use technology

Use the school website, send e-mails or text messages. Explore the use of Facebook and other social networking media, as well as providing DVDs of school events to be taken home.

Have a health library

This could be an actual space set aside for the purpose or a virtual space on line. Use this space to provide information about health, the school, the curriculum, the Health Promoting Schools approach, healthy body-image, upcoming events, parenting, child development and local services accessible to the whole school community.
Hold a launch
Publicise your school becoming a healthy body-image school by holding a special event or launch. Invite key people in the school community. Have an opening speech and presentation to let people know what is happening. Provide refreshments to encourage people to chat informally. This will create enthusiasm and motivation.

1.6 Creating a shared vision

Background
To help create a shared vision of the ‘ideal’ healthy body-image school, you can invite members of the school community to participate in a visioning exercise.

This activity is designed to involve people in creating a vision of their school as they would like it to be. You should involve as many members of the school community as possible so you develop a sense of community and ownership of the vision. This may require repeating the exercise several times with different groups. You can use this exercise to help develop a vision statement that can be put on the website or used in school promotional material.

What to do
The activity could be run during an information forum, within an existing meeting or with a health and wellbeing working group.

You will need:

- coloured pens
- large sheets of paper
- sticky note-pads.

The activity involves the following steps:

Introduction
- Explain that participants are going to be asked to envisage their own school transformed into the ideal healthy body-image school.
- Ask participants to move to a comfortable position and close their eyes.

Visioning
- Read the visioning script (on the following page) to participants. Be sure to pause and leave plenty of time for people to visualise what you say.

Sharing ideas about their ideal school
- When participants have finished the visualisation, invite them to form small groups.
- Ask participants to recall what came to mind as being most important to their vision of the ideal school, and to share ideas within the group.
- Ask each group to record their vision of the ideal school. This can be done by:
  - Writing words or phrases, or drawing pictures on a large piece of paper.
  - Writing or drawing their ideas on sticky notes and making a collage (The School Body-image Audit Tool on page 17 could be used for this exercise).
  - Writing or drawing their ideas on a school map.
- Display the responses of each group around the room (e.g. attached to walls or windows)
  - Invite participants to go on a ‘gallery walk’ around the room to view the ideas of other groups.
  - Invite participants to return to the large group and present/discuss the elements of their ideal school.
  - Invite participants to present ideas from other schools and discuss how these ideas could be used in your school.
Use these ideas to develop a whole group vision of the ideal school.

- This could be used to:
  - Display to the rest of the school community.
  - Draw comparisons between the vision and the school as it currently is.
  - Point the way for possible changes within the school community.

Following is a script that can be used to help participants visualise their ideal body-image friendly school.

**Visioning script (taken from the Queensland toolbox)**

*(Speak slowly, pausing to allow participants time to visualise.)*

“We’re now going to take a trip into a school community where the students and staff have the best possible opportunities and conditions for learning and working. The school is part of an ‘ideal’ wider community that supports and encourages the school. As we take this trip, try to picture your school as this ideal school community; one which has a philosophy of promoting healthy body-image and body satisfaction in its staff and students, as part of creating positive mental health and general wellbeing. As we tour the school, think about your school as you would like it to be”.

‘Make yourself comfortable; perhaps close your eyes’.

‘Now, imagine that we’re hovering above the school in a hot-air balloon. It’s after 8.30 am. From your position, you’re able to take in the school environment as a whole—look at the buildings, the grounds, the play areas, the students. What colours, sights, sounds and smells come up to meet you?’

‘Now the balloon is descending slowly into the centre of the school. We’ve landed. We’re leaving the balloon and wandering around the grounds. Look around you. What impresses you most about what you see? What is the general environment like? What sort of buildings and facilities are available in this school? Are the grounds attractive and well kept? Are there signs around which make it easy to understand what sort of behaviour this school encourages; what its standards are?’

‘We’re leaving the grounds now and going through the school buildings—the admin building, the staff rooms, the toilet blocks, the walkways, the library, the other facilities. What’s your first impression? What helped you form that impression? What do you see as you proceed through the buildings? Are they clean, comfortable and welcoming? What facilities are available and what items can you see to tell you that this is a school that values the well-being of its members? Are there certain areas or rooms set aside for specific groups to work, such as parents, or guidance staff or health care personnel? What facilities are available for teachers? Is it a comfortable working environment for staff? Is it an inclusive working environment for all cultures and races?’

‘Classes have begun now and we’re going to have a look through the classrooms. As we enter one classroom after another, take notice of the students’ surroundings and the general atmosphere of each room. Are the facilities comfortable in terms of lighting, temperature, space? Do the students look motivated and involved in the activities offered in their classrooms? How would you describe the way teachers are working with their students? How are the students relating to their teachers? Do you see students participating in class decision making? What key values and principles are being communicated through the interaction of teachers and students, and students with one another? What’s on the walls? Do you see any health related lessons or units in progress? What about community involvement - are there any parents or community members contributing to classroom activities? How are they contributing? What obvious signs tell you that people’s wellbeing is an integral part of this school’s ethos and curriculum?’

‘At morning tea and lunch we venture outside again. What are the students eating? Where are they seated? Are they together in groups or seated individually? Are there enough bins and are they being used? What does the general area look like? Some of the students are going to the canteen. Let’s follow them’.
‘As we approach the canteen, what prominently displayed items first catch your eye? What do you notice about the menu as you read it? Which items are the students buying? Who is working in the canteen, making and serving food? Are parents, students or other community members involved? What sort of advertising is around? How is the canteen supporting the nutrition activities that you may have seen going on in the classrooms?’

