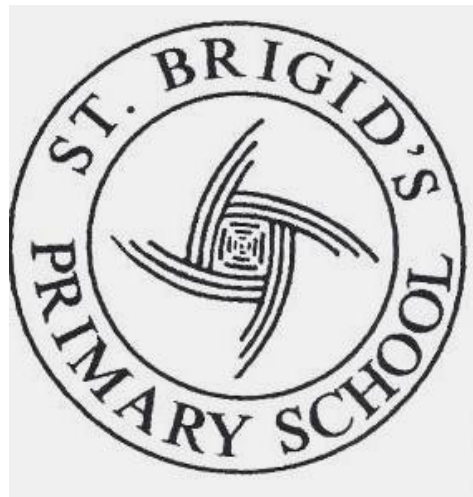


# Health and Social Education Policy



Policy Reviewed Autumn 2017

Next Review Date Autumn 2020

Signed ..... Chair of Governors

Signed..... Principal

## **HEALTH & SOCIAL EDUCATION POLICY STATEMENT**

Health education includes all those planned or incidental learning opportunities that can be used to develop behaviours, which is conducive to good health.

The teaching of health education in the school will promote responsible attitudes and develop the skills necessary to make informed decisions in matters relating to health. The three main aspects of health education relate to – personal development, social development and the environment.

### **The Aims of teaching health education in school are:**

- To promote a positive sense of self.
- To produce well adjusted rational people who can relate and feel.
- To develop behaviours in socially and morally acceptable ways.
- To recognise the strength of early influences on the process of attitude formation in children, and provide opportunities for children to consider and discuss other possible causes before taking decisions.
- To help the children to explore and understand the feelings, attitudes and values of themselves and others.
- To develop and consolidate the basis given at home and make appropriate provision, within reason, where the contribution at home is lacking.
- To encourage a close relationship between home and school for the promotion of good health practices.
- To have an understanding of the body and how it works.
- To create a positive and self-enhancing learning environment.

### **Through the study of health issues, pupils will have the opportunity to: -**

- Develop to their fullest potential.
- Develop a positive self-image and self-confidence.
- Understand stages involved in physical and emotional growth.
- Understand the factors, which govern physical and emotional growth.
- Achieve and maintain an appropriate level of physical fitness.
- Understand the role of recreation and the value of relaxation.
- Make responsible decision about their diet.
- Know and understand the contribution of food to growth, energy and health.
- Know and understand the use, misuse, risks and effects of drugs and other potentially harmful substances.
- Make a positive contribution to the life of the family unit based on their knowledge and concept of family.
- Manage relationships with peers in a variety of situations.
- Understand the nature of relationships with others.

- As they mature be able to establish responsible relationships within a widening community.
- Be able to cope safely and efficiently with their environment. Understand what a healthy environment means and understand their responsibility for maintaining and improving it.

**Health Education will seek to engender pupils attitudes in terms of:**

Co-operation (the ability to work with other pupils)

Independence (the ability to work as an individual)

Tolerance

Perseverance

Reliability

Interest

Self Esteem

**Processes used in teaching Health Education:**

Knowledge

Understanding

Attitudes

Decision-making skills

Practical applications

**Implementation:**

Health Education as a cross-curricular theme will be delivered incidentally and specifically through the various programmes of study within the curriculum, with appropriate differentiation. A combination of methods allows for planned progression and gives staff a flexible approach to health education. ICT will also be used to compliment and support this work where appropriate.

**Methods of implementation will include:**

Presentation of information, incidental learning situations, physical activities, opportunities to investigate, analyse and record results.

Use of audio-visual material; links with outside agencies were appropriate e.g. Educational Welfare Officer; School Nurse; School Dental Adviser; Road Safety Officer; Health Promotion Officer etc.

The school's commitment to health education extends beyond the school boundaries and will reflect the attitudes and concerns of the wider community.

In keeping with this ethos the school will involve itself in any relevant programmes or initiatives run by agencies promoting improvements in healthy lifestyles or encouraging changes of habits detrimental to a healthy lifestyle and help to deliver the key issues in health education from the school to the home and community.

Our environment in these initiatives enables the staff and pupils to educate, promote and reinforce good health and an understanding and appreciation of health and a healthy lifestyle.

Social skills will be developed through class and group discussion work; role play; debates; quizzes; receiving visitors to the school; school outings. The safety of pupils on school outings will be ensured through adequate supervision by adults and a clear understanding by all involved of school rules / policy in this matter.

Homework, where set, will vary, but throughout pupil's career will include investigative or practical tasks and will be inline with the school policy on homework.

Assessment will be part of learning experiences and will be undertaken essentially through classroom activities. Assessment will be made through observation and/or discussion during a task and the examination of completed work in whatever form e.g. written record, computer printout, display etc.

The overall health programme for the school will be evaluated at staff meetings (formal and informal) and if problems are identified appropriate remedial action will be taken.

## Healthy Eating Policy

**Aim: To promote healthy eating in school.**

**Objectives:**

- ❑ To facilitate the running of a breakfast club where children will be encouraged to eat a healthy breakfast of fruit juice, cereal and toast.
- ❑ At morning break children will be encouraged to
  - drink milk or water
  - eat fruit or other healthy alternative
- ❑ Parents will be encouraged to support our healthy eating policy by sending only still water, fruit juice, fruit or vegetables with their children to school.
- ❑ The school will provide milk for pupils at break time.
- ❑ To provide opportunities for the children to buy a selection of fruit at break time and lunch, in place of less healthy snacks.
- ❑ To encourage the children to eat a balanced meal at lunchtime, making appropriate choices from those provided by the canteen, including: vegetables, Pasta, rice, meat, water, milk or fruit juice drinks.
- ❑ Limiting the availability of treat foods.
- ❑ To compliment the health promoting school focus.
- ❑ Involve the children in preparation of nutritional foods through cookery clubs.
- ❑ Providing workshops in preparation of healthy foods and drinks for parents and children.
- ❑ To ensure that no children leave the school grounds to buy their lunches.
- ❑ Promote the drinking of still water as the first and best choice.
- ❑ To encourage the children to bring still water and allow them to bring bottles into class particularly in hot weather.

Our board of governors is committed to our policy on healthy eating.

## **Appendix 1**

### **Positive Handling**

All staff in the ASD class are trained and accredited in Team Teach. The Team Teach approach promotes positive approaches to managing behaviour and includes a range of de-escalation strategies such as help scripts and use of posture and communication. The approach also promotes forward planning through risk assessment and risk management plans. In some instances, where positive handling may be considered an appropriate approach for maintaining the safety of pupils, a Positive Handling Plan will be discussed and agreed with the parent/carer in advance of any decision made.

## **Appendix 1**

### **Positive Handling**

All staff in the ASD class are trained and accredited in Team Teach. The Team Teach approach remains committed to the term “Positive Handling” to describe a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Physical intervention is only a small part of the framework.

In the minority of situations where physical intervention may form part of positive response this does not mean that it is an alternative to all other strategies.

In Team Teach, the expectation is that staff will continue to communicate, assess the situation, look and listen for opportunities to divert or de-escalate, even if they have to hold the child to keep them safe.

Positive Handling Plans document agreed strategies, non-verbal, verbal and physical, which support the individual child. The aim is to provide security, safety and acceptance, allowing for recovery and repair. Positive handling helps people to learn and grow.

Positive Handling Plans will be discussed and agreed with parents and staff in advance of any decisions being made.