

KILLERMONT PRIMARY SCHOOL



Health Promoting School Policy

October 2006

1.0 Introduction

Schools cannot be expected to solve every health or social problem in our society. . They can, however, make a significant contribution to increasing the quality of life for their students, staff and wider community by becoming Health Promoting Schools (HPS).

“A health promoting school is one in which all members of the school community work together to provide pupils with integrated and positive experiences and structures which promote and protect their health. This includes both the formal and the informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health.”

World Health Organisation (WHO), 1995

In collaboration with local authorities, NHS boards and the wider community, all schools have been given the target of becoming a HPS by 2007 by the Scottish Executive Education Department (SEED). Killermont Primary School attained level 3 Health promoting School status in June 2006.

2.0 Rationale and Aims

2.1 Rationale

“To achieve their potential, school children must participate fully in educational activities. To do this they must be healthy, attentive and emotionally secure”

World Health Organisation (WHO), 2000

All schools are required to provide health education, which ideally takes place within a stimulating yet safe and supportive environment that both promotes and protects the health and wellbeing of all members of the school community.

“Within health promoting schools, not only is health education integral to the curriculum but the school ethos, policies, services, extra-curricular activities and partnerships foster emotional, mental, physical, social wellbeing and healthy development.”

Towards a Healthier Scotland - A White Paper on Health,
The Scottish Office, 1999

Health is taken to mean physical, social, spiritual, mental and emotional well-being in relation to oneself, society and the environment. Becoming a HPS provides a way for each school to listen to, and take account of, the views of pupils, parents and staff. A positive, HPS ethos can influence health, attainment, achievements and expectations. Health promoting actions can change the attitudes and behaviour of pupils towards a positive lifestyle, encouraging pupils to make informed choices about their health and life style.

2.2 Values

The values that underlie HPS are far-reaching and deep –seated. They are in keeping with the fundamental values of Scottish society as expressed by the Scottish parliament. They support a vision that incorporates:

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| Wisdom | – that seek understanding and takes action to bring about improvement |
| Justice | – that provides equality, participation and fairness of treatment for all |
| Compassion | – that ensures concern, care and respect for oneself and others |
| Integrity | – that ensures honestly, responsibility and good judgement |

2.3 Aims

Within Killermont Primary, our HPS policy aims to:

- Promote the physical, social, mental and emotional health and well-being of all children, young people and staff;
- To work with others to identify and respond to the health needs of the whole school community and contribute to meeting these needs;

3.0 Characteristics of a Health Promoting School

The following characteristics need to be integrated into practice to establish a school which is truly health promoting:

- Ethos
- Curriculum, Learning and Teaching
- Personal, Social and Health Education programmes
- Leadership and management
- Partnership working
- Environment, resources and facilities

4.0 Outcomes

4.1 Time Allocations

Within Killermont Primary, the above values and aims are not understood or acted upon separately, but are regarded as contributing jointly towards the basis for planning the life and work of the school.

Each week, 50 minutes is allocated to the teaching of the formal 5-14 Health Education programme. However, at the time of reviewing the policy, a national curriculum review is being carried out and we are awaiting further advice from the new document, *A Curriculum for Excellence*.

4.2 Learning and Teaching Approaches

Within Killermont Primary, we employ a range of learning and teaching approaches that are well suited to different needs, aptitudes and learning styles of pupils. Providing opportunities for children to learn individually and in groups. A supportive range of opportunities are offered within and beyond school.

Particular attention is given to helping pupils establish values, attitudes, knowledge and skills that will enable them to make well-informed decisions about a healthy lifestyle.

- *Please refer to 5-14 Health Education Policy and other curricular policies*

4.3 Pupils with Additional Support Needs

- *Please refer to Support for Learning Policy*

4.4 Assessment

- *Please refer to Assessment, Recording and Reporting policy*

4.5 Recording and Reporting

- *Please refer to Assessment, Recording and Reporting policy*

4.6 Staff Development

In order to implement this policy effectively, staff will have access to advice and staff development as necessary, within the resources available.

5.0 Roles and Responsibilities

5.1 Senior Management Team

The senior management team (SMT) will manage the implementation of the HPS policy, ensuring that the pupils, staff and parents are aware of, and promote the values and aims of a HPS. The SMT will also ensure that there are effective pastoral care arrangements in place for all members of Killermont Primary.

5.2 Staff

Within Killermont Primary we have a leadership style at all levels that is committed to and enthusiastic about, health promotion which takes a holistic view of health therefore, all members of the school community have a responsibility to

- Promote coherent and effective working procedures (that are well understood)
- Ensure a safe, supportive and challenging atmosphere
- Value and care for each other
- Encourage a sense of belonging
- Promote self-esteem and respect
- Provide good opportunities for partnership working
- Use every opportunity to improve the environment, resources and facilities of the school
- Use the curriculum effectively to:
 - ⇒ experience a range of educational, social and cultural opportunities
 - ⇒ make informed choices and decisions that help to ensure a healthy lifestyle
 - ⇒ make positive contributions to the well-being of the school and the wider community

5.3 Pupils

Pupils will be encouraged to participate in all aspects of the HPS and will be encouraged to develop knowledge, skills and competences to take increasing responsibility for their own learning and behaviour in relation to health-related issues.

5.4 Parents/carers

Parents/carers will be encouraged to take an active part in seeking to improve the health of their children. Parents/carers will be encouraged to play an active role in supporting their children's learning at home and to learning situations in the school with particular regard to health-related issues and events.

5.5 Wider Community

Killermont Primary works in close partnership with key agencies eg Health visitor, school nurse, active health co-ordinators, within the primary-secondary cluster and with local pre-school education providers to ensure that our health promotion activities offer appropriate continuity and progression for all pupils.

6.0 Resources

HPS seek to enhance their expertise and resources by entering positively into partnership with a wide range of other stakeholders. Resources to support the 5-14 Health Education, Personal

and Social Development Programme and other curricular areas are reviewed regularly in line with the school development planning process.

7.0 Monitoring and Evaluating Arrangements of Learning and Teaching

Self-evaluation of the quality of learning and teaching is the responsibility of all teaching staff and the senior management team. Quality indicators described in '*How Good is Our School 2*' are currently used to evaluate the ongoing effectiveness of this policy within the school. A full school HGIOS2 audit was carried out in October 2005.

7.1 Monitoring and Evaluating Arrangements of Policy

The draft policy was reviewed in October 2006 and will continue to be monitored and evaluated by school staff. A future review of this policy is planned for session 2009-2010, when any necessary amendments will be made.