‘Most of the students have finished eating now, and are out in the playgrounds. As we wander and observe the students, what strikes you most about their general appearance and behaviour? Is there a uniform? Does the uniform suit a variety of shapes? Are students interacting well? What kinds of activities are they involved in? See that student standing alone? Watch what happens’.

‘Let’s take a closer look at the recreational areas. Are the play areas safe and appealing? What sort of planned outdoor spaces are there for educational and recreational purposes? Are they open or shaded? Where are the students spending most time? What sort of supervision is there? Are there any organised activities going on? Who is involved in those activities? Now look at the teachers who are on duty—what are they doing? How are they interacting with the students? Do the teachers and students seem comfortable together?’

‘From here we also visit the staff room. What do you notice as you enter? What is the general atmosphere and environment like? What facilities are available for the staff? What are they doing or discussing? What evidence is there that staff are supported, involved and motivated? Are professional development activities encouraged and given full support within the school? Is there a broad cross section of staff present in the staff room? Do teaching support staff and administration staff also participate in the staff room? Does this strike you as a happy staff room? Why?’

‘Let’s jump forward to the end of the school day now and move with the students as they travel home. Some students are being picked up by parents or carers, while others are walking, riding and even skateboarding. What safety precautions are evident? Is the students’ departure from the school grounds supervised by teachers, parents or other road safety personnel?’

‘When the students arrive home, what do they do? Do the students talk about their day and the things they did and learned? What sort of information is shared between the school and the home and how is this information shared? Does the home demonstrate a positive attitude towards the school? ‘The day is at an end and it’s now time to reflect on all that you’ve seen and heard. Think about the things that pleased you as you moved about the school. What are the things that really impressed you?’

‘Now we have finished our trip, you can open your eyes. It would be good now to share some of our visions for our ideal school with others’.
2. Planning for action

2.1 Auditing your school

**Background**

This is a tool to help your staff, students and parents brainstorm what is happening around your school to promote healthy body-image, and what is contributing to poor body-image.

An online tool, ‘SMART’ has been developed by the Centre for Health Promotion, and can be used to map more extensively what is happening in your school in relation to health and wellbeing (see Appendix 8 in Part 1 for details).

**What to do**

This activity could be run during an information forum, within an existing meeting, or with students during a class, or as an extra curricula activity.

You will need:

- Coloured pens.
- Large sheets of paper or copies of the Audit Tool.

- Ask everyone to think about body-image in the broadest terms. Perhaps get them to first discuss what is meant by body-image and why it is important to health? You could talk about things that promote:
  - Positive mental health.
  - Self-esteem.
  - Resilience.
  - Optimism.
  - Increased physical activity for fun and fitness.
  - Non-dieting eating.

- When they have decided on a definition, this could be written on a white board in a prominent position.

- Form into groups. Draw the three circles of the Health Promoting Schools framework on butcher’s paper, or enlarge a version of the Audit Tool on the next page. Ask everyone to think of ways in which the school affects body-image.

- Groups could look at one area of the framework or all three. In each category list things that promote healthy body-image (positives) and things that promote poor body-image (negatives).

- When finished discuss and compare ideas. This information can be used in later goal setting and planning sessions.

- This task could also be done by other groups in the school, such as students and parents.

Note that this is a brainstorming session and so all thoughts are valid and worthy of discussion.
Figure 1: The School Body-image Audit Tool
2.2 Making decisions collaboratively

Background

Collaborative decision making is important within a health promoting school community. If time is taken to choose the best solution, and agreement is gained from all people involved, a sense of ownership and responsibility is developed and it is much more likely that the decision will be carried out.

The following decision-making model can be used as a guide to make a quick decision. Alternatively, the steps can be used in a more structured, formal way in a group session.

What to do

The basic steps are:

Step 1: Issue identification
- What are the issues?
- Define a specific issue. Before making a decision, the issue itself needs to be clear.
- If you find that there is more than one issue, these may need to be separated with a similar decision-making process being used for each issue.
- What are the surrounding issues that need consideration? What other factors impact on this issue?

Step 2: Generating options
- What can be done about the problem or issue?
- Who can do this?
- List all possible ideas/solutions.

Step 3: Consideration of options and consequences
- Select an option.
- List the benefits of this option.
- List the disadvantages of this option.
- List the consequences of this option—short, medium and long-term.
- List any other impact this option may have.
- Repeat this procedure for each of the other options listed.

Step 4: Selecting appropriate options
- After weighing up the advantages and disadvantages, select the most appropriate option.
- Some suggestions for selecting an option include:
  - Ask the group to choose the most appropriate solution based on the advantages and disadvantages of each.
  - Cross off the least appropriate options until only a few are left and take a group vote.
  - Cross off the least appropriate options until only one is left.
  - Take a group vote.

Alternatively, you could turn these basic decision-making steps into a collaborative process that involves more of the school community than just those present in a group. To do this you could:

- Identify the issue through a survey (1.1)
- Generate options using a brainstorming session (2.1)
- Evaluate the options (see above steps).
2.3 Highlighting barriers and opportunities

Background
Defining a problem or issue as a goal can make problem solving easier. The problem could be the poor eating habits of children. The goal could be providing children with a healthier school canteen. Be careful not to choose a goal before looking at all the possible solutions to the problem and selecting the most suitable using a process such as the one in 2.2.

