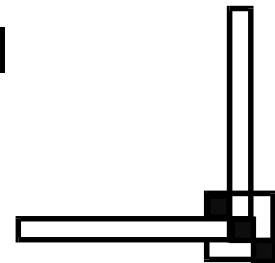


# The Health Promoting School



## **Foreword**

The Government has stated its commitment to raising standards in both education and health. The links between these are clear. Children and young people are more able to concentrate, learn and achieve at school if they are fit and healthy. Equally, a quality education system is essential to the health and wellbeing of the nation, to enable its citizens to live life to the full and make the best use of available opportunities.

The document “Towards a Healthier Scotland” identified a number of key principles for action and identified the concept of the health promoting school as an essential component of future health improvements. The health promoting school features in the National Priorities in Education.

The Education Service endorses and commends the advice and guidance in the Health Promoting School. It provides a framework for the development of practice across all the components of the health promoting school, ensuring that health education is integral to the curriculum and that the school experience fosters mental, physical and social well-being and healthy development.

### **1. Rationale**

This paper is the first stage of Argyll and Bute Council Education Service’s commitment to overtake the development of the Health Promoting School by working with key local and national partners to support educational establishments meet national priorities and requirements. It provides a framework within which practice will be developed across the components of the health promoting school and a focus for teaching and learning. The implementation

of the guidance is the second stage and an evaluation of the success of this forms a third and equally important element of the process.

This policy on the Health Promoting School is informed by national advice provided in key documents (see Appendix A). It encompasses the principles set out in A Route to Health Promotion (1999), Health Promotion: Issues for Councils and Schools (1999), and Health Education 5-14 National Guidelines (2000). It supports schools in delivering the National Priorities and meeting targets under the School Improvement Framework.

## **2. *The Health Promoting School***

The Health Promoting School is a concept which recognises that children and young people can learn better and that staff will perform better when part of a caring community concerned with the health of all its members and those who interact with it. The school is well placed to promote health through a range of health promotion activities which include health education. The Health Promoting School recognises that everyone in the life of a school community has a role in promoting health.

## **2.1 Aims of the Health Promoting School**

- To help pupils enjoy good physical, mental, emotional and social health
- To raise awareness of health issues
- To increase knowledge of health issues
- To develop lifeskills
- To improve the quality of pupils' lives by enabling them to adopt healthy behaviours
- To enable the development of positive attitudes and values, appropriate self-esteem, respect for self and others, concern for people and care for the wider environment
- To empower pupils to deal with challenging situations, which may arise throughout their lives, from an informed viewpoint
- To encourage a health promoting environment for working and learning, through the school's buildings, play and social areas, facilities and safety measures
- To recognise the clear links between good health and wellbeing and higher attainment and achievement

This is summed up in the Health Education 5-14 National Guidelines.

“The health-promoting school aims to achieve a health lifestyle for the whole school population by developing supportive environments conducive to the promotion of health. It offers opportunities for, and

requires commitments to, the provision of a safe and health enhancing social and physical environment. At the heart of the health promoting school is the young person. Equally, a supportive organisation and positive climate in the school influences the beliefs, attitudes, values and actions of each person involved.”

## **2.2 *In the Health Promoting School***

- The health education programme fully supports the school’s statements on positive behaviour and ethos by promoting positive attitudes, self esteem and mutual respect and understanding.
- There is a commitment to health promoting principles and practices as specified in international, national, authority and local partnership priorities.
- There is a commitment to participating regularly in health promoting events.

## **2.3 *Features of the Health Promoting School***

The Health Education 5-14 National Guidelines identify three key interrelated areas that the health promoting school has to address:

- Health education as an integral part of the school curriculum
- School ethos, policies and extra-curricular activities

- Relationships with the community involving parents as partners, and involving health services and other agencies

“The wellbeing of both pupils and staff is promoted by taking a coherent approach to every aspect of school life. The health promoting school encourages healthy behaviour and at the same time recognises that responsibility for improving health does not lie solely with the individual. It is a responsibility shared among all members of the health promoting community.”

