



HEALTH EDUCATION POLICY

SENIOR SCHOOL

Committee normally reviewing:	Senior Leadership Team
Date formally approved:	October 2015
Date policy became effective :	May 2011

Period of Review:	Three Yearly
Next Review Date :	October 2018

Person responsible for implementation and monitoring :	Deputy Head (Welfare) HOD PSHE
Other relevant policies :	Safeguarding and Promoting the Welfare of Pupils Safeguarding and Promoting the Welfare of Boarders Anti-Bullying Policy PSHE Schemes of Work Medical Policy Pupil Data Policy Tutoring Policy Work Education Policy Staff Development Policy All Pupil Welfare Policies All Staff Welfare Policies Healthy Schools Award Government Documentation

The following policy covers the aims and ethos of the Senior School

[Aims of the School](#) Click here

[Ethos of the School](#) Click here

Mr Chris Townsend
Head, Senior School

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding and Promoting the Welfare of Pupils Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect

HEALTH EDUCATION POLICY

1. INTRODUCTION AND AIMS

1.1 AIMS

Felsted is committed to a holistic approach to the promotion and maintenance of a strong Health Education programme and a healthy environment and experience, and to promoting the physical and emotional well-being of all pupils and employees at the school.

1.2 SUMMARY OF HEALTH EDUCATION PROVISION

The school provides holistic health education through the commitment to the Healthy Schools Award, specific health education through the PSHE programme, Emotional Intelligence awareness and development for pupils and staff, anti-bullying awareness training for pupils and staff, further 'one-off' events for pupils, and continuous staff training and development on managing health issues. A comprehensive range of health-related support services is available to all pupils. Diagnosis and treatment of any health concern is provided on a 24 hour basis in term time by the Medical Centre, with the school doctor GP services always available. Staff health is addressed through a comprehensive range of policies including a Stress Policy and a Family Leave Policy.

1.3 THE IMPORTANCE OF CONTEXT

The school believes that a happy and supportive community which collaborates and works together towards common goals, and where students have clear boundaries and are able to feel confident, valued, relaxed but focussed on the task, will not only produce the best results academically and in terms of all other achievements, but will also help to maintain and develop long-term good health.

2. HEALTH EDUCATION THROUGH COMMITMENT TO THE HEALTHY SCHOOLS AWARD

The Healthy Schools Award allows a holistic approach to health provision and health education across the school, in developing both health provision and health education, using a whole-school approach involving the whole community:

2.1 Felsted will establish and maintain a Healthy Schools Committee, composed of a cross-section of the community, pupils, teaching staff, operational staff, parents and Governors, to review continuously, monitor, and evaluate health provision and health education across the school in any area of school life, and both make and oversee the implementation of recommendations for the refinement and enhancement of health provision and health education.

2.2 The school will focus on the four main areas of the Healthy Schools Programme:

- a) **Personal, Social and Health Education (designated PSHE at Felsted)** including sex and relationship education and drug education (including alcohol, tobacco and volatile substance abuse);

- b) **Healthy eating**
- c) **Physical activity**
- d) **Emotional health and wellbeing** (including anti-bullying).

2.3 Felsted's Healthy School Committee will evaluate any areas where evidence suggests provision can be enhanced, make recommendations and report to the Headmaster and Senior Leadership Team, the Parents Consultative Group, Governors' Committees, or any other appropriate forum.

2.4 The Healthy School Committee will review the effectiveness of any actions taken and provide ongoing evaluation of the impact of those actions.

3. HEALTH EDUCATION THROUGH THE PSHE PROGRAMME

The PSHE programme provides a comprehensive health education programme over Years 9, 10 and 11, with progression and appropriate coverage and advice according to age. This is continued with a series of Health Education events in the Sixth Form.

3.1 The health advice and guidance provided through PSHE covers alcohol, illegal substance and solvent abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted diseases, and protecting oneself from abuse. The Science GCSE syllabus includes a module on healthy lifestyle including nutrition, hydration and physical activity.

