

## **HEALTH PROMOTING SCHOOLS.....**

*-Setting Global Standards for Education & Wellbeing-*

*“We achieve our greatest happiness when we realize ourselves through others. Equally, we need to reaffirm our commitment of cultural and social-economic diversity from which children enter into the portals of the school.”*

*Rabindranath Tagore*

“Health Promoting Schools are schools which display and support the commitment to enhancing the emotional, social, physical and moral wellbeing of their school community” (WHO).

It is globally being realized that schools play a vital role in the overall development of a child into a competent adult who contributes usefully to society. Health is an important aspect of development of children and education is an important determinant of health. Almost all children attend school at some time during their lives and spend 6 – 7 hours of their time everyday in that learning environment. Apart from this, the school curriculum can have substantial influence on health promoting behaviors, being the strongest social and educational institutions available for execution of intervention programmes as they have the required structure and governance.

It is important that all schools strive to be child friendly and health promoting. Schools must be safe, caring and supportive learning environments. Everyone involved in the school has a role to play: teachers, students, management, parents and the wider community. All stakeholders must actively participate to improve the health of our children.

### **GLOBAL SCHOOL HEALTH INITIATIVES**

WHO's Global School Health Initiative, launched in 1995, seeks to mobilize and strengthen health promotion and education activities at the local, national, regional and global levels. The Initiative is designed to improve the health of students, school personnel, families and other members of the community through schools.

The goal of WHO's Global School Health Initiative is to increase the number of schools that can truly be called "Health-Promoting Schools". Although definitions will vary, depending on need and circumstance, a Health-Promoting School can be characterized as a school constantly strengthening its capacity as a healthy setting for living, learning and working.

## **The Emerging Global Vision of a “Health Promoting school”**

- One that is constantly strengthening its capacity as a healthy setting for living, learning and working.
- It focuses on creating health and preventing important causes of death, disease and disability by helping school children, staff, family and community to care for themselves.
- It equips school children to take informed decisions over circumstances that affect their health and create conditions that are conducive to health. (WHO - 2008)

*Creating a health promoting school means applying new ways of positive thinking. It strives to incorporate health into all aspects of life at the school and in the neighborhood community even for nearing the Goals of a Nation.*

### **A Comprehensive School Health Policy**

- Fosters health and learning with all the measures at its disposal.
  - Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
  - Strives to provide a healthy environment, school health education, and school health services along with school/community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counseling, social support and mental health promotion.
  - Implement policies and practices that respect an individual's well being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.
  - Strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to, or undermines, health and education.
- 
- **Goals of Health Promoting Schools across the globe.**

- Building capacities for peace, shelter, education, food, income, a stable ecosystem, equity, social justice, sustainable development.
- Recognize the importance of the participation and consultation of all stakeholders in a school community.
- Promote health and well being for all members of the school community: students, teachers, parents and the local community around it.
- Encourage planning and coordinated action and use of resources rather than a reactive response to crises.
- Preventing leading causes of death, disease and disability: tobacco use, HIV/AIDS/STDs, sedentary lifestyle, drugs and alcohol, violence and injuries, unhealthy nutrition.
- Influencing health-related behaviours: knowledge, beliefs, skills, attitudes, values and support.
- Provide screening and counseling for common child and adolescent concerns, depression, stress, anxiety, aggression as continuous behaviour issues.

▪ **How can we go about becoming a health promoting school?**

Members of the school community: leaders, teachers, students and parents can do training in the HPS framework.

Officers in Curriculum Support: Health Promoting Schools Officers and the Drug Education Officer can help with information, resources and presentations to health committees/staff in schools.

The Health Promoting Schools Community Network coordinated by the Health Promoting School's officer would provide a useful network of health related community agencies, health coordinators, and members of school communities. Forums and meetings need to be held throughout the year to share ideas on themes, stories, successes and the challenges of health promotion in schools.

