

# DALKEITH HIGH SCHOOL

## HEALTH PROMOTING SCHOOL POLICY

### Introduction

'A Health promoting school can be characterised as a school that is constantly strengthening its capacity as a healthy setting for living, learning and working'

*(Promoting Health Through Schools - The World Health Organisation's Global School Health Initiative, WHO 1996)*

### School vision statement

*In Dalkeith High School, because we value every individual, we seek to provide effective teaching and learning in a welcoming, safe and secure environment where we work together to equip our pupils to play their part in the wider world.*

Dalkeith School's vision statement is inextricably linked with health promotion. The school is moving towards becoming a Health Promoting School and is registered with the Edinburgh and Lothian's healthyschools+ scheme. Health is valued by the school and considered holistically throughout all areas of the school. It encourages the involvement of the whole school community in promoting healthy lifestyles and living.

Dalkeith High School recognises that:

- Health and learning are inextricably linked
- Health is a resource for living and learning
- The promotion of both health and learning is a key element to education within the school.

The school recognises the importance of the physical, emotional and social health needs of all school community members and values the importance of working towards addressing the health needs of the school community through collaborative working, using a variety of strategies and interrelated elements.

### Aim of the Policy

The school aims to develop in pupils' responsible attitudes to lifelong learning.

In order to achieve this, the school aims to establish a whole-school approach, which: -

- Encompasses the physical, social, spiritual, mental and emotional well-being of all staff and pupils
- Works with others in identifying and meeting the health needs of the whole school and its wider community.

## Objectives

- To provide coherent, effective working procedures that are well understood and accepted by pupils, staff and parents
- To Ensure a safe, supportive and challenging atmosphere
- To value and support all pupils their families and staff
- To encourage a sense of belonging and promote self-esteem and respect among all pupils and staff
- To provide good opportunities for partnership working within the school
- To work in partnership with the home. The wider community and key agencies
- To use the curriculum effectively to enable all pupils and staff to :
  - enjoy and succeed in a range of educational, social and cultural experiences
  - 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
- To use every opportunity to improve the environment, resources and facilities of the school

## Scope of the Policy

The scope of this policy is far-reaching and involves: -

- ✓ Leadership and management
- ✓ Ethos
- ✓ Partnership working
- ✓ Curriculum, learning and teaching
- ✓ Personal, social and health education programmes
- ✓ Environment, resources and facilities.

It should be remembered that Health Promotion can touch all aspects of the school. Therefore, some issues linked to this policy may be covered in other school policies e.g. bullying, positive behaviour, learning and teaching etc

The specific areas of the curriculum affected are: -

- Health education programmes within the formal curriculum, which are delivered both through personal and social education and across other areas of the curriculum.
- Health-related issues, which permeate the hidden curriculum and which affect all members of the school community and beyond. For example: -
  - Through the integration of health education within other curricular areas, whole-school projects such as the Garden Project, SUST1, Active Lunchtimes, focus weeks, extra-curricular activities and the supporting school ethos.
- Working in partnership with outside agencies and the community on health related issues: -
  - Through the on-going partnership between home, school and the local community and specific initiatives. For example; S1 Health conference, peer drug education, S3 Sexual Health morning etc

## The informal curriculum – school organisation, ethos and environment

Within the informal curriculum the school has a significant role to play in promoting:-

- An inclusive ethos, which values individuals, is fair and promotes respect for self, others, the wider community and the environment.
- A sense of responsibility in individuals for their own actions, health-related behaviour and lifestyles
- Encouragement and empowerment of pupils and staff to give of their best and to build on their achievements.

## The School Environment

Dalkeith High School enjoys the benefit of a pleasant physical environment in a rural setting. The entrance to the school is welcoming and stimulating and the new facilities provide excellent opportunities for pupils and staff. It is important to maintain high standards of behaviour in and around the school and to promote an appreciation of the importance of responsible attitudes towards litter and the environment. The school has registered as an ECO School and intends to take this initiative forward.

## The formal curriculum–curriculum teaching and learning

Using the Quality Indicators from How Good is our School? (HMIE, 2002), the core elements of best practice show a health promoting school as: -

- having a culture of support for learning
- making any learning activity relevant and meaningful to the pupils and their experiences
- using a variety of approaches and methodologies
- giving and receiving clear and regular feedback
- monitoring attainment and progress in learning

As a Health Promoting School Dalkeith High School will give careful consideration to the range of learning and teaching approaches it uses in all areas of the curriculum and to the circumstances in which particular approaches are employed. In delivering health education the school will endeavour to:-

- Make appropriate use of active learning, whole-class teaching, individual work, small-group discussion and collaboration role-play and simulation activities.
- Ensure teaching approaches are based as far as possible on an understanding of pupils' health needs and previous learning, making use of pupils' own evaluation of their health needs where appropriate
- Consult and involve parents appropriately in approaches to learning and teaching, particularly in relation to sensitive health needs
- Take account of significant health issues in the school's local community
- Ensure that teaching and learning take place in context where pupils can explore health issues safely and openly

- Emphasise healthy routines, protection skills and responsible decision-making for healthy living
- Make appropriate use of peer education where older pupils, having been given training and under appropriate supervision, offer younger pupils good health role models and opportunities for talking through health issues in an accessible way.

