

HEALTH & WELL-BEING POLICY

Policy Statement



- This is a rewrite of our interim policy on Health Education

Summary:

This policy outlines the College's objectives in relation to Health Education.

It sets out the organisation within the college and the training that will be provided.

EG Martin
Principal

Additional Notes

Policy Number:
2003/4.2

Board of Governors

- Created August 2003
- Rewritten September 2004
- Presented to Governors (Education Committee) 18 November 2004
- Adopted by Governors November 2004
- Minor modifications September 2006

TABLE OF CONTENTS

CONTENTS	PAGE NO
1. Rationale	2
2. Objectives	2
2.1: Health in Context of Personal Development	2
2.2: Physical Fitness, Recreation & Relaxation	3
2.3: Uses of & problems related to Drugs and other potentially harmful substances	4
2.4: Whole School Food Policy	4-6
3. Objective 2 – Health in the context of Social Development	7
3.1: Relationships within the Family	7
3.2: Relationships with Peers	7
3.3: Relationships with Others	7
4. Objective 3 – Health in Relation to the Environment	7
4.1: Personal Safety in the Environment	7
4.2: A Healthy Environment	7
4.3: Policy Development	8
5. Organisation	8
5.1: Co-ordination	8
5.2: Delivery	8
5.3: Teaching Methods	8
5.4: Who Teaches Health Education?	8
6. Working with Parents/Guardians	9
7. Staff Training	9
8. Monitor & Review of the Policy	9
9. Appendices	10

ULIDIA INTEGRATED COLLEGE HEALTH & WELL-BEING POLICY

1. RATIONALE

The aim of this policy is to clearly communicate to staff, parents, governors, visitors and students how Health Education is approached in Ulidia Integrated College. We believe that school can play an important role in helping young people develop healthy lifestyles which can contribute to their long term health.

The school takes a whole school approach to health education which includes promoting positive health throughout the school and providing a planned health education curriculum. All health education in the school will reflect the school ethos which lays the framework for all our teaching. The health education programme will demonstrate and encourage respect for self and others, responsibility for family, friends, school, and the wider community and for our own actions.

Health Education is part of the school's statutory responsibility laid down in the Education Reform Act 1988, section 1.

"Health Education includes all those planned or incidental learning opportunities which can be used to develop behaviour which is conducive to good health. Responsible attitudes and the skills necessary to make informed decisions in matters relating to health are the intended outcomes of Health education in the curriculum".

(Department Of Education, 2004)

2 OBJECTIVES

There are three main objectives of health education. These relate to:

- Personal development
- Social development
- The environment

2.1: Objective 1: Health in Context of Personal Development

Personal development

- Pupils in Ulidia Integrated College should have the opportunity to develop to their fullest potential.
- They should develop a positive self-image and self-confidence.
- They should understand the stages involved and the factors which govern physical and emotional growth.

2.2: Physical Fitness, Recreation and Relaxation

- Pupils should achieve and maintain an appropriate level of physical fitness.
- They should understand the role of recreation and the value of relaxation.

Aims of the Department

The purpose of Physical Education is to assist in the development of the well being of both pupils and staff in the promotion of an active lifestyle. A healthy and active lifestyle, both in school and extra-curricular, contributes to the social education of the individual by providing opportunities for pupils to co-operate with one another and to share the value of sports and games through a sense of satisfaction and achievement from play.

We wish to promote in each pupil, a love of, interest in, and knowledge of physical activity and its contribution to the maintenance of life-long personal health and fitness. With a range of activities, students will be guided in their ability to make active, creative and purposeful use of their leisure time throughout their lives. Above all, we wish to provide pupils with an understanding of the effects of exercise and the associated health benefits experienced through a diversity of practical activities with the emphasis on fun, excitement and skill development.

