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Sharon Watson 01738 476873

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نمبر 01738 476873

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Sharon Watson 01738 476873

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Designed by Chief Executive's Service (2006652 - Apr 07)

Standard 4 Physical Activity

Children and young people are provided with a range of opportunities to be physically active.

They understand how physical activity can help them to become healthier and how physical activity can improve and be part of their everyday life.

We shall provide children with a range of opportunities to become physically active and ensure that they understand how physical activity can help them become more healthy and be part of their everyday life.

We shall:

- ◆ provide clear leadership and management to implement and monitor physical activity.
- ◆ have a whole school physical activity policy – developed through wide consultation, implemented, monitored and evaluated for impact.
- ◆ work towards a minimum 2 hours of quality physical education for each pupil every week within the school curriculum by 2008 with opportunities as appropriate for indoor and outdoor activities.
- ◆ provide opportunities for all children and young people (including target groups for example - girls, early years, children with additional support needs, transition from primary to secondary) to participate in a broad range of extra curricular activities that promote physical activity.
- ◆ consult with children and young people about the physical activity opportunities offered by the school. Identify barriers to participation and seek to remove them.

- ◆ involve Active Schools Co-ordinators in planning and supporting a range of physical and extra curricular activities.
- ◆ develop a School Travel Plan and actively encourage children and young people, parents/carers and staff to walk or cycle to school under safe conditions.
- ◆ give parents/carers the opportunity to be involved in the planning and delivery of physical activity opportunities and help them to understand the benefits of physical activity for themselves and their children.
- ◆ recruit, support and acknowledge the contribution of parents in the delivery of physical activity opportunities.
- ◆ ensure that the evaluation of physical activity and physical education is systematic and the outcomes improve practice.
- ◆ maximise opportunities for children and young people to access a clean, well managed environment for informal and formal physical activity both within and outwith the curriculum.
- ◆ ensure access to appropriate training is provided for those involved in providing physical education activities.
- ◆ encourage all staff to undertake physical activity.
- ◆ make links between physical activity and healthy eating.

Standard 5 Emotional Health and Well-Being

Promoting positive emotional health and well-being can help children and young people to understand and express their feelings, build confidence and emotional resilience and therefore their capacity to learn.

We shall support children and young people to understand and express their feelings, build their confidence and emotional resilience and therefore their capacity to learn.

We shall:

- ◆ provide clear leadership to create and manage a positive environment which enhances emotional health and well-being in school – including the management of behaviour and rewards policies.
- ◆ have clear planned curriculum opportunities for children and young people to understand and explore feelings using appropriate learning and teaching styles.
- ◆ address openly issues of emotional health and well-being by enabling children and young people to understand what they are feeling and by building their confidence to learn.
- ◆ have a confidential pastoral system in place for children and young people and staff to access advice – especially at times of bereavement and other major life changes – and that this system actively works to combat stigma and discrimination.
- ◆ have explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma, discrimination and promote resilience.

- ◆ have a clear policy on bullying, which is owned, understood and implemented by the whole school community.
- ◆ provide appropriate professional training.
- ◆ provide opportunities for children and young people to participate in school activities and offer a range of responsibilities to build their confidence and self-esteem.
- ◆ develop a clear confidentiality statement with partners.
- ◆ provide effective transition arrangements for children and young people.
- ◆ identify vulnerable individuals and groups and establish appropriate strategies to support learners and their families.
- ◆ identify and support the emotional health and well-being of staff.

Improving Health – Improving Learning The Standard for Health Promoting Schools


Tayside


PERTH & KINROSS
COUNCIL
Education & Children's Services



Standard 1 A Whole School Approach

Health promoting schools aim to develop an ethos and environment which supports learning and teaching and improves health and well-being through effective leadership and partnerships.

We shall develop an ethos and environment which supports quality learning and teaching and promotes and improves health and well-being of all through effective leadership and partnership.

Leadership

We shall:

- ◆ have a clear vision and policies for health which incorporate aspects of social, emotional and physical health and well-being.
- ◆ be committed to ensuring that sustained health promotion and improvement is integral to planning processes.
- ◆ have effective leadership which focuses on improving the physical, social, mental and emotional well-being of the whole school community.
- ◆ operate an effective, systematic approach to self-evaluation of health promotion activities as part of ongoing quality assurance procedures.
- ◆ develop productive partnerships to promote health further.

Ethos

We shall:

- ◆ be effective at encouraging and enabling young people to share concerns and seek support and advice from appropriate members of the school community.