3.2 The PSHE programme is taught directly within the regular timetabled lessons to Year 9, 10 and 11, by experienced teaching staff with specific sessions led, where appropriate, by Medical Centre staff or other Health Professionals. Specific health topics covered are:

- Year 9:** Emotional Intelligence – *(knowing and understanding other people, knowing yourself, identifying different emotions and knowing others experience them differently, understanding your own emotional responses and 'triggers' to emotional response, reading 'signals' from others, managing your emotions)*
- Bullying
 - Online Safety
 - Peer pressure and relationships
 - Drugs and alcohol misuse
 - Racism and prejudice
 - Sexual health
 - Learning how to learn
 - Roles and responsibilities
- Year 10:** Emotional Intelligence – *(independent thinking, know yourself, managing stress, relating to others)*
- Basic Transactional Analysis
 - Understanding self-harm
 - Safe sex and contraception
 - Changing relationships
 - Coping with crises
 - Prejudice and discrimination

Year 11: Emotional Intelligence
Body image and eating disorders
Pornography
Independent thinking
Listening skills
Mental wellbeing
Resourcefulness
Managing stress
Mindfulness
Managing your learning

3.3 The Emotional Intelligence programme involves on-line self-evaluation and personalised print-outs evaluating each individual's typology and characteristics, and how to understand and use these skills, through the *'Talking to Crocodiles' Emotional Awareness Programme*, as part of a pioneering research project evaluated through Cambridge University.

3.4 PSHE links across the whole curriculum as elements of Health Education also appear in Biology, PE, Geography, History and Economics as well as other subjects. Emotional intelligence and the spiritual, moral, social and cultural policy is also reinforced in R.S. This is mapped as part of the programme. Curriculum PE for years 9 – 11 begins every September with work on exercise for health and education on drugs and healthy eating.

3.5 In the Sixth Form there is a varied programme of lectures and visiting speakers which include presentations on HIV and Sexually Transmitted Diseases and gender specific lectures on healthy living, which include the importance of a balanced diet and how to train safely.

5. HEALTH EDUCATION THROUGH ASSEMBLIES AND OTHER FORUMS

5.1 Headman's Assembly is periodically used to address the whole school on major health issues, for example awareness of and countering cyber-bullying

5.2 Chapel Services address issues of relationships, anti-bullying, well-being, spiritual health, self-awareness, understanding others, and related topics.

5.3 House Assemblies are periodically used to address issues of well-being, self-management, anti-bullying, self-awareness, understanding others, developing awareness and helping others who have specific medical needs, for example, how to administer an EpiPen when a member of the house has an allergic emergency (the school nurse supported this) and related topics

5.4 Peer mentoring and peer counselling training provides significant awareness and training in a range of health-related issues, particularly relating to emotional well-being.

5.5 Tutor meetings on a weekly basis with individual pupils can address issues of well-being including balance of activities in life, managing stress, understanding self and others, as well as management of specific health conditions. PACE is also included in the tutorial programme to make effective use of the trusted relationship between the tutor and pupil.

5.6 The Work Education Programme addresses some related or linked issues in terms of well-being – understanding specific pressures and decision-making linked to particular professions or careers (see The Work Education Policy)

5.7 The extensive Co-Curricular Programme provides many areas of Health-related Education, either developing one's own health or understanding the health-related issues of others; through sport, Community Service, adventurous activities, challenging overseas projects such as community service with street children in Mumbai, or Round Square Service Projects

6. STAFF ENFORCEMENT OF MEASURES TO COUNTER MAJOR RISKS TO HEALTH AND STAFF DEVELOPMENT INVOLVING HEALTH EDUCATION

6.1 Staff are aware and will be periodically updated on the School's Policies relating to health issues, and the appropriate response to smoking, alcohol and illegal substance abuse by all pupils, and in the boarding Houses by boarders, and follow that Policy in practice.

6.2 All staff including Boarding House staff receive comprehensive health-related training regularly on matters such as Safeguarding and anti-bullying and from Medical centre nurses in First Aid (procedures such as managing anaphylaxis, asthma, diabetes, epilepsy and other significant health conditions). The Medical Centre also has an accredited First Aid trainer and there is a systematic programme for training staff on registered First Aid courses to First Aid Certificate standard.

6.3 Staff receive regular Staff Development Health Education on managing particular pupil health issues (for example, managing pupils with Attachment or Trauma issues) or on their own health such as managing stress.

6.4 Boarding House staff in particular receive support and health awareness training, with HMs accessing an independent listener on a voluntary basis to discuss particular pressures and their self-management relating these pressures.

7. REVIEW

This Policy is kept under continuous review by the Headmaster and Senior Leadership Team, the Deputy Head (Welfare), the Head of PACE, and the Healthy School Committee as appropriate; and is formally reviewed annually by the Senior Leadership Team.

Mrs K A Megahey
Deputy Head (Welfare)

Mr C Townsend
Headmaster