This tool does not specifically generate options for reaching the goal, but looks at both ‘driving forces’ (opportunities) and ‘restraining forces’ (barriers) that relate to the goal. Once these forces are identified, action plans can be designed to overcome barriers and enhance opportunities. This analysis can help you decide which actions to take.

What to do
> Define the problem or situation as a goal.
> List all the opportunities (things that help to achieve the goal—driving forces) that currently exist.
> Rate the strength of each opportunity on a 1 to 10 scale (1 equals a very weak influence; 10 equals a very strong influence).
> List all the barriers (things that hinder the achievement of the goal—restraining forces).
> Rate each barrier on the 1 to 10 scale.
> Identify how each of the highest scoring or most influential barriers can be reduced.
> Identify how opportunities can be used or strengthened to help you reach a goal.
> Sometimes, as a result of identifying a barrier, a new problem or goal is identified. These barriers may require a separate analysis (second order analysis) before discussing how to deal with them.
> Use strategies that reduce barriers and opportunities in your action plan.
Table 4: Identifying opportunities and barriers

Goal:

<table>
<thead>
<tr>
<th>Factors that help change (Driving forces)</th>
<th>Rating</th>
<th>Ways to use driving forces</th>
<th>Factors that make change difficult (Restraining forces)</th>
<th>Rating</th>
<th>Ways to reduce restraining forces</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Rating: 

- very weak influence
- weak influence
- moderate influence
- strong influence
- very strong influence

1  5  10

Strategies for action

1. 

2. 

3. 

25
2.4 Accessing information and resources

Background
This tool provides a matrix to help you explore the full range of possible resources that could assist you in planned activities. The matrix is designed to help you generate ideas and identify different places where you can find help.

What to do
For any given issue or situation, use the matrix to brainstorm as many different sources and/or types of resources, help, information and assistance as possible.

Talk to other people to generate more ideas. It is unlikely that any one person will be able to think of the full range of opportunities available. You could use your school newsletters or emails to ask for more ideas for finding information and resources.
Table 5: Information and resource matrix

**Issue/situation:**

- Remember to consider the resources you will require during planning, implementing and reviewing
- You could divide each column into 3 representing each of the 3 components of the HPS framework

<table>
<thead>
<tr>
<th>Where to look</th>
<th>Type of resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Human (people)</strong></td>
</tr>
<tr>
<td></td>
<td>Expertise, knowledge, time to help, referral to others</td>
</tr>
<tr>
<td>School-based individuals or groups</td>
<td><strong>Financial (money)</strong></td>
</tr>
<tr>
<td></td>
<td>Grants, sponsorship, donations</td>
</tr>
<tr>
<td>Individual community members</td>
<td><strong>Physical (other things)</strong></td>
</tr>
<tr>
<td></td>
<td>Equipment, building materials, IT, books, curriculum resources</td>
</tr>
<tr>
<td>Local community groups and businesses</td>
<td></td>
</tr>
<tr>
<td>Local government authorities</td>
<td></td>
</tr>
<tr>
<td>Large non-government organisations</td>
<td></td>
</tr>
<tr>
<td>State government representatives, staff programs or departments</td>
<td></td>
</tr>
<tr>
<td>Federal government representatives, staff programs or departments</td>
<td></td>
</tr>
</tbody>
</table>
3. Taking action

3.1 Creating an action plan

Background

Developing an action plan is an important step in the Health Promoting Schools process. It will help to plan how the needs of the school will be addressed. A separate action plan is needed for each project that is undertaken.

An action plan should include:

- the aim (the improvement or changes you hope to ultimately achieve in the long term)
- the outcomes (the improvement or changes you hope to achieve in the short to mid-term)
- the strategies and actions to be implemented (what you will do to achieve your improvement or change)
- the expected time line (when you are going to do it, how long it will take and when it will be finished)
- the resource requirements (what you need for carrying out the plan)
- the roles and responsibilities of key people (who will do what)
- the monitoring procedures to be used (how you are going to check the activity is going as planned)
- reflection and evaluation of outcomes and key learnings to inform future work (how you will see if it is making a difference).

An action plan should include enough information to allow another person to pick it up and implement it. The way the goal and outcomes are stated is important. When reviewing, you can use the outcomes and strategies to find out whether parts of the plan were achieved. Monitoring and reviewing your progress often will allow you to adjust your action plan when necessary so you achieve the best results. The action plan for your school community should include strategies that cover all three components of the Health Promoting Schools approach:

- curriculum, teaching and learning
- school organisation, ethos and environment
- partnerships and services.

An action plan could also include a rationale—a statement saying why you want to achieve this outcome.

What to do

- Use the following blank action plan proforma to list all the outcomes you would like to achieve.
- To determine which outcomes will be the best to work towards, use the 'Setting outcomes' tool in section 3.2.
- To identify strategies and actions, use the 'Identifying strategies tool' in section 3.3.
- To help determine what monitoring and reviewing processes will be used, see the 'Reviewing progress’ tool in section 4.1. Monitoring and reviewing should be incorporated from the beginning until the end of the project and changes made accordingly. Record your observations along the way (refer section 4.2).
### Table 6: Action Plan Tool

**Aim/s (change or improvement to be achieved in the long term)**

**Our aim:**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategies &amp; action</th>
<th>Timeline</th>
<th>Responsibility</th>
<th>Resource requirements</th>
<th>Monitoring procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change or improvement to be achieved in the short term</td>
<td>What will be done to achieve the outcomes?</td>
<td>Expected start and completion times</td>
<td>Who will be responsible for the action?</td>
<td>What resources are required to put the strategy into action?</td>
<td>How will you know that the strategy has worked? What data will you need to measure this?</td>
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<td>♦</td>
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<td>♦</td>
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</table>
3.2 Setting outcomes

Background
Outcomes are the statement of change that you want to bring about in the short to medium term, not what you are actually going to do. What you are actually going to do is called an activity or strategy. Outcomes are also different from goals or aims, as goals or aims are the change you want to achieve in the long term.

