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| **Are There Social Disparities In School-Based Health Promotion Programming? A Scoping Review** |
| **Background/Objectives**  The link between low socioeconomic status (SES) and unhealthy lifestyle behaviours is well-established to the extent that targeting SES is viewed as a key lever in reducing the burden of chronic diseases. Schools have the potential to influence the development of healthy behaviours in youth across SES, given that almost all children and adolescents spend many hours each day in school. However, little is known about social disparities in universal school-based health promoting interventions (HPIs). Do lower SES students have less access to HPIs? Does effectiveness vary across SES? Do HPIs increase or reduce social disparities? The objective of this scoping review was to provide an overview of extant research on social disparities in school-based health promotion and to identify knowledge gaps.  **Methods**  A systematic search of the PubMed and Social Services Abstract databases was conducted. A total of 138 articles were identified in the search. After revision by two authors, 12 articles published in English before July 2018 and pertaining to schools, HPIs, and social disparities were retained. An additional 3 articles were identified and retained after hand-searching key journals. HPIs were defined as interventions offered to all students during class hours, separately from the mandated curriculum. For each article, information about disparities in availability and effectiveness of HPIs was collected, as well as the authors’ assessment of the role of HPIs in increasing or reducing disparities.  **Results**  All 15 articles retained stressed the effectiveness of HPIs in schools. Three argued for universal HPIs, with one identifying issues with stigma and participation when targeting at-risk students. Six discussed reduced availability of HPIs in low SES schools. Four articles reported an SES gradient in their effectiveness. Few articles evaluated whether HPIs reduced or increased health disparities, and 5 articles identified this as an important knowledge gap. Still, 11 articles held that HPIs have potential in narrowing disparities.  **Discussion**  The literature on social disparities in school-based HPIs is not well developed. Evaluation of school-based HPIs rarely assesses their effect on health or SES disparities. More research is needed to build an evidence-base in this realm. Specifically, data are needed on whether HPIs benefit all children and whether they reduce SES gaps.  **Keywords**  Schools, health promotion, socioeconomic disparities |