### Curriculum Specific Topics

The following list is not exhaustive and the curriculum audit provided evidence of a vast range of health related topics covered within the formal curriculum. While some of these issues will be covered within PSE and specific subjects there will be cross-curricular links and other topics may relate specifically to particular curricular areas.

- Health and Safety when working in practical areas – linked to health and safety in the workplace
- Healthy eating and dietary requirements, food tasting, digestion, hygiene
- Alcohol and drugs, substance misuse
- Mental health, emotional and spiritual well-being
- Sexual health and relationships, changing bodies, personal hygiene
- Physical activity, fitness and exercise, health-related fitness, fitness testing, leisure activities
- Personal safety – linked to the internet, the environment, safe use of work stations – eye care, safety on the road, buses, public transport
- Oral health
- Smoking and tobacco issues
- Self-esteem
- Bullying

### Community Links and Partnership

As a Health Promoting School Dalkeith High School has a strong commitment to partnership working and collective responsibility that actively involves and reflects the views of pupils, staff, parents, the wider community and key agencies.

#### Links with family and the community

The school seeks to: -

- Strengthen the links with parents and carers, and recognise the benefits of seeking advice and support from a range of partners.
- Encourage the participation of pupils in the Pupil Council, peer-support (buddying), peer education, links with the wider community through work experience, cultural and social activities.
- Make use of multi-agency training and working
- Ensure a whole school approach to curriculum development and staff training that encourages staff to work as a team
- Work collaboratively with other schools to explore health-related issues and to develop and share good practice
- Work with the primary cluster to ensure that health promotion activities offer appropriate continuity and progression for all pupils

The school recognises the need to work closely with parents and carers to ensure that the school's health related activities respond to the needs of the pupils in the context of how they live their lives. The school values the important contribution made by parents and appreciates the need to engage parents and families in improving the health of pupils.

#### Informing parents

Parents should be informed of the content of courses, which involve sensitive health-related issues i.e. sexual health and relationships and drugs education.

#### Working with other agencies and specialist services.

The school makes extensive use of specialist services both in the formal curriculum and in supporting the learning, social, emotional and behavioural needs of individuals. If external agencies are being used to support a curriculum topic i.e. sexual health, drugs education, the headteacher and parents should be informed of the content of the course.

#### Health Promotion Support Group

The Health Promotion Support Group will act in an advisory capacity to support the work of the school in Health Promotion and will meet approximately three times per year to review current progress towards Dalkeith High School becoming and maintaining Health Promoting School status. The group will ensure that the school works holistically, to ensure success. Membership of the group will include expertise from different aspects of Health Promotion.

#### Membership of the group

- Headteacher
- Senior Member of Staff responsible for Health Promotion
- School Nurse
- School Doctor
- Representative from Hungry for Success
- Assistant Catering Manager – Dalkeith High
- Active Schools Co-ordinator (Keith Millar)
- Active Schools Co-ordinator - secondary
- Head boy or Head girl
- Parent representative / School Board or PTA
- Drug Wise Co-ordinator (Laura Hunter)
- Representatives from Healthy Respect – (Christine Wallis)

The group may also invite a specific representative from a particular discipline to attend

## Monitoring and evaluation

Monitoring and evaluation are a key aspect of becoming and maintaining Health Promoting School status they are also an integral part of the work of the school. Becoming a Health Promoting School will involve careful evaluation and monitoring procedures.

This policy has been written after consultation with teaching staff, pupils, parents and the school Health Promoting Support Group.

A copy of the policy will be placed in the school handbook and monitored and evaluated as part of the Health Promoting School process.

The Policy will be implemented as from September 2005

## References

The following documents were used in producing this Policy: -

- healthyschools+ Edinburgh and Lothian - *NHS Lothian, Edinburgh, East Lothian, West Lothian and Midlothian Council*
- Being Well - Doing Well a framework for health promoting schools in Scotland - *Scottish Health promoting Schools Unit 2004 Learning and Teaching Scotland*
- How good is our school? Self-evaluation series E - Two Health Issues - Education and Drugs; Education about Responsible Relationships and Sexuality - *HMIE*
- Scottish Schools Adolescent Lifestyle and Substance use Survey (SALSUS) Family, Healthy School and Lifestyle Tables for 13 and 15 year olds - Midlothian 2002 - *Child and Adolescent health Research Unit - Edinburgh University*
- [www.healthpromotingschools.co.uk](http://www.healthpromotingschools.co.uk)
- Health Education 5 -14 National Guidelines: *Scottish Executive 2000*
- How good is our school? *HMIE, 2002*