**2.4 *In Schools Effective Health Promotion includes the following key features:***

- A planned approach to pupils’ personal and social development which takes account of the wide range of influences on pupils’ health, values and attitudes;
- A secure, planned place for health education in the curriculum with a core programme which is matched to pupils’ needs and a planned approach to ensuring that health related messages are reinforced and extended in studies across the curriculum;
- An approach to health education which acknowledges the interaction of pupils’ physical, mental, emotional, social and environmental needs;
- An effective approach to learning and teaching which engages pupils in a range of appropriate activities and makes use of suitable resources;

- An approach to health-related issues which impacts on all aspects of the life of the school and its relationships with the community; and
- A management and organisation style which demonstrates concern for the well-being of individual pupils and staff members and which encourages staff members to provide pupils with positive role models

### **2.5 *Health Promotion is delivered through:***

- The curriculum
- School ethos
- Pastoral care
- The physical environment
- Family and community links
- Partnership with specialist services

### **3. *Health Education***

A health promoting school will ensure that health education has a planned, secure place in the curriculum in line with national advice. In primary and secondary schools health education will be delivered mainly through a core programme closely aligned to provision in personal and social education. It will give appropriate attention to equality of opportunity including special educational needs, child protection, the promotion of positive relationships and behaviour and anti-bullying initiatives. Key aspects which should be included are relationships and sexuality, nutrition and healthy eating, oral health, mental health, exercise, drug, alcohol and tobacco education.

Certain aspects will be reinforced and extended through the planned use of opportunities afforded by other subjects or aspects of the curriculum and by extra-curricular activities.

### **3.1 Schools will ensure:**

- There is a policy on the Health Promoting School and health education in line with Argyll and Bute Council advice
- All staff are made fully aware of the school's and Argyll and Bute Council's policies
- All pupils receive health education in line with current national and Argyll and Bute Council advice
- Account is taken of pupils' age, stage of development and health needs in planning and delivering programmes and activities in health education
- There is progression and continuity in pupils' learning in health education as they move through the school
- They liaise with the associated pre-school centre/primary/secondary school to provide continuity of health education
- The health education programme overtakes the development of knowledge, understanding and lifeskills and the exploration of attitudes and values
- There is a broad and balanced coverage of physical, social and emotional health

- Health Education focuses on key health issues and links these to overall health and well-being
- A range of methodologies, with a focus on active learning, is used in the delivery of health education
- Arrangements are in place to assess the effectiveness of the Health Education Programme and this is used to plan and monitor progress and provide appropriate challenge
- They create a supportive climate for learning and provide the conditions necessary for open and honest discussion
- The processes in learning in health education are accorded at least equal importance as content
- Staff delivering health education receive relevant ongoing training identified through career review and development
- Opportunities are provided for staff and parents to contribute to the development of school policy and programmes of work
- Teaching and learning resources are appropriate and up-to-date
- Account is taken of evaluations provided by pupils, staff and professionals in partner agencies as part of ongoing review
- The involvement of health and other professionals is part of a planned programme, with clearly defined roles and responsibilities within established guidelines

- That staff are fully aware of the implications of protocols with partner agencies

### **3.2 National Advice**

National advice is contained in the Health Education for Living Project (HELP) and its update, the Health Education 5-14 National Guidelines and other key documents listed in Appendix A. Additional advice and support on the health education curriculum and resources is available from the Education Service.

## **4. Areas requiring Sensitivity and Special Consideration**

The following areas may be sensitive and require special consideration:

- Education about responsible relationships and sexuality
- Child protection
- Education about drugs, alcohol and tobacco
- HIV/AIDS
- Multi-cultural and anti-racist education
- Equal opportunities

## **5. Implementation**

The features listed in this document, and exemplified in the materials provided to support implementation, combine to provide a description of a health promoting school. The list is not exhaustive and there may be additional features which schools will wish to add. However, it is important not to make the aim of becoming a health promoting school so demanding

that it becomes overwhelming. The first important step is to make health promotion a key school aim and then, through the normal processes of school self-evaluation and development planning make steady, realistic progress towards this goal. A Route to Health Promotion (HMI 1999) can support schools in this process.

## **6. Management**

The delivery of the health education programme in schools is the responsibility of the headteacher. The commitment of the headteacher is central to the effective development of the Health Promoting School. Schools will have a senior member of staff with responsibility for the co-ordination of Health Promotion.