Once a working group has identified outcomes, it is beneficial to check if they are S.M.A.R.T outcomes.

SMART outcomes are:
- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time specific**

For example: To provide at least 2 new ‘body-friendly’ physical activities in our school by the end of the year.

What to do
Taking time to write S.M.A.R.T outcomes will help ensure that you are able to achieve your realistic outcomes within a given time frame. The following activity can help you develop S.M.A.R.T outcomes.

Refer to the Action Plan and list the outcomes in the first column of Table 7 on the next page.

For each outcome, consider whether the outcome fulfils the criteria. The following questions are a prompt to help you.

**Specific**?
- Is the outcome specific as opposed to being general or vague?
- Is the outcome stated in words that are easily understood by all those involved?
- Is the outcome clear or ambiguous?

**Measurable**?
- Can change that has occurred as a result of action be measured?
- How will you know when improvement has occurred? (What are the indicators of improvement?)

**Achievable**?
- Can the outcome be achieved in the time available?
- Can the outcome be achieved given available resources?

**Realistic**?
- Is the outcome relevant to the issue?
- Are you likely to meet your outcome?
- Is what you are hoping to achieve possible?

**Time specific**?
- Have you specified the time by which you expect to achieve your outcome?
- Have you allocated enough time in which to achieve your outcome? Is your time frame realistic?
Table 7: Checklist for S.M.A.R.T Outcomes

Tick ✓ the box to indicate ‘Yes’ and cross X the box to indicate ‘No’.

It is useful to rewrite or remove any of the outcomes that you have marked with crosses (X).

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Specific</th>
<th>Measurable</th>
<th>Achievable</th>
<th>Realistic</th>
<th>Timeframe</th>
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</table>
3.3 Prioritising strategies

Background

Strategies are the actions that will be taken to achieve your outcome. There may be several strategies for each outcome. If possible it is useful to have strategies that address each component of the HPS framework for each outcome (e.g. a strategy related to curriculum, teaching and learning, one to organisation, ethos and environment and one for partnerships and services). This has been shown to lead to greater long-term success and sustainability. Not all the strategies have to be started at the same time.

It is important to begin with strategies that are fairly easy to achieve in order to maintain momentum and keep all community members interested and supportive.

What to do

> Using the table on the next page, list the S.M.A.R.T outcomes from your action plan. Next to each outcome, list as many activities that could be used to achieve that outcome. List them under the related area of the HPS framework (see example in Table 8).
> having listed the strategies, rate each one for its ease of implementation (E, M, H for easy, moderately easy, hard) and its level of impact (L, M, H for low, medium or high)
> Choose the easiest strategies to implement but which have the highest impact for that level. ‘Get the most bang for your buck’. The chosen strategies from the example below may be use AEB to determine body-friendly physical activities, have a trial, prepare suitable areas in the yard/gym and perhaps explore engaging an outside agency.
<table>
<thead>
<tr>
<th>S.M.A.R.T Outcomes</th>
<th>Curriculum, Teaching &amp; Learning</th>
<th>Organisation, Ethos &amp; Environment</th>
<th>Partnerships &amp; Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rating Ease Impact</td>
<td>Rating Ease Impact</td>
<td>Rating Ease Impact</td>
</tr>
<tr>
<td>e.g Provide at least 2 new ‘body-friendly’ physical activities by the end of the year</td>
<td>Use AEB - Part 1 to compile a list of body-friendly physical activities as a classroom activity</td>
<td>Prepare a suitable areas in the yard/gym for the activities Purchase equipment for the activities</td>
<td>Engage outside agencies to teach students if necessary</td>
</tr>
<tr>
<td></td>
<td>E L M</td>
<td>E M H</td>
<td>M H</td>
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<tr>
<td></td>
<td>E H M</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>E M H</td>
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<td></td>
</tr>
</tbody>
</table>

Rating:

Ease: E = Easy, M = Moderately Easy, H = Hard
Impact: L = Low, M = Medium, H = High
3.4 Engaging outside agencies

Background
Before engaging the services of community organisations, it is important to discuss the Health Promoting Schools approach with the organisation, and explain what you are trying to achieve. This allows the organisation to provide their services with an understanding of your aims, goals and perspectives.

What to do
Before engaging the services of community organisations, several important points need to be considered. These include:

- Does the school have appropriate personnel and resources to support the activities?
- Is the community organisation the most appropriate group to support the activities?
- Does the community organisation have sufficient information about the school’s plan to be able to complement and support the activities (for example, policies, background)?
- Does the community organisation support the Health Promoting Schools objectives developed in the action plan?
- What resources will the community organisation require to work with the school community?
- How well do the services being offered by the organisation complement the curriculum?
- How well do the services being offered by the organisation fit with the school’s organisation and ethos?
- What experience has the organisation had in working with schools? If little or none, discuss the school setting in more detail (for example, student groups, needs, resources available, expectations of the school).


- Check how your expectations of how the community organisation will be involved, matches that of the organisation. Allow time to negotiate what the role of the organisation will be.

- Has the school community approved the involvement of the organisation?


