



The Glenfir School Comprehensive School Health Policy

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Introduction

The concept of healthy schools emerged from a global movement that recognizes two key ideas:

- Healthy children are better able to learn.
- Schools can directly influence children's health.

Healthy schools embrace - and incorporate into every aspect of their daily work and culture – the view that schools, families, the health sector and the community share responsibility for children's healthy growth and intellectual development. Being a healthy school means incorporating policies and practices that support students' health and overall well-being, recognizing the links between health and student achievement. Comprehensive school approaches are a way of working that becomes everyday practice (BC Healthy Schools Network, 2007).

Policy

The Glenfir School supports the Comprehensive School Health (CSH) Framework identified by the Public Health Agency of Canada (2004). The framework combines four main elements: instruction; support services; social support; and a healthy environment.

1. Instruction: Instruction is the basic way students receive information about health and wellness, health risks and health issues. CSH instruction includes active health promotion through comprehensive curriculum, varied materials, lifestyle-focused physical education, and varied learning strategies. Effective instruction allows students to develop knowledge, attitudes, skills and behaviours for healthy decision-making. It fosters life skills, such as health literacy, problem solving, and communication skills, and promotes a sense of personal competency and self-efficacy.

2. Support Services: Available and accessible support services are key to early identification and treatment of many problems that can cause long-term learning difficulties if not addressed. These supports may include health, social, and psychological services. While many of these services are not the responsibility of the school, the school can be a convenient access point for many students and families and an economical delivery point for the services. Many organizations are responsible for delivering these services, including public health units, social service organizations and non-governmental health agencies. Support services for schools and students include health appraisal and monitoring, guidance services, treatment and rehabilitation services, social services and referrals.

3. Psycho-social Environment: The psycho-social environment refers to the psychological and social support available within the school and in relation to the home and community. This support can be informal (friends, peers, and teachers) or formal (school policies, rules, clubs or support groups). This component also takes into account how the school operates and what policies are in place. The psycho-social environment can help students grow into active contributing members of society if they are treated with respect and encouraged to participate. Positive health role models, peer support, a positive school climate, family support, and appropriate public policy all contribute to a healthy psycho-social environment.

4. A Healthy Physical Environment: A clean and safe physical environment helps prevent injuries and disease. It can extend to travel to and from school, and includes appropriate sanitation, lighting, noise and other environmental standards; clean air; measures for promoting safety and preventing injuries; minimal exposure to toxic substances; and measures for preventing overcrowding.

The Glenfir mission statement is: "to promote the attainment of each student's full potential in academics, arts, citizenship, athletics and physical well-being through a dynamic and inspiring learning experience in partnership with the student's family".

This statement articulates the commitment of the Glenfir School towards a Comprehensive School Health Policy.

Specific actions include:

- All students are taught the essential knowledge and skills they need to become 'health literate' – that is to make health-enhancing choices and to avoid behaviours that can damage their health and well-being;
- The school is a safe and healthy place for students and staff to learn and work and will has a climate that nurtures learning, achievement and growth of character;
- The school supports the adoption of health-promoting behaviours for students while encouraging staff to model healthy lifestyles'
- Partnerships are formed between administration, staff, students, parents, the community and the health sector to support comprehensive school health;
- Support services are available and a supportive social environment is encouraged;
- The School Health Committee is established as a standing committee to the board to recommend policies and practices and to identify and address health-related issues in an ongoing , sustainable way as part of the school's overall improvement plan;
- The school strives to:
 - Provide and environment of care and respect
 - Promote relationships, and
 - Promote a sense of belonging.

Commitment towards the Comprehensive School Health approach will be supported through membership and participation in The Healthy Schools Network, an organization under the auspices of the B.C. Ministries of Education and Health.

References

www.bced.gov.bc.ca/health/hsnetwork

www.phac-aspc.gc.ca/dca-dea/7-18yrs-ans/comphealth-eng.php