

SPEAN BRIDGE PRIMARY SCHOOL HEALTH PROMOTING POLICY

Rationale

What is a health promoting school?

Two Scottish Executive publications, 'A Route to Health Promotion' and 'Health Promotion-Issues for Councils and Schools', highlight the development of health promoting schools as a priority for action. A health promoting school values democracy and participation. It is successful in encouraging pupils and staff to give of their best and build on their achievements, and is continually adapting and developing to meet the needs of its community. A health promoting school understands the important effect that improving the health and well-being of its pupils and staff will have on raising attainment, fulfilling potential and improving quality of life. (Quote from 'The Highland Council Health Promoting School Guidelines'.)

Why are health promoting schools important?

A number of Scottish Executive documents have highlighted the Health Promoting School as an essential component in improving the health and well-being of the nation's population. *Towards a Healthier Scotland (Health White Paper 1997)* makes the following key statements about health promotion:

'The government recognises the concept of the health promoting school as important in ensuring not only that health education is integral to the curriculum but also that school ethos, policies and extra-curricular activities foster mental, physical and social well-being and healthy development.'

We are a health promoting school because we:

- have a clear statement of health promoting aims
- actively promote self-esteem of the whole school community
- develop good relations within the school
- develop good relations with home and community
- provide a wide range of stimulating challenges for all pupils
- use every opportunity to improve the physical environment of the school
- plan and deliver a coherent curriculum based health education programme
- systematically arrange for assessment that involve pupils recording and reviewing their health education needs and their levels of understanding
- actively promote the health and well-being of all school staff
- develop staff awareness of their professional roles in health-related issues and have a whole-school approach to professional development in this area
- acknowledge school nutrition reflects and supports the healthy school ethos
- activate expertise of specialist services in the community to support health promotion

We monitor our performance as a health promoting school and plan improvements using quality indicators from the following key areas of HGIOS:

- Aims
- Curriculum
- Learning and teaching
- Support for pupils
- Ethos
- Resources
- Management, leadership and quality assurance

Curriculum

We follow the Highland Council 5-14 Health Education programme which is based on the framework of the revised Health 5-14 guidelines and on the Highland Council 'Health Promoting School Guidelines'. The programme identifies coherence in specific health themes of Drugs, Nutrition, Safety and Sexual education. Health also permeates the hidden curriculum through integration of Health education with other areas of the curriculum, extra-curricular activities and the supporting school ethos. Health education is supported by external health and caring agencies through on-going partnership between home, school and local community, and through Highland and national health promoting initiatives e.g Hungry for Success.

Time Allocation

The recommended minimum for Health education incorporated with Religious and Moral Education, Personal and Social Development is 15%. This is reviewed annually.

Learning and teaching

We use the Highland Council's Health Programme (level A – E) to ensure progression, continuity and coherence across the school.

Through this programme, pupils will have opportunities to learn about and explore the interaction of physical, social and emotional aspects of their lives. These aspects include the nature and effects of personal relationships; personal growth and development; the influence of behaviour and lifestyles on health and well-being; and local and global environmental factors.

The programme identifies assessment criteria for pupils, suggested teaching activities, assessment evidence and resources to be used across the following 3 strands: emotional health, physical health and social health.

Our programme will:

- Make appropriate use of active learning, whole class teaching, related individual work, small group discussion and collaboration
- Make appropriate use of role play and simulation activities
- Be presented to the pupils in a straightforward and empathising way with the additional support of resources such as videos, reference books, worksheets and ICT
- Ensure that all pupils have equal access to the Health programme and are supported to do so
- Ensure that teaching approaches are based on an understanding of pupils' health needs
- Consult and involve parents appropriately in its approach to learning and teaching
- Ensure that teaching and learning takes place in contexts where pupils can explore issues safely and openly
- Ensure that ICT opportunities are realistic, straightforward and allow the simultaneous development of health studies and ICT skills and knowledge
- Provide opportunities for cross-curricular work relating to Health, P.S.D., Citizenship and R.M.E.
- Emphasise healthy routines, protection skills and responsible decision – making for healthy living
- Ensure that issues to be discussed are appropriate to the age, stage and developmental level of the pupils

Pupils will be involved in researching ideas and developing personal skills and values. Choosing a healthy lifestyle means making decisions and pupils need to practise:

- a) Getting the information needed to make a decision
- b) Sorting out their feelings and attitudes about the issues
- c) Thinking through different courses of action and their possible results
- d) Developing positive attitudes to a healthy lifestyle, leisure and recreation.

(See whole school Teaching and Learning policy)

Forward Planning

The Highland Council programme of work doubles as a forward planner. The planner identifies pupil assessment criteria, teaching activities, assessment evidence, next steps for learning and teaching and resources required.

Teachers work co-operatively to ensure there is progression and coherence in Health education by referring to the Highland Health programme of work. (See whole school Forward Planning policy).