It provides a planning document that you can complete with the agency worker and covers the issues raised in the above list. It can be useful to read the checklist and do some pre-preparation prior to meeting with the agency representative.
4. Planning for the future

4.1 Reviewing your progress

Background
Reviewing and reflecting on your progress is an important part of the Health Promoting Schools process. It will help you determine how well a particular action has run, what effect or impact the initiative has had in your school community and whether you wish to continue with the action or make changes.

Checking if outcomes were met
In order to assess the extent to which the activity has met its outcomes, you need to be able to collect data that will demonstrate whether a change has occurred. For this to happen, there have to be clear outcomes set at the beginning of the activity. Having S.M.A.R.T. outcomes (see ‘Setting outcomes’ in section 3.2) will help clarify what information you will need to collect and how to collect it.

It is often thought that to see the effect of an activity you must collect two sources of data and then compare them. You need to know what the situation was like before (pre-data or baseline data), and compare this to what it is like after the activity (post-data). This is one method for determining changes but it is not the only one. If you do choose this method of data collection, it does not have to be difficult. It may involve gathering data that you already routinely collect like numbers of students absent or numbers of students sent to the office during breaks.

You can also treat these data gathering exercises as lesson activities, with students planning the collection and gathering the information before and after the project.

You may also want to use other methods of data collection to support pre and post testing. For instance you may want to see an increase in the numbers of students walking to school. Counting numbers before and after a promotional campaign may be easy but you might also need to know why students have changed their behaviour. This would require a survey or focus group to ask deeper questions.

Even if your outcome is met, you still cannot be sure that your initiative is solely responsible for that change. For example, the change in behaviour may have been due to a physical activity campaign launched on the television. You will need to assess how to determine what led to the change, perhaps by conducting a questionnaire.

Review without collecting before and after data
Reviewing how successful an initiative has been does not always require before and after data. Reviewing includes looking at the strengths and weaknesses of what has happened (the steps and actions taken) and examining how it has happened (the planning that allowed the steps to be taken). To be able to do this, you need to keep a record of what and how things happen.

Therefore, recording is vital if you want to reflect on the process used in your activities and improve them in the future. See the next tool about documenting your progress (section 4.2).

Some questions are included below to help you reflect on and review your progress without needing before and after data.

These questions can be asked at the end of an activity, during an activity or before starting a new activity so you can learn from previous mistakes. Think of these questions in relation to the:

> Outcomes of the activity.
> Way the activity was conducted.
> Planning of the activity.
Questions for reflecting on and reviewing your progress

1. Did we meet/are we meeting our outcomes?
2. What worked well? Why?
3. What did not work well? Why?
4. What worked better than expected? Why?
5. What did not work as expected? Why? What could have been done about it?
6. What can we do better?
7. What do we need to concentrate on?
8. How could we have done it differently?
9. What was the reaction of the school community? What did we do to influence this reaction?
10. Did we follow the plan?
11. Was the plan appropriate?
12. How can we plan better in the future?

4.2 Documenting your progress

Background
Keeping a written history of what has happened and how it has happened is important for a number of reasons, such as:

- Allows those not previously involved to see what has happened.
- Provides a vehicle for explanation and inclusion for new people to the school.
- Provides a record to refer to in the future when the school community is faced with a similar situation (i.e. what did we do back then?).
- Allows reflection and review on the impact and success of adopting a Health Promoting Schools approach—without knowing exactly what occurred, its difficult to reflect on the strengths and weaknesses of what happened and how it happened.
- Provides information that could be shared to help others, e.g. in networking with other schools and sharing stories of learnings. This information can be shared with studies and other school staff.
- Encourages celebrations and the recognition of milestones and goals achieved.

What to do
Documenting progress is really recording the history or change process of the Health Promoting Schools approach in your school. There are a number of ways to document your progress. Using several of these together will ensure a comprehensive understanding of what happened in your school.

- Record minutes of all meetings and file these.
- Keep all documents including photographs, consent forms, emails.
- File all other related documentation, such as reports, articles in newsletters or newspapers.
- Develop a proforma that suits your school, to record what happened.
Developing a record proforma

It is useful to have a separate proforma for each outcome and the activities associated with it. Choose the information to record that best suits your needs. The following table gives some suggestions. Then there is an example you can use as a template.

Table 9: Possible categories for data record pro forma

<table>
<thead>
<tr>
<th>Information to be recorded</th>
<th>Possible categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>When it occurred</td>
<td>date, time, start—finish</td>
</tr>
<tr>
<td>What happened?</td>
<td>action, activity, task, strategy, planned activity</td>
</tr>
<tr>
<td>What support was there?</td>
<td>support of community, number of participants</td>
</tr>
<tr>
<td>Who carried out the action?</td>
<td>responsibility</td>
</tr>
<tr>
<td>What was used to make it happen?</td>
<td>resources, materials</td>
</tr>
<tr>
<td>Anything important worth noting</td>
<td>key notes, important bits, key points, comments</td>
</tr>
<tr>
<td>How successful was it?</td>
<td>impact, effectiveness, what worked well, what didn’t</td>
</tr>
</tbody>
</table>
Table 10: Data record pro forma

<table>
<thead>
<tr>
<th>Date</th>
<th>Action taken (description of what happened)</th>
<th>No of people involved</th>
<th>Support of community</th>
<th>What worked well</th>
<th>What could be changed</th>
<th>Unexpected outcomes</th>
<th>Comment</th>
</tr>
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Recommendations:

__________________________________________________________________________

__________________________________________________________________________
5. Developing policy

5.1 Defining policy

Background
The term ‘policy’ in this document is used to cover a broad range of written regulations, rules or procedures that define what the school will and will not do in certain circumstances. Examples of this sort of policy include what to do in the event of a fire in the school, or expectations about appropriate behaviour for students or teachers.