Within the Education Service the remit for Health Promotion is shared by:

- The Heads of Service
- Head Teachers
- The Quality Improvement Officer for Health Education

## **7. Monitoring**

The features of the health promoting school listed in this document and exemplified in the materials to support implementation provide a framework for planning and evaluating provision. Advice and practical support for self-evaluation is offered in *A Route to Health Promotion*, which builds directly on

the national approach to self-evaluation set out in *How Good Is Our School*.

Health promoting schools will ensure not only that health education is integral to the curriculum but also that school ethos, organisation, practices, policies, services and extra curricular activities foster mental, physical and social well-being and healthy development.

Progress towards achieving the features of the health promoting school will be monitored through the school planning process, the school standards and quality report, HMIE reports and school reviews.

This policy will be reviewed every 3 years.

## ***Appendix A***

The Scottish Executive Health and Education Departments, working with the Health Education Board for Scotland (HEBS), CoSLA and Learning and Teaching Scotland (LTScotland), has set up the Health Promoting Schools Unit based at LTScotland. This cross sector unit will support and enhance the development of holistic health promotion in schools and will establish criteria for the award of Health Promoting School status. The unit will also provide guidance, best practice and support to schools attempting to become Health Promoting Schools.

The Education Service will work with the Health Promoting Schools Unit, NHS Argyll and Clyde and other key partners within and outwith Argyll and Bute Council to provide staff development and support for educational establishments to become Health Promoting Schools.

## ***National Advice and Key Documents***

- Towards a Healthier Scotland (1999)
- Scotland's Health, A Challenge to us All: A Policy Statement (HMSO, 1992)
- Health Education 5-14 National Guidelines (Learning and Teaching Scotland, 2000)
- 5-14 National Guidelines, Health Education – Guide for Teachers and Managers (Learning and Teaching Scotland, 2000)
- National Guidelines on Personal and Social Development 5-14 (SOED, 1993)
- A Route to Health Promotion, (SEED, 1999)
- Health Promotion, Issues for Councils and Schools – A Report by HM Inspectors of Schools (Scottish Executive, 1999)
- Health Education for Living Project and update (Strathclyde Education and The Scottish Office, 1995 and 1998)
- Promoting Good Health: Proposals for Action in Schools (Scottish Health Education Group/Scottish Consultative Council on the Curriculum 1990)
- Health Education in Scottish Schools (Scottish Council for Research in Education, 1993)
- Health Education in Scottish Schools (HM Inspectors of Schools, 1993)
- Promoting Positive Relationships, Bullyproofing Our School (Strathclyde Regional Council, 1994)
- Health Education and Health Promotion (HM Inspectors of Schools, 1994)
- Issues in Health Education (HM Inspectors of Schools, 1996)
- The Children (Scotland) Act (1995)
- UN Convention on the Rights of the Child (1998)
- Promoting Positive Behaviour (Strathclyde Regional Council, 1992/3)
- Guidelines for Planning and Evaluating Drug Education (HEBS, 1997)
- Working Together for a Healthier Scotland (The Scottish Office, 1998)
- The Scottish Diet – Scotland's Health: A Challenge to us All (Scottish Office, 1994)
- Eating for Health: A Diet Action Plan for Scotland (1996)
- Towards a non-smoking Scotland: A National Strategy (HEBS, 1995)
- Child Protection Guidelines (Argyll and Bute Council, 2001)
- Final Report of the School Drug Safety Team (Scottish Executive, 2000)
- Sex Education in Scottish Schools (Learning and Teaching Scotland, 2001)
- Standards in Scotland's Schools etc Act 2000: Conduct of Sex Education in Scottish Schools (SEED)
- Education for Citizenship (2000)
- The Promotion of Physical Activity in Scotland (HEBS, 1997)
- Oral Health Strategy for Scotland (SOEID, 1995)
- The Health Promoting School (HEBS/WHO/CEC/CE, 1994)

- Tackling Drugs in Scotland, Action in Partnership (The Scottish Office, 1999)
- Our National Health, a Plan for Action, a Plan for Change (The Scottish Executive, 2000)
- Smoking Kills – a White Paper on Tobacco (The Scottish Office, 1998)
- Plan for Action on Alcohol Problems (The Scottish Executive, 2002)
- Hungry for Success (SEED)
- Education for Citizenship (SEED)