To achieve these objectives, we have developed a wide range of activities within our Physical Education curriculum, attempting to develop an enthusiastic attitude to physical activity. Throughout the week, we have a variety of extra-curricular clubs which cater for both boys and girls, and students of all abilities. These activities enable students to extend their interests, and continue to improve and enjoy several chosen sports.

The school has also invested in a Fitness Gym for the purpose of senior students and staff, promoting healthy living through the wellness system. Senior students will be encouraged to continue their levels of activity, motivating others to utilise the facility.

Finally, we have formed an agreement with the University of Ulster to assess the poor levels of fitness with young girls. Using the Wellness System within the gym, we will identify those students most disinterested in physical activity and attempt to improve their quality of fitness and well-being.

2.3: Uses of and problems related to drugs and other potentially harmful substances

- Pupils should develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances.
- They should develop a critical awareness of the relevant personal, social and economic implications.

2.4: Whole school food policy

In our college, we are committed to giving all our pupils consistent messages about food and encourage them to take responsibility for the food choices they make.

The college supports the '5-a-day' campaign to encourage children to eat 5 portions of fruit and vegetable a day, which has been shown to reduce the onset of certain life-threatening conditions as well as being helpful in tackling and preventing childhood obesity.

Rational

Ulidia Integrated College is a healthy college. It is important that we consider all elements of our work to ensure that we promote health awareness in all members of the college community. We can provide a valuable role model to pupils and their families with regard to food and healthy eating patterns.

Through effective leadership, the college ethos and the curriculum, all college staff can bring together all elements of the college day to create an environment which supports a healthy lifestyle.

Aims and Objectives

- To ensure that we are giving consistent messages about food and health
- To give our pupils the information they need to make healthy choices
- To promote health awareness
- To contribute to the healthy physical development of all members of our college community
- To encourage all children to eat 5 portions of fruit and vegetables a day.

Settings for Food Policy

We do not use vending machines in our college. We do not currently run a tuck shop but if we decide to do so in the future, the food policy will be applied to all items sold.

Breakfast club

Breakfast Club operates on a daily basis in the college for all children. Free tea and toast are on offer during this time. Cereals and other drinks are available to purchase.

College break-time, lunches and packed lunches

All college meals are provided by our college kitchen that also operates under a healthy food policy. Where possible, there is a choice of fresh fruit and vegetables each day for the children. The canteen provides a hot and cold option, both of which are nutritionally balanced. Many of the children bring a packed lunch to college and these children are encouraged to bring in healthy lunches.

Water for all

Students are encouraged to drink water at break and lunch times and this is always available from the canteen. Students may also drink water during class if the teacher has given permission. A water fountain is available in the common room for all members of staff. This facility is also available for senior students in their Study Centre.

Food across the Curriculum

There are a number of opportunities for pupils to develop knowledge and understanding of health, including healthy eating patterns and practical skills that are needed to understand where food comes from such as shopping, preparing and cooking food.

Science provides an opportunity to learn about the types of food available, their nutritional composition, digesting and the function of different nutrients in contributing to health and how the body responds to exercise.

RE provides the opportunity to discuss the role of certain foods in the major religions of the world. Pupils experience different foods associated with religious festivals.

Home Economics provides the opportunity to learn about where food comes from and apply healthy eating messages through

practical work with food, including the planning, preparation and cooking of healthy meals and snacks.

Personal development encourages young people to take responsibility for their own health and well-being, teaches them how to develop a healthy lifestyle and addresses issues such as body image.

Geography provides a focus on the natural world and changing environment, offering the chance to consider the impact our consumer choices have on people across the world who rely on growing food as their source of income. History provides insight into changes in diet and food over time.

Physical Education provides pupils with the opportunity to develop physically and to understand the practical impact of sport, exercise and other physical activity such as dance and walking.

A cookery club operates every Thursday after school. This provides pupils with the opportunity to enhance their knowledge of food and improve their cookery skills in a fun way.