Not all policy is written. In fact, all workplaces have unwritten ‘rules’ that could be thought of as ‘how things are done here’ but having written policies makes the school community a responsible and accountable place for healthy learning and development.

Why are policies important in schools?
Policies, even if they are mainly unwritten, shape almost everything that happens in schools. Policies and the procedures that tell how they will be implemented help schools manage a diverse range of issues. Policies can determine:

> How schools are run.
> What is taught.
> How teachers, students and parents interact.
> Actions in an emergency.
> Directions for the future.

While some policies are mandated by system authorities such as child protection policies, schools also develop their own school-based policies and procedures to ensure that system policies are implemented in a manner relevant to the school or in response to a specific school need.

School-based policies and the Health Promoting School
School-based policies can enhance the wellbeing of the school community for a range of issues other than those typically identified with physical health, such as sun-safety or smoking. They can:

> Provide a set of procedures for managing incidents.
> Clarify expected behaviours and roles of school community members.
> Provide clear steps to create a supportive school environment.
> Demonstrate to the school community that the school is committed to health.

However, to be effective policies need to be documents that are known about and used by all members of the school community. Effective policies have the potential to impact on the physical, social, emotional, mental and spiritual wellbeing of school community members because they influence the decisions made and actions taken by individuals and groups in schools. Therefore, schools should regularly review all policies to ensure they support the ongoing creation of their ‘ideal’ school.
5.2 Developing a healthy body-image policy

The following steps can be used as a process to guide policy development or revision. In keeping with the Health Promoting Schools approach, this process strongly encourages as many members of the school community as possible, who will be impacted by the policy, to be involved in its development.

This involvement could be formal through class time or groups that are already established like the School Council or SRC. It could also be more informal. You could gather parents’/carers’ opinions when they collect their children after school or you could provide short feedback surveys on the website or in students’ diaries.

Overview of steps to develop written policy and other supportive documents

<table>
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<th>Phase 1: Getting ready</th>
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<td>1.2. Gain cooperation of key stakeholders</td>
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<td>1.3. Form a working party</td>
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<tr>
<td>1.4. Draft a policy development and implementation plan</td>
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<td>2.2. Draft the policy</td>
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<tr>
<td>2.3. Seek feedback from the school community</td>
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<tr>
<td>2.4. Improve the policy</td>
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<td>2.5. Finalise the implementation plan</td>
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<td>2.6. Endorse the policy and implementation plan</td>
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<table>
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<th>Phase 3: Implementing the policy</th>
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<tr>
<td>3.1. Raise awareness</td>
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<td>3.2. Implement the policy</td>
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<tbody>
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<td>4.1. Monitor implementation</td>
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<td>4.2. Review</td>
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</table>
5.3 Getting ready

**Phase 1.1 Decide to develop/revise a policy**

Any change needs an initiator—this could be any member or group of the school community. It is important to be able to clearly state why a policy needs to be developed or revised. Having a clearly defined rationale for change will help to engage the support of others and help you to keep your policy clear and succinct.

You can use the following checklist to assess if any of your current policies need revising. A revision of the policy is strongly recommended if the response to any of the questions is ‘NO’.

### Policy review checklist

<table>
<thead>
<tr>
<th>Name of policy</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the policy provide background information or a rationale (i.e. does the policy say why it has been developed)?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does the policy clearly state its intended outcomes/goals/aims/objectives?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is the policy presented in language that is easily understood by the whole school community?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does the policy use appropriate terminology and definitions?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are procedures/rules/regulations or plans stated clearly and unambiguously?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does the policy incorporate/recognise the role of (where relevant):</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- leadership positions</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- classroom teachers</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- administration</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- parents</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- students</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- support staff (for example, SSOs, volunteers, ground staff)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- students outside agencies</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- governing council?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does the policy reflect necessary legal expectations?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is the policy consistent with state or federal government department policy/guidelines?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Has the policy been reviewed recently (i.e. within the past 12 to 24 months)?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Were all groups within the school community involved in the development implementation and review of the policy?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Phase 1.2: Gain cooperation of key stakeholders

- Identify who may be affected by the policy and whose support is necessary to develop or revise a policy. It may be helpful to use Table 3, the stakeholder analysis tool at section 1.2.
- Discuss the rationale for policy development or revision with these key people or groups.
- Explain how the policy fits into the Health Promoting Schools approach and which components of the framework can be addressed within the policy.
- It is necessary to have the support of the principal and other major groups before moving forward.

Phase 1.3: Form a working group

- Consider who should be involved in policy development and provide an opportunity for them to be involved.
- Establish a working party consisting of members of different groups who are likely to be affected by the policy. Try to make the working party as representative of the school community as possible and include individuals who are well respected by their peers. This will help the school community to develop ownership of the policy and encourage them to implement and follow the policy. This is also an opportunity to engage broader community members, such as a youth health worker from the local council or health service, or a representative of ACEDA the peak body in relation to body-image and eating disorders. Use the ‘Health Promotion: better health better learning checklist’ (www.healthpromotion.cywhs.sa.gov.au/library/BHBL%20checklist.pdf) mentioned at section 3.4 to discuss this involvement with them.
- To decide how large the working group should be, take time to weigh up the advantages and disadvantages of different group sizes. While a small group will probably be easier to manage, it is unlikely the full range of stakeholders who may be affected by the policy will be included. While a larger group may represent more stakeholders, it may require more skill to facilitate due to the broader range of ideas and opinions of group members. You may decide to establish a smaller group with some of the key stakeholders and collect input from other school community members in other ways.
- A suitable working party may already be established within the school that you can tap into, for example, the Health Promoting Schools Committee.