Assessment and recording

As mentioned above assessment criteria and assessment evidence are built into our teachers' forward planning. We make an evaluation of teaching and learning within the Health programme in our plans including comments on particular pupils' strengths and weaknesses. We assess knowledge/understanding and skills in an on-going capacity and at the end of a topic. We can assess by, for example:

- Listening to pupil discussion
- Listening to a pupil's report to the class/group
- Observing a pupils skills in a task
- Observing role-play
- Self/peer assessment
- Compiling a class test.

This formative assessment is used by teachers to plan next steps in learning and provides feedback for pupils.

We record progression of skills on our Environmental Studies skills lists. Evidence of aspects of Health education is included in pupils' folios. Teachers can include a comment about pupil's progress in Health education in reporting to parents.

Support

Support for pupils

We have a number of mechanisms in school for supporting pupils: Pupil Council; buddying, mentoring, monitoring and 'House systems; and understood procedures for dealing with discipline and bullying incidents. We encourage active Citizenship and pupils nominate their peers for recognition of positive aspects of Citizenship. (See school 'Personal and Social Development' policy and 'Support for Learning' policy) These policies set out many of the features that are required to meet the standard of the health promoting school and support pupils achieve targets of the 5-14 curriculum.

Coherent health education

We work in partnership with pupils/carers, parents and other professionals in order to plan and deliver a coherent Health education programme. Pupils and parents/carers are audited for their views on health and these are taken account of when reviewing our present programme. Cross-curricular aspects of health in for example P.S.D./Citizenship and R.M.E. contribute to the coherence of the programme.

Support for staff

All the staff are familiar with the Highland Councils complaints procedures. We have a social committee that plans a programme of events throughout the year (including a joint event with the School Board and Parents Association.). Staff can also access work related information e.g. on Stress Management, Occupational Health, Health and Safety etc. through the Staff handbook on the Highland Council 'intranet' service.

Links with other agencies

We actively seek the expertise of other specialist agencies, for example School Medical service, Sports Co-ordinators, Social Work Service, Health Promotion Officers, Alcohol and Drug Development Officer, Childcare Services and drama activators to support the Health education at the school.

Pastoral Care

We ensure that there are arrangements for the care, welfare and protection of pupils through the implementation of our Child and Welfare policies e.g. 'Health and Safety', 'Child Protection', 'Guidelines for Drug Related Incidents', 'Bullying' and 'Anti-Bullying and Anti-Racist Procedures'. All Staff are alert to the emotional, physical and social needs of individual pupils.

School ethos

Climate and relationships

We have positive relationships between staff and pupils, pupils and pupils and staff and pupils. We actively promote positive social relationships and showing concern for and understanding of others.

Sensitivity in delivering aspects of the Health programme is very important, particularly in 'Relationships and Sexual Health' and 'Drugs' education. Staff foster an atmosphere of trust and confidentiality before embarking on these aspects and parents are kept informed of new developments in these areas. The parameters of acceptable behaviour are agreed and clarified with the pupils in discussing these areas. Particular sensitivity will be shown in discussing health issues with pupils with physical disabilities or particular medical problems. Care will be taken to respect the religious beliefs and home culture of every pupil.

Partnership with parents

Promoting the self-esteem of the whole school community, developing good relations within the school and setting up structures for partnership with parents/carers and the community are fundamental in establishing a positive school ethos. (See whole school policy on 'Partnership with parents'). We aim to maintain good relationships with parents/carers, and staff will always be willing to explain what we are doing in Health Education at school. The school actively encourages the School Board to be knowledgeable about and involved in promoting Health education in the school and local community.

Resources

Physical environment of the school

We actively use our playground areas to promote healthy activities through the provision of the playground, school pitch, and there are games and equipment, and facilities for basketball and football. The pupils have also created a garden area within the school and this is cared for by the pupils themselves.

Resources

We have an extensive list of resources for supporting the learning and teaching of Health at the school. These resources are matched to the teaching activities in our programme of work. A separate list of resources is held in all classrooms. We have access to a wide range of human resources to support our Health education.

Staff Development/Continuing Professional Development

The Head Teacher will in consultation with staff, identify and address any Staff Development/Continuing Professional Development issues which may be required to deliver the Health education programme.

Management, monitoring and review

School Board members and staff manage and review the Health policy in light of any developments/initiatives or concerns. The policy is reviewed every 2 to 3 years as part of the continuous school development. The Head Teacher co-ordinates all aspects of health within the school and promotes health by taking steps towards providing a healthy social and physical environment for all members of the school community. Monitoring of the delivery of health education is carried out as exemplified in school policy on Quality Assurance, Monitoring and Review. (See school policy on 'Quality Assurance, Monitoring and Review')

Health promoting initiatives

The school provides a range of stimulating challenges for all pupils. These include

- participation in a variety of school sporting activities
- TOPS sport programme
- CPR training for senior pupils
- playground games and equipment
- dance, music and drama activities
- annual primary 7 visit to the 'Safe Highlander' project
- extra-curricular activities- football, shinty, badminton, dance, musical instrument tuition, athletics
- Safe, Strong and Free workshops for Nursery pupils
- healthy school meals and snacks
- Study Support projects
- art workshops
- Cycling training
- Circle Time/Citizenship activities

We achieved Health Promoting status in the session 2004-2005.

