



# SHE rapid assessment tool

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*A companion document for the SHE online school manual*



SHE rapid assessment tool

## Colophon

### Title

SHE rapid assessment tool: A companion document for the SHE online school manual

### Authors

Erin Safarjan M.P.H.  
Goof Buijs M.Sc.  
Silvia de Ruiter M.Sc.

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This document is based on the HEPS Rapid Assessment tool, in:

Simovska, V., Dadaczynski, K., Viia, N.G., Tjomsland, H.E., Bowker, S., Woynarowska, B., de Ruiter, S., Buijs, G. (2010). HEPS Tool for Schools: A Guide for School Policy Development on Healthy Eating and Physical Activity. Woerden, NIGZ.

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CBO  
P.O. Box 20064, 3502 LB Utrecht, the Netherlands  
Email: [she@cbo.nl](mailto:she@cbo.nl)



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**From 2017 the SHE secretariat  
is lead by UC SYD.  
Contact us: [SHE@ucs.dk](mailto:SHE@ucs.dk)**

## Introduction

In phase 2 of becoming a health promoting school, you assess your school's current policies and practices related to health promotion to determine your school community's needs and priorities.

The SHE rapid assessment tool has been designed to help you in making this assessment. The SHE rapid assessment tool consists of a series of questions related to the whole-school approach. Answering the questions can help you identify what your school already does well, what areas need improvement and what you want to focus on in your health promoting school.

The SHE rapid assessment tool can also be used once your health promoting school is in place. You can compare your answers from the first assessment to those of the second to assess your school's progress, and it can help you make further adjustments to your health promoting school.

## Instructions

We advise you, as a health promoting school working group, to discuss the questions in the SHE rapid assessment tool and reach a consensus.

Each question should be approached in two ways:

1. **Current:** the school's current situation on a three point scale, 1= not in place; 2= partly in place; 3 = fully in place. See left-hand columns in the assessment tool labelled *current*.
2. **Priority:** the school community gives to the question on a three point scale, 1 = low/no priority; 2 = medium priority; 3 = high priority. See right-hand columns in the assessment tool labelled *priority*.

The results of the assessment can be interpreted by looking at the score for each question with regard to *current* situation and *priority* level or by calculating the means for *current* situation and the means for *priority* level per section. Areas with both a low score/mean on the school's *current* situation and a high score/mean on *priority* can be the focus of future action in the process of becoming a health promoting school.

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Your current situation: 1= not in place; 2= partly in place; 3 = fully in place

Your priority: 1 = low/no priority; 2 = medium priority; 3 = high priority

	Current			Priority		
	1	2	3	1	2	3
<b>1. Orientation</b>						
1.1 Our school has an overview of the current situation regarding <b>students'</b> health (including physical, mental and social health) and well-being.						
1.2 Our school has an overview of the current situation regarding <b>teaching/non-teaching staffs'</b> health (including physical, mental and social health) and well-being.						
1.3 Our school can estimate the current health behaviours (eating and physical activity, sexual activity, drinking, smoking, drugs and hygiene) of our students with regard to age, background and gender.						
1.4 Our school has undertaken an assessment of the needs and wishes of students, teaching and non-teaching staff concerning health and well-being (e.g. survey, wish boxes).						
1.5 It is known to the whole school community who is responsible for health topics in the school including mental health promotion.						
	Current			Priority		
	1	2	3	1	2	3
<b>2. Healthy school policy</b>						
2.1 Our school has a written policy on health and well-being of students and teaching/non-teaching staff, including promoting health and well-being and preventing and dealing with health related problems.						
2.2 Health and well-being are linked to the educational goals of our school.						
2.3 Health and well-being are part of the curriculum of our school.						
2.4 Our schools' approach to health and well-being reflects the views, wishes and needs of the whole school community (students, teaching/non-teaching staff and parents).						

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2.5 Students, teaching/non-teaching staff and parents are encouraged to participate in the planning and implementation of health related activities in the school.						
	<b>Current</b>			<b>Priority</b>		
	1	2	3	1	2	3
<b>3. School physical environment</b>						
3.1 School facilities such as the playground, classrooms, toilets, canteen and corridors are student-friendly, safe, clean and promote hygiene (enough hand soap and paper towels in the toilets) for all students.						
3.2 School facilities such as the playground, classrooms, toilets, canteen and corridors are appropriate with regard to age, gender and for students with special needs.						
3.3 Students and staff have access to school facilities for physical activity outside school hours.						
3.4 All the physical activity facilities and the canteen of our school meet common safety and hygiene standards.						
3.5 The route to our school is safe and designed to encourage students to engage in physical activity (e.g. cycling or walking).						
3.6 All of the buildings in our school are kept at a comfortable temperature, are well-lit and ventilated.						
3.7 The school canteen, the school shop and vending machines offer food and drinks that are healthy and affordable and meet national food standards.						
	<b>Current</b>			<b>Priority</b>		
	1	2	3	1	2	3
<b>4. School social environment</b>						
4.1 Our school facilities such as canteen, playground, classrooms and corridors are designed in a pleasant and sociable way.						
4.2 Our school offers regular shared activities such as project weeks, festivals, competitions and breakfast clubs that are at least in part designed to promote health and well-being.						
4.3 Health education and health promoting activities including opportunities for practicing and developing life skills are included in after- school programmes.						

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4.4 At school a trusted person is always available for all students who have the need to talk with someone privately when they want to share concerns or thoughts.						
4.5 At school there is always a friendly and jovial atmosphere where all students and teaching/non-teaching staff feel comfortable and respected.						
4.6 School health professionals (school 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.						
4.7 A support system (services and accommodations) is in place at our school for students with special learning, developmental and physical needs.						
4.8 Our school has a system for identifying and referring students with special needs to outside professionals if the student's needs are beyond the scope of the school's expertise.						
	<b>Current</b>			<b>Priority</b>		
	1	2	3	1	2	3
<b>5. Health skills</b>						
5.1 Our school implements programmes that are focused on individual skills and knowledge of health topics including mental health promotion.						
5.2 Our school has clear rules that promote healthy behaviour.						
5.3 Activity breaks are regularly included in the school lessons and the school breaks.						

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	Current			Priority		
	1	2	3	1	2	3
<b>6. Community links</b>						
6.1 Parents of students in our school are active participants in the school community.						
6.2 Our school has established a connection with local partners such as sport and youth clubs, community or regional health agencies, counselling services, health insurance companies, restaurants, local shops, etc.						
6.3 Our school arranges regular visits to local partners/stakeholders to encourage our students in healthy eating, physical activity, to promote their emotional or social health and development, etc.						
	Current			Priority		
	1	2	3	1	2	3
<b>7. Healthy school staff</b>						
7.1 Our school offers regular teacher training and capacity building related to promoting health and well-being of the school community.						
7.2 There are sufficient resources available to provide the school staff with up to date materials on health topics including mental health promotion.						
7.3 Our school promotes a balance between work and private life, a reasonable workload and provides an open environment to discuss work problems and stress.						
7.4 New school staff at our school receive mentoring and training to assist them in their professional development.						
7.5 The school has a protocol for dealing with recurring staff absenteeism and in helping returning school staff to reintegrate and adjust after a period of sick leave.						
7.6 Our school supports school staff in achieving and maintaining a healthy lifestyle, e.g., by creating a healthy enhancing environment.						