Phase 1.4 Draft a policy development and implementation plan

- Develop a broad action plan for the working party to follow. At this stage, it is only important to map out some of the big tasks involved in the process of policy development and implementation. The Action Plan Tool at section 3.1 could be used here.
- Agree on set roles and responsibilities so that everyone involved is clear at the start.
- The plan should include the steps in this section and provide a loose timeframe for completion of tasks. It is unlikely that it will be possible to specify accurate time frames for each step—this can be done at a later stage. A significant period of time will be required to develop and implement the policy. Many schools find the process takes much longer than expected. However, the more time spent planning and gaining everyone’s input the more likely that your policy will be used and remain relevant for longer.
- It is recommended that you present the draft action plan to the principal and other key groups for approval.
5.4 Preparing the policy

**Phase 2.1: Get informed**

The first aim of this step is to ensure that the working party is well informed about the policy issue/s and is aware of all potential avenues or options available to them in developing and implementing the policy. To do this you can:

> Talk to other schools who have developed similar policy.
> Talk with experts such as ACEDA the peak body in relation to body-image and eating disorders and the Centre for Health Promotion get information and supporting resources.
> Contact school systems/government departments if it is relevant—seek background information and obtain copies of relevant legislation or policies.
> Talk with members of the school community.

The second aim of this step is to inform the school community about the broad policy development process and to provide an opportunity for them to express their views and concerns. This will make them feel that their contribution is valued and help identify obstacles which have not previously been foreseen but will need to be overcome at a later stage.

At the end of this step it will be appropriate to review the policy development and implementation plan to see if more information is needed or if it is necessary to invite additional members to join the working party to provide more input..

**Phase 2.2: Draft the policy**

This step involves the working party writing the policy. The content, headings, words and format used in the policy will vary from school to school and from issue to issue. Examples of policy collected in the previous step will help inform decisions on what format and content is appropriate. See the example of a healthy body image policy at section 5.7 for ideas.

When drafting the policy, consider the components of the Health Promoting Schools framework (see section 3.3):

> Curriculum, teaching and learning.
> School organisation, ethos and environment.
> Partnerships and services.

**Phase 2.3: Seek feedback from the school community**

Circulate the draft policy to a range of school community members and groups and request their feedback or comments. Sometimes it is easier for people to give feedback if they are asked specific questions about the draft policy, so it can be helpful to draft a short feedback sheet to email or hand them. Questions could include:

> Is the wording in the policy easy to understand?
> Are the strategies in the policy appropriate?

A policy is a key document that underpins school life so it is especially important to ensure that everyone who will be affected by the policy has the opportunity to provide feedback; even those people who may be hard to reach or not as active in the school. Provide more than one avenue for feedback and make it as easy as possible for a range of people to contribute. Taking the time now will be worth the effort later. Some suggestions to collect feedback are:

> Distribute copies to all staff.
> Present the policy at meetings of different groups (staff, student council, school council).
> Print sections in the newsletter and invite comment.
> Phone school community members and request their input.
Put a copy on the school website with an online feedback form.
Send an email asking just one question with a voting button for a response.
Attach a survey to a copy of the policy and distribute to different groups.

Encourage all members of the school community to discuss the draft policy; especially try to engage people who are not supportive of the policy. Make an effort to seek their feedback and try to address their concerns. It is often the opinions of those who disagree, that help make the working party consider all possibilities. This will make the policy more inclusive and relevant in the end.

Phase 2.4: Improve the policy
Take into account all feedback provided by members of the school community.
Collate the feedback and identify major themes in the responses. It may be necessary to gather more information or advice to effectively address some concerns raised in the feedback.
Using the criticisms or suggestions gained in the feedback, amend or redraft the policy.
Inform community members of changes made in response to their feedback and reasons why some changes could not be made. If the school administration/management are not represented on the working party, keep them informed of the feedback received and the amendments made as a result.
To resolve concerns, especially with controversial policies, you may need to repeat the process of seeking feedback and amending the policy.

Phase 2.5: Finalise the implementation plan
Having received feedback about the draft policy, the working party should have a good idea about the ‘readiness’ of the school community to accept and adopt the newly developed policy. This knowledge should be used to review and finalise the implementation section of the action plan that was drafted earlier. Include time in the implementation plan for staff professional development for staff, as they will need support to implement new practice.

The implementation plan should detail:

When the policy will be introduced to the school community. It may be appropriate to phase in the policy if it requires significant or multiple changes to school operation. If this is the case, the implementation plan should show the manner in which the policy will be phased in.
How the policy will be monitored and evaluated.

The implementation plan should be presented to the principal and other members of the leadership group for endorsement.

Phase 2.6: Endorse the policy and implementation plan
Once the final drafts of the policy and implementation plan have been produced, have them endorsed. The school’s management structure will determine who is appropriate to endorse the policy. To inform, educate and gain the support of a range of school community members, it is best to have a range of groups endorse the policy.