**How can we encourage parents/guardians to get involved in our school health programs?**

Being a health promoting school is a great way to involve parents with the school communities. Requests for support for tailored programs that fit with a bigger plan or goal can be

a drawn for parents. Where some may not come to a meeting, they may be happy to help weed a vegetable patch or paint a courtyard. Parents/guardians do like to be consulted and participate in a vision of the school community when the health and well being of their children is the focus. Their own health issues can also be addressed through involvement in a health promoting community.

Activities such as writing a policy or volunteering on a project can provide an opportunity for parent participation. Communication through newsletters and noticeboards and displays, information at parent/teacher interviews and conferences can help keep parents/guardians in touch.

### **Key steps in developing a Health Promoting School:**

- Engaging health and educational officials, teachers, students, parents and community leaders in efforts to promote health in schools
- Providing a safe, healthy environment, both physical and psychosocial
- providing effective skill based health education and life skills training
- Providing access to health services (child & adolescent)
- Implementing school policies and good practices that support health as a mission.

### **School Health – An integrated model for good practices**



### **To achieve these sound parameters..... The School may Aim to....**

- Remove barriers to learning and raise achievement as a holistic concept
- Foster healthy development of children and young people in their settings of school, home, community and peer group so that they can learn, grow and make a positive contribution now and in the future

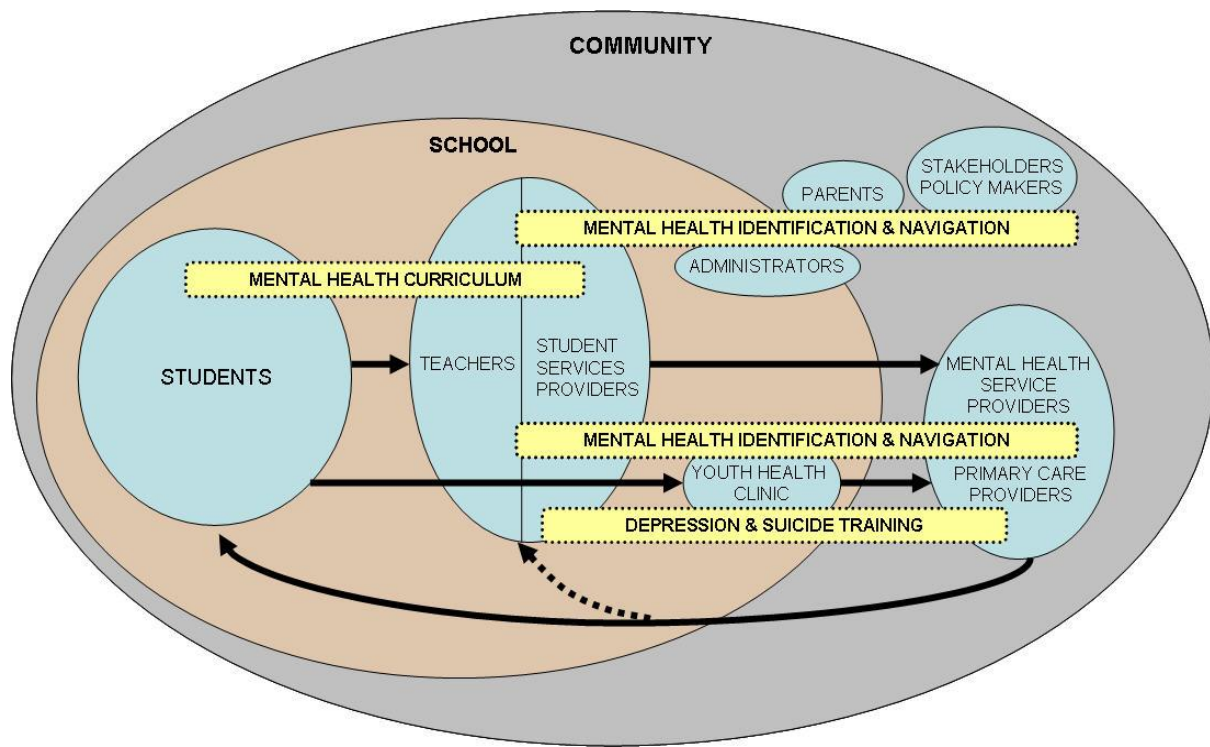
- Evaluating the range of related activities they are currently involved in, identifying areas of need and setting goals for further promoting wellbeing
- Enhance the links between schools and their communities in promoting positive learning and health outcomes for young people
- Raise awareness of the importance of promoting health for all of us.
- Established Health clubs as a platform for planned dissemination.