Partnership with parents and carers

The partnership of home and college is critical in shaping how children and young people behave, particularly where health is concerned. Each must reinforce the other. This is not always easy but our college is well placed to lead by example.

During out of college events, (discos etc.,) the college will encourage parents and carers to consider the Food Policy in the range of refreshments offered for sale to the students.

Role of the Governors

Governors monitor and check that the college policy is upheld and can also offer guidance where a member of the body has particular expertise in this area.

Monitoring and review

The SMT (Senior Management Team) is responsible for ensuring that the food served is in accordance with this policy. The Health Education Co-ordinator and SMT are responsible for the curriculum development of the Food Policy and are also responsible for supporting colleagues in the delivery of the Food Policy.

The policy will be reviewed annually to take account of new developments.

3 OBJECTIVE 2: HEALTH IN THE CONTEXT OF SOCIAL DEVELOPMENT

3.1: Relationships within the Family

- Pupils should be able to make a positive contribution to the life of the family unit based on their knowledge and understanding of the family.

3.2: Relationships with Peers

- Pupils should be able to manage relationships with peers in a variety of situations.

3.3: Relationships with Others

- Pupils should understand the nature of relationships with others and as they mature, be able to establish responsible relationships.

4 OBJECTIVE 3: HEALTH IN RELATION TO THE ENVIRONMENT

4.1: Personal safety in the Environment

- Pupils should be able to cope safely and efficiently within their environment.

4.2: A Healthy Environment

- Pupils should understand what is meant by a healthy environment and be responsible for maintaining and improving it.

The pupils of Ulidia Integrated College are encouraged to contribute to the maintenance and improvement of their environment via the Eco Schools programme. This programme consists of seven elements which we, as a school, are in the process of establishing. All classrooms have been supplied with a recycling paper bin. Pupils are encouraged to recycle their plastic bottles in the specially designated bottle bins; the lids of these plastic bottles are saved to exchange for wheelchairs.

Trees have been planted throughout the school grounds and we are working towards a quantifiable reduction in our use of electricity, gas and water.

4.3: Policy Development

This policy was developed by the Health Education Co-ordinator. Consultation of draft policy will include, teachers, students, governors and parent representatives.

5. ORGANISATION

5.1: Co-ordination

The organisation of Health Education throughout the school is managed by the Health Education co-ordinator.

5.2: Delivery

The whole school approach to health education is reflected in the variety of ways it is delivered:

- As part of the Personal Development programme
- Through many subjects e.g., English, Mathematics, Science, Religious Education, Drama, Home Economics, Physical Education, Languages and Geography
- Assemblies
- Visitors to the school
- Exhibitions and national health campaigns (e.g., No Smoking Day, Healthy Eating Initiatives)
- School Canteen
- School Fitness Suit

5.3: Teaching Methods

Health Education requires the active involvement of all those who work in the school. Pupils need the opportunity to explore and share their knowledge, attitudes and feelings about health and healthy living. A variety of teaching strategies are used. i.e., whole class, group work, individual research, role-play, etc.

5.4: Who teaches Health Education?

Health Education is the responsibility of all who work in the school. All teachers should be committed to delivering the planned curriculum. Subject co-ordinators are responsible for ensuring that health education, as a cross curricular theme is included, where relevant, in their schemes of work.

6. WORKING WITH PARENTS/GUARDIANS

We are committed to working in partnership with parents/guardians and believe that they play a vital role in promoting health and ensuring their children develop healthy lifestyles. We will take the opportunity to inform and involve parents of the health education activities in the school when appropriate.

7. STAFF TRAINING

Staff will be encouraged to review resources, and update themselves on information and approaches relevant to health education. The co-ordinator will have access to specific training to develop and support their role. Staff in-service training will be organised as appropriate.

8. MONITOR AND REVIEW OF THE POLICY

The effectiveness of the school's approach to health education will be monitored through a range of ways. This will include feedback from staff, parents and pupils. The policy will be reviewed annually by the Health Education Co-ordinator.