- ◆ ensure equality and fairness are embedded into school practices. Staff, children, young people and visitors will feel valued, safe and secure.
- ◆ be committed to encouraging children, young people and staff to treat each other with respect.
- ◆ provide an ordered environment in which teachers feel able to teach and children and young people feel able to learn without interruption and intimidation.
- ◆ respond effectively to parents'/carers' views and concerns in relation to health education and health improvement.

Partnerships

We shall:

- ◆ be committed to partnership working involving children, young people, parents, staff, NHS, support services and appropriate agencies.
- ◆ have a multi-agency approach to self-evaluation and the development of health promotion.
- ◆ promote progression and consistency of health across a cluster of schools.

Environment, Resources and Facilities

We shall:

- ◆ ensure the physical environment is accessible, attractive, safe and conducive to promoting the health of all members of the school community.
- ◆ have displays which reflect the current health work of children and young people.
- ◆ have effective arrangements for using, reviewing and updating accommodation and health resources including ICT.



Standard 2 Personal and Social Education

Personal and social development provides children and young people with the knowledge, understanding, skills and attitudes to make informed decisions about their lives. It develops confidence, responsibility and prepares children and young people to play an active role as citizens. Personal and social education includes sexual health and relationships, drugs and alcohol, tobacco and personal safety.

We shall provide children and young people with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.

We shall:

- ◆ use the Perth and Kinross programme for health education or use an equivalent programme which meets the requirement of the Scottish Executive attainment outcomes for health and well-being.
- ◆ monitor and evaluate health education programmes to ensure that teaching and learning approaches are built on prior learning, knowledge and skills.
- ◆ assess children and young people's progress and achievements, provide feedback to them on a regular basis and ensure activities are well matched to their needs.
- ◆ have a named member of staff responsible for co-ordinating health education provision with appropriate senior management support within the school.
- ◆ ensure parents are advised of the curriculum and resources for health and well-being.
- ◆ have up-to-date policies and curriculum provision in place – developed through wide consultation, implemented and monitored

and evaluated for impact – covering sex and relationship education, drug education and drug incidents and child protection.

- ◆ involve partners from appropriate external agencies to create specialist teams to support the health education programme and to improve skills and knowledge.
- ◆ have arrangements in place to refer children and young people to specialist services who can give professional advice on matters such as sexual health and relationships, drugs and alcohol.
- ◆ use local data and information to inform activities and support important local and national priorities such as reducing teenage pregnancies, sexually transmitted infections and drug/alcohol misuse.
- ◆ ensure staff have appropriate professional development opportunities in the area of personal and social development.
- ◆ have mechanisms in place to ensure all children and young people's views (including those with additional support needs and specific health conditions, as well as disaffected children and young people, young carers and teenage parents) are reflected in curriculum planning, teaching and learning and the whole school environment.
- ◆ have learning and teaching approaches which are of a high quality, including flexible approaches and methodologies responsive to identified needs.
- ◆ encourage peer support.
- ◆ provide effective, coherent, and co-ordinated approaches to promoting good health, including extended day facilities, out of school services, cross curricular links and cross departmental links as appropriate.



Standard 3 Eating for Health

Children and young people understand how good nutrition can help them to become healthier and improve their everyday life.

They are provided with the confidence, skills and understanding to enable them to make healthier food choices.

We shall provide children and young people with knowledge, skills and experiences which will enable them to understand how good nutrition can help them become healthier and improve their everyday life.

We shall:

- ◆ establish an ethos which supports and motivates the whole school community to make a positive contribution to its health and well-being through a shared philosophy on all aspects of food and drink.
- ◆ have a whole school food policy – developed through wide consultation, implemented, monitored and evaluated for impact.
- ◆ consult with children and young people and parents to guide the school food policy and food practices within the school, enable them to contribute to healthy eating and act on their feedback within the context of Education & Children's Services priorities.
- ◆ provide consistent and contemporary messages for children, young people and staff about healthy eating through quality learning and teaching which highlights different food types, nutritional benefits of a balanced diet and labelling.

- ◆ provide children and young people with uncomplicated access to free, clean and palatable water.
- ◆ provide children and young people with opportunities to be engaged in practical food activities.
- ◆ establish effective working partnerships to:
 - promote healthy eating and drinking on all occasions
 - monitor children's and young people's menus and food choices to inform policy development
 - implement recommendations for 'Hungry for Success'
 - create a welcoming eating environment that encourages social interaction of children and young people
 - make links between healthy eating and physical activity
 - establish complementary approaches to healthier food provision which extends to nurseries and out of school activities
 - provide healthy eating information to parents
- ◆ ensure procedures for food safety comply with guidelines and participate in training as appropriate.