It has long been recognized that schools provide a most appropriate setting for both health services and health education for children and young persons. The need of the time is a comprehensive school health policy integrated within the national, regional levels of the educational system. Globally, 'school health' has been an important national programme for several decades, comprising largely of school health services and school health education. Attempts to view student's health more holistically through a more comprehensive approach need to be strengthened. The National Curriculum Framework, 2005, by NCERT has categorically stated that health is a critical input for the overall development of the child and it influences significantly enrolment, retention and completion of school.

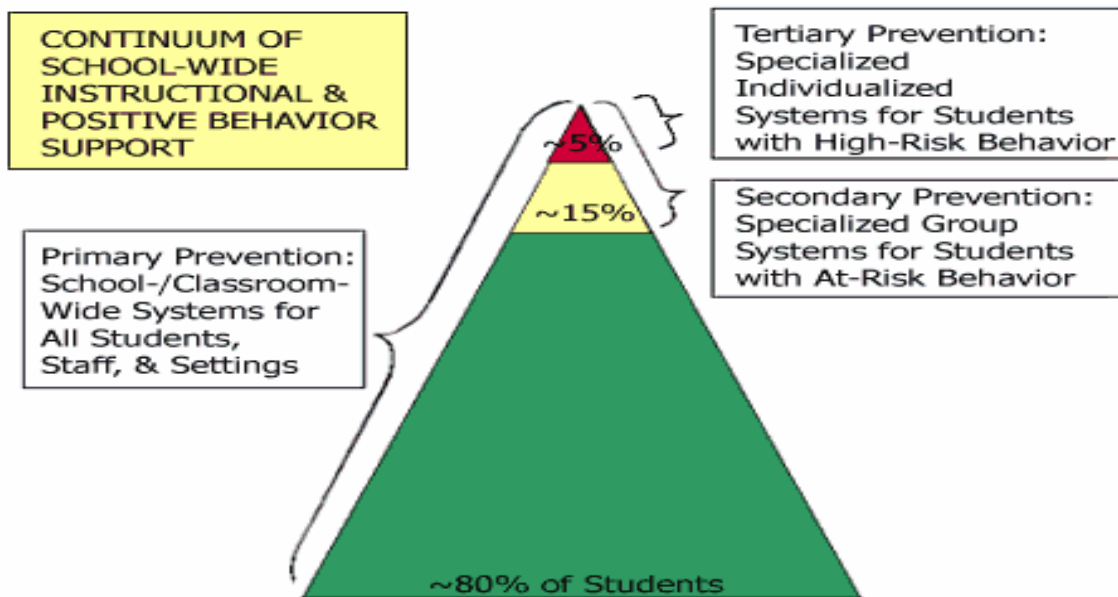
Above all, promotion of holistic health on the school platform raises the excellence profile of joyful learning in the formative years.....