Consider asking for endorsement from the school council, the school management team, student council, staff, parent groups, and the Health Promoting Schools Committee. Have the policy endorsed by using one or a combination of methods:
Voting.
Moving a motion at a meeting.
Verbal agreement.

Once you have endorsement, make an announcement to celebrate all the hard work so far. To get to this point is a major achievement and demonstrates how to take a whole school approach to address a school issue.
5.5 Implementing the policy

**Phase 3.1: Raise awareness**

The aim of this step is to ensure all members of the school community are well informed and ready for the implementation of new policy. The date set for implementation should be publicised well in advance. This allows sufficient opportunity for the school community to become familiar with the policy and to understand any impact it may have on their role or school activities. The policy is unlikely to be successfully implemented if it has not been adequately communicated to the school community.

A public launch of the policy is a good way to get started. Invite Regional Office staff and local community members plus those agencies on the working group. However, this is just the beginning. You will need to continue to publicise the policy in as many ways as possible.

Some suggestions include:

- Providing copies of the policy to staff, parents and students.
- Making announcements at staff meetings, class meetings and year level assemblies.
- Printing articles in the school newsletter, and the local community paper.
- Posting notices on student, staff and parent notice boards.
- Sending emails and text messages to students and parents.
- Posting notices on the school website.

**Phase 3.2: Implement the policy**

This step involves supporting the school to adopt and follow the policy. It may be appropriate to gradually phase in the policy if significant or multiple changes to school operation are required. You will need to make it as easy as possible for people to implement any new procedures or follow new regulations. It may be appropriate to link a competition with implementing the policy, as a method to get student and parent buy-in.

It is likely that staff will need considerable support to implement the new policy. The teachers will have to support students and parents, as well as learn and implement their own new practice. Assign time for professional development. Staff will appreciate that this has been considered and feel there is commitment to the policy and that their efforts are a valuable part of the process. Community groups who have worked with the school on developing the policy could provide a speaker to present at a staff meeting to increase teachers’ knowledge of body-image issues and provide practical ideas to aid the policy implementation.

Plans should also be in place to ensure the policy will be clearly communicated to new students, staff and parents who enter the school community in the future.
5.6 Ensuring the policy is working

Phase 4.1: Monitor implementation

Monitor the way the policy has been implemented. Consider how well this has occurred and whether or not it is achieving what you had hoped. To gather this information you could:

- Talk to students, staff and parents informally.
- Conduct a survey by sending out a questionnaire via the school newsletter or website.
- Set up a discussion about the policy at meetings of established groups in the school.

It is helpful to think about the methods you will use to monitor the effectiveness of the policy, before you implement it. Then you can put in place measures to collect suitable data.

If, after a pre-determined period of time, such as 6 months, you believe the policy could be implemented more effectively, consider what actions need to be taken to do this. This is not about changing the actual policy but about ensuring it is used in the best way.

Phase 4.2: Review

Review the policy on a regular basis. If a policy is to be effective, its currency must be maintained. Over time, changes in the school population, knowledge and opinions will necessitate policy review.

Health Promoting Schools policies should reflect the current values, beliefs and practices of the school.

5.7 An example of a Healthy Body-image Policy

Background

A policy can outlines rules or regulations in relation to an issue or it can be a statement of intended action. Some policy documents may include both regulations and plans for action.

There is no one way to write a policy. The format, words and phrases used in any policy should reflect the issues and the needs of your school. It’s tempting to simply copy policies developed by other schools, but while it may seem to save time, it is unlikely that the policy will adequately address the unique and individual needs and goals of your school.

In a school using the Health Promoting Schools approach, there is, also an appreciation of how important the process is, rather than just a focus on completing the task quickly. The policy is less likely to be accepted and followed if it has not been developed with your whole school community input. It is also important to remember that once a policy has been developed, it is more than likely that procedures which actually state how you will implement the policy will need to be developed.

Below is one example of a healthy body-image policy that could be used as a template.
Our Mission to become a Body-image Friendly School

Body-image is one of the top issues for young people. Poor body-image and related body dissatisfaction can have significant physical and emotional impacts on children and young people. School is a place which can influence the development of a healthy body-image.

By 2013, our school aims to assist our students, staff and other members of our school community to develop positive body-image and reduce body dissatisfaction.

Our school will be one which:

• is committed to acceptance of diversity of all kinds
• provides a range of ways in which children and young people can gain a sense of self-confidence and achievement
• has staff who model self-acceptance
• provides a ‘bullying-free’ environment for all
• builds resilience and critical thinking in our students.

To achieve this vision our school aims to:

• provide opportunities for all our children to have success and be acknowledged as successful
• develop and implement anti-bullying policies
• integrate body-image across the curriculum and provide opportunities to build skills that protect against poor body-image
• provide staff with professional development about body-image and the influence they can have in promoting healthy body-image and body satisfaction
• design and create a physical environment where our children can safely and enjoyably learn and play (including ‘body-friendly’ physical activity)
• include a non-dieting approach in our healthy eating policies
• provide a uniform that is comfortable for a range of sizes and shapes
• provide opportunities for parents’ and carers’ to learn about healthy body-image and what they can do to promote it.

Signed: ______________________  Signed: ______________________

(Principal)  (HE Head of Department)
For more information

Centre for Health Promotion,
Children, Youth and Women’s Health Service
Telephone: (08) 8161 7777
Email: cywhsCentreforHealthPromotion@health.sa.gov.au

Non-English speaking: for information in languages other than English, call the Interpreting and Translating Centre and ask them to call The Department of Health. This service is available at no cost to you, contact (08) 8226 1990.