***Link to useful web-sites***

- A Route to Health Promotion – Self-Evaluation Using Performance Indicators (1999) published by HMI at [www.scotland.gov.uk/library2/doc08/rthp-00.htm](http://www.scotland.gov.uk/library2/doc08/rthp-00.htm)
- Health Education 5-14 National Guidelines (2000) published by LTScotland at [www.ngflscotland.gov.uk/5-14guidelines/htmlguidelines/index.htm](http://www.ngflscotland.gov.uk/5-14guidelines/htmlguidelines/index.htm)
- Towards a Healthier Scotland (1999) the government's White Paper at [www.scotland.gov.uk/library/documents-w7/tahs-00.htm](http://www.scotland.gov.uk/library/documents-w7/tahs-00.htm)
- Working together for Scotland: A Programme for Government at [www.scotland.gov.uk/library3/government/pfg-00.asp](http://www.scotland.gov.uk/library3/government/pfg-00.asp)

## ***Appendix B***

### ***European network of Health Promoting Schools***

“The aims of the project are to:

- Provide a health promoting environment for working and learning, through the school’s buildings, play areas, facilities, safety measures and meals;
- Promote individual, family and community responsibility for health;
- Encourage healthy lifestyles and present a realistic and attractive range of health choices for school children and staff;
- Enable all students to realise their full physical, psychological and social potential and increase their self-esteem;
- Set out clear aims for the promotion of health and safety for the whole school community (school children and adults);
- Foster good relationships between staff and students, between students, and between the school, the home and the community;
- Use available community resources to support action for the promotion of health;
- Plan a coherent health education curriculum;
- Equip students with both the knowledge and skills necessary for making sound decisions about personal health and for preserving and improving a safe environment;
- Take a wider view of school health services by integrating them into the health education curriculum, and help students to become more aware as consumers.”

The principles of the health promoting school are outlined in: 5-14 National Guidelines, Health Education, Guide for Teachers and Managers.

## **Appendix C**

### **Background**

#### ***The Importance of Health and Health Promotion***

The World Health Organisation (WHO) in 1948 described health as “a state of complete physical, mental and social well being, not merely the absence of disease and infirmity.” This was re-defined in 1984 as “the extent to which an individual or group is able, on the one hand, to realise aspirations and satisfy needs and on the other to change or cope with the environment. Health, therefore, is a positive concept emphasising social and personal resources, as well as physical capacities.”

In 1993 WHO stated that, “The health promoting school aims at achieving healthy lifestyles for the total school population by developing supportive environments conducive to the promotion of health. It offers opportunities for, and requires commitments to, the provision of a safe and health-enhancing social and physical environment.”

In 1995 WHO added “A health promoting school is one in which all members of the school community work together to provide children and young people 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.”

The government’s White Paper Towards a Healthier Scotland (1999) makes the following key statements about the importance of health and health promotion.

“We prize health for its own sake, and for the other things it makes possible. Being well is part of the pattern of opportunity and achievement we want for Scotland, as we start a new century. Being ill makes inequalities between people and groups in Scotland worse, and harder to bear.

Local councils are powerful allies of the NHS in collaborative action to improve health and tackle inequalities.

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, services and extra-curricular activities foster mental, physical and social well-being and healthy development”

The importance of health promotion is also recognised in the New Community Schools initiative to raise attainment and promote social inclusion. All New

Community Schools will commit themselves to working towards becoming health promoting schools.

As one of the countries participating in the European network of health promoting schools, Scotland supports its aims and principles (Appendix B) and is committed to:

- Supporting schools in undertaking activities which promote the health of young people;
- Giving high priority to school activities which foster responsibility for personal and community health, safety awareness and equity; and
- Sharing good practice and approaches to evaluating the effectiveness of health promotion in schools

Health promotion is an umbrella term for a wide range of activities which enhance health and prevent ill-health through impacting on the determinants of health. It includes:

- Health education
- Preventive measures eg immunisation
- Public health policy eg tobacco control
- Environmental measures
- Community and organisational development

It empowers people by providing health information and by supporting personal and social development and, in particular, the enhancement of lifeskills.

This policy will be reviewed in 2006/07