#### **Annexure – 1**

### **Our Model to Address Mental Health in Schools**



## INTERVENTION MODEL



Annexure -2

## IMPLICATIONS OF THEORIES FOR DEVELOPING CHILD

<b>Child and Adolescent Development Theory</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Early adolescence (10–14) is singled out as a critical moment of opportunity for building skills and positive habits, since at that age there is a developing self-image and ability to think abstractly and to solve problems</li> <li><input type="checkbox"/> The wider social context of early and middle adolescence provides varied situations in which to practice new skills with peers and other individuals outside of the family</li> <li><input type="checkbox"/> Developing skills and competencies are recognized as critical to a child's developmental pathway and sense of oneself as an autonomous individual</li> </ul>
<b>Social Learning Theory</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching life skills needs to replicate the natural processes by which children learn behavior (modeling, observation, social interaction)</li> <li><input type="checkbox"/> Children need to develop the internal skills (self-control, stress reduction, self-management, decision-making) that can support positive outward behaviors</li> </ul>
<b>Problem-Behavior Theory</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behaviors are influenced by an individuals' values, beliefs and attitudes, and the perception of friends and family about those behaviors. Therefore, skills in values clarification and critical thinking (to evaluate oneself and the values of the social environment) are an important aspect of life skills programs</li> </ul>
<b>Social Influence Theory</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Peer and social pressures to engage in unhealthy behaviors can be defused by addressing them before the child or adolescent is exposed to those pressures, thus pointing towards early prevention, rather than later intervention</li> <li><input type="checkbox"/> Teaching children resistance skills is more effective at reducing problem behaviors than just providing information or provoking fear of the results of the behavior</li> </ul>
<b>Cognitive Problem Solving</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poor problem-solving skills are related to poor social behaviors, indicating the need to include problem-solving as an aspect of life skills programs</li> <li><input type="checkbox"/> Teaching interpersonal problem-solving skills at earlier stages in the developmental process (childhood, early adolescence) is most effective</li> </ul>
<b>Multiple Intelligences (Including Emotional Intelligence)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A broader vision of human intelligence points towards using a variety of instructional methods to engage different learning styles.</li> <li><input type="checkbox"/> Managing emotions and understanding one's feelings and the feelings of others are critical to human development and can be learned by children in the same way as reading and arithmetic.</li> </ul>
<b>Resilience and Risk Theory</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Social-cognitive skills, social competence, and problem-solving skills can serve as mediators for behavior.</li> <li><input type="checkbox"/> The specific skills addressed by life skills programs are part of the internal factors that help young people respond to adversity and are the traits that characterize resilient young people.</li> </ul>
<b>Constructivist Psychology Theory</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The learning process occurs through social interaction in peer learning, cooperative groups, or open discussion situations</li> <li><input type="checkbox"/> Developing life skills in adolescents, like other processes of teaching and learning, is infused with layers of cultural beliefs and values</li> <li><input type="checkbox"/> Developing skills through the interaction of the individual and the social/cultural environment can lead to changes both in the individual and in the environment (peer group, classroom, family, youth group)</li> </ul>

### **Annexure - 3**

### **CONFLICT & CONFLICT RESOLUTION**

The interaction of interdependent people who perceive opposition of goals, aims, and views, and who see the other party as potentially interfering with the realization of these goals.

## **Types of Conflict**

1. Interpersonal--conflict that exists between individuals within a group
2. Intergroup--conflict that exists between two groups within an organization
3. Interorganizational--conflict that exists between two organizations
4. Role--Incompatibilities between the expectations individuals hold for other individuals as they perform various functions in schools

## **Strategies for Managing Conflict**

- ☐ Avoidance--used when the leader wants to maintain a rational climate and avoid hostility (does not resolve the conflict)
- ☐ Smoothing--The leader wants to maintain positive interpersonal relationships and attempts to minimize differences of opinion.
- ☐ Bargaining--The leader shows moderate levels of concern for both task and relationship (disputing parties make concessions; neither party wins nor loses completely).
- ☐ Power struggle--The leader shows little concern for interpersonal relationships. The major focus is on task accomplishment. Power and force are used to break down the opposition, regardless of the consequences.
- ☐ Problem solving--The leader displays a collaborative approach to managing conflict. The primary concern is accomplishing the task in a manner that is rational and allows a positive climate to be maintained.