The following appendices provide further details of the 4 main components of Health education – Relationships and Sexual Health, Drugs, Nutrition and Safety Education.

Appendix 1 Relationships and Sexual Health

Education on the above decreases the likelihood of misinformation from peers, and highlights behaviour which could put the pupil at risk. Sexuality is an integral part of being human and has significant influence on perceptions, attitudes and behaviour. It affects the way we think and feel. These areas will be explored within Relationships and Sexual Education at appropriate stages throughout the school- see programme of work.

Consulting parents about Relationships and Sexual Health programmes

Parents/carers have the right to be consulted, in advance, about the programmes that their children will receive. Available research from within Highland suggests that most parents are very supportive of such consultation and are grateful when it occurs. Effective relationship and sexual health education depends on a partnership between home and school. We strive to establish good communication links with parents/carers, build up trust and confidence where aspects of the programme can be discussed openly both with

parents/carers and pupils. All parents have a copy of the health overviews in Drugs, Nutrition, Relationships and Sexual Health and Safety education which identify the assessment focus for pupils at each 5-14 level across the 4 main components of the Health programme

What are schools expected to do?

All schools are expected to provide Relationships and Sexual Health education that should present facts in an objective, balanced and sensitive manner within a framework of sound values and we strive to do this.

Great care should be taken to emphasise the importance of relationships based on love and respect. Children and young people should be encouraged to appreciate the value of stable family life, including the responsibilities of parenthood, partnerships and marriage.

We will:

- make sure that relationships and sexual health education takes account of each child's age, understanding and stage of development.
- work in partnership with parents
- have simple, direct procedures in place for parents to raise concerns
- have a method of consulting with pupils about programmes
- be inclusive - respect the different home circumstances and needs of all young people.

How should schools consult parents?

We will:

- have strategies to consult parents
- give advance information about the planned programme.

The school offers opportunities for consultation on a regular basis. The number and types of these opportunities will be based on the needs of parents and the resources available to the school.

(Reference should be made to Highland Council '*Consulting Parents/Carers about Relationships and Sexual Health Programmes*' for identifying ways in which parents may be consulted.

Most of our parents are happy to let their child take part in the school's Sexual Health education programme but in some exceptional circumstances there will be occasions when a parent/carer takes the view that this is an aspect of their child's education that they prefer to deal with only at home. This is their choice, however parents/carers and the school must take into account the child's views given his/her statutory right to education.

Where a parent/carer chooses to withdraw their child from the sex education programme, the Head Teacher will discuss the matter with the parent/carer and make clear that:

- The child must be consulted and his/her views taken into consideration
- The child cannot be withdrawn from all aspects of Sexual Health education as these may be discussed in many areas of the curriculum
- The child's peers will almost certainly discuss the issue(s) in the playground or out of school creating possible feelings of isolation and/or increasing the possibility of misinformation
- The child's needs in this area should be addressed at home
- The child will receive appropriate alternative provision during the lesson in question and arrangements will be made as sensitively as possible.

Refer to Highland Council guidelines on '*Consulting Parents/Carers about Relationships and Sexual Health Programmes*' for further information and an example of a letter that can be sent home to parents. Further guidance can also be sought from Highland Council's Sexual Education Guidelines.

Appendix 2

DRUGS EDUCATION

The aims of drug education in schools are prevention of drug misuse, the promotion of healthy lifestyles and the development of the knowledge, skills and values to help young people make responsible health choices. The main area of drug education undertaken at the school is legal drugs e.g. alcohol, smoking and medicines. The principles for appropriate delivery of drugs education are the same as in Relationships and Sexual Education. The Health programme of work indicates the stages that aspects of drug education are undertaken. Northern Constabulary and other support agencies are available to talk to pupils regarding drugs prevention and drug enforcement.

NUTRITION EDUCATION

"What we eat has a profound effect on our Health. A balanced and nutritious diet supports fitness and health." (Eating for Health: A diet plan for Scotland – Scottish Office 1996)

Recent research has highlighted the correlation between good nutrition and achievement at school. Research has also highlighted the importance of pupils drinking water regularly to avoid dehydration which can affect their learning capacity.

Nutrition education does not end with what is taught in the classroom. We promote healthy eating throughout the school. Our School promotes the following:

- Providing drinking water
- Healthy school tuck shops
- Healthy snacks
- Healthy school meals
- Healthy eating through aspects of the curriculum e.g. topics on 'Food' or 'Teeth'

The pupils regularly have opportunities for cooking and are involved in practical food preparation. We endeavour to promote good habits of personal hygiene and food preparation. (See 'Food Handling and Food Preparation Guidelines'.)

SAFETY EDUCATION

Safety in a variety of situations e.g. in the home, on the street, near water etc. and aspects of personal safety are dealt with within our Health programme. This includes: poisoning prevention, fire and burns prevention, water safety, choking, suffocation and strangulation prevention, bike and pedestrian safety, peer/media pressures and strategies for personal safety. We support this aspect of the programme by seeking support from other agencies such as the emergency services, Child Protection, Cycling Trainers and voluntary support groups.

