

2013

HEALTH AND WELLBEING



'Aim for the Highest'

POLICY DOCUMENT



Health & Wellbeing Policy

“A Health promoting school can be characterized 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 Organization’s Global School Health Initiative, WHO 1996).

Purpose

This policy provides an overview of the promotion of Health and Well-Being at Dalziel High School and is intended to:

1. Enable and support young people, staff and parents to actively influence and lead healthy lives.
2. Show that Dalziel High School provides and supports a healthy setting for living, learning and working.
3. Show how Dalziel creates an ethos of care, respect, participation, responsibility and fairness for all.
4. Offer a context and support for monitoring and evaluating.

Principle

The promotion of Health and Well-Being has been devised to meet learners’ and society’s needs and is based on the four capacities from The Curriculum for Excellence which;

- Promotes the physical, mental, social, spiritual and emotional health and well-being of all students and staff at Dalziel High School.
- Works with and involves others in identifying and meeting the health needs of the whole school.
- Encourages a sense of belonging and promotes self-esteem and respect among all involved in school life.
- Utilises the curriculum effectively to enable all students and staff to meet the Curriculum for Excellence Health and Wellbeing outcomes and experiences.

Objectives

As stated in Curriculum for Excellence, Health and Wellbeing outcomes and experiences;

- develop self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence in our pupils
- understand and develop their physical, mental and spiritual wellbeing and social skills

- allow our young people at Dalziel to understand how diet and physical activity can positively influence behaviour and relationships and physical and mental wellbeing
- allow our young people to participate in a wide range of activities at Dalziel and throughout the wider community which promote a healthy lifestyle
- allow our young people to understand that adults in our school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- allow our young people to learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on strengths and skills to help make informed choices when planning next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

Policy Stakeholders

There are a number of people and elements of education which contribute to Dalziel High School's promoting of Health and Wellbeing:

- Parents, carers and families
- Dalziel High School's curriculum
- Teaching styles/methods/incentives promoting and achieving effective learning
- Attainment and achievement
- Developing people and partnerships – active school's co-ordinator, outside agencies, local community.
- Dalziel's Pupil Support Tutor System - weekly Health and Wellbeing classes and regular interviews and discussions with tutors for every pupil at Dalziel High School.

Health and Wellbeing at present

Dalziel has been a health promoting school for seven years and every year the different programmes, incentives, clubs, committees and events run continue to grow and expand to further the schools achievement in Health and Wellbeing.

Referring and corresponding with the four purposes (on page 1) of the policy the following work carried out by Dalziel encompass a vast range of these as demonstrated below;

- Extra-curricular clubs which encompass social, physical, mental and emotional development for all involved
- Passport to Health Programme – independent group and through curricular Health and Wellbeing for all S1 and S2
- National 4 Wellbeing Award
- Outward Bound
- Health Fayre, Science Fayre, Bring It On and Cook Off
- School Show
- Inter-house competitions – public speaking, quiz, trips and sports

- Co-operative Learning, Inter Disciplinary Learning, Enterprise and Health and Wellbeing committees
- S1-3 Interviews and Tracking and Monitoring
- Duke of Edinburgh, John Muir, Excel group, Work Experience and mock interviews
- STAR buddy programme
- Choral Shield
- Fir Park Christmas party, Summer Fayre and Fairtrade
- Pupil Council and Learning Groups
- School captains and prefects
- Health and Wellbeing (S1) and Personal and Social Education (S2-5) programmes devised, ran and over viewed by Principal Teachers of Pupil Support through weekly lessons
- Curriculum subjects coursework guidelines outlining where they cover Health and Wellbeing experiences and outcomes
- Pupil Support Tutor System - each pupil entitled to a named person (tutor) who will support, guide and develop each pupil throughout their school life at Dalziel and beyond

Health and Wellbeing courses are delivered one period per week by the Principal Teachers of Pupil Support from A1-S5. All courses cover the experiences and outcomes dealing with mental, emotional, social and physical wellbeing; planning for choices and changes; substance misuse; relationships, sexual health and parenthood

“Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future”

Dalziel High School’s Health and Wellbeing policy provides evidence of work, both within the school and the wider community which supports the above statement. Dalziel High School provides its learners, staff and parents to work within an environment which promotes such attributes, skills and development in order to nurture the four capacities in the Curriculum for Excellence; Effective contributors, Successful Learners, Responsible Citizens and Confident Individuals.