

Health Promotion

Category: Early Years

Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children’s Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

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Health Promotion

“We need to be confident we are providing the kind of rich culture, including high quality experiences and sensitive interactions in a variety of outdoor and indoor spaces, which will develop in babies, toddlers and young children, the emotional resilience they need to form a secure well-being base.”

(Realising the Ambition – Being Me)

Introduction

Fife Council Education Service considers that the promotion of good health for staff and pupils is of prime importance. It takes as its point of reference, the World Health definition that good health is a 'state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'. The Education Service recognises that good health enhances the quality of life and enables all staff and pupils to realise their full potential as individuals and as members of the society in which they live. Promoting a positive concept of good health enables us to increase control over and to improve our health. All pupils can be included in this process including those with an additional support need. Their right to be as healthy as possible, within the ways indicated, is promoted.

In our setting we acknowledge that education about health comes not only from the taught curriculum but from values, attitudes and environment demonstrated within the home, nursery and in the wider community. There is a need therefore for a threefold strategy that includes:

- health education that is firmly embedded in the curriculum, clearly planned and managed.
- health education supported by the values, attitudes and behaviours implicit in the organisation and environment of the nursery.
- close links with parents, the wider community and the agencies that support all aspects of personal health development.

The principles of the health promoting ELC setting

- Takes a wider view including all aspects of the life of the nursery and its relationships with the community, e.g. developing the nursery as a caring community.
- Is based on a model of health which includes the interaction of physical, mental, social and environmental aspects.
- Focuses on active pupil participation with a wide range of methods and on developing pupil skills.
- Recognises the wide range of influences on children's health and attempts to take account of children's pre-existing beliefs, values and attitudes.
- Recognises that many underlying skills and processes are common to all health concerns and that these should be pre-planned as part of the curriculum.
- View the development of a positive self-image and individuals taking increasing control of their lives as central to the promotion of good health.
- Recognises the importance of the physical environment of the nursery in terms of aesthetics and direct physiological effects on pupils and staff.



- Views health promotion in the nursery as relevant to staff well-being and recognises the exemplar role of staff.
- Considers parental support and cooperation as central to the health promoting nursery.
- Takes a wider view of the nursery health services that include screening and disease prevention but also attempts actively to integrate services within the health education curriculum and helps children to become more aware of consumers of health services.

Aims

As a health promoting ELC setting we aim to:

- create an ethos which actively encourages health promoting principles.
- provide a safe, secure, welcoming environment for children, parents and staff.
- work with families to identify and address health promotion needs.
- work closely with other agencies and professionals to encourage health promotion across all sectors who work with children and families.
- include health education in the planned curriculum for children.
- share information with parents/carers on the health promoting curriculum.

We hope to achieve these aims by:

- fostering an understanding and sharing of our health promotion aims.
- creating a climate where good relationships and respect for others flourishes.
- identifying a member of staff as our health promotion coordinator.
- actively promoting children's' self-esteem and confidence.
- having effective communication for and with children, parents, and staff.
- developing procedures and strategies to ensure positive mental health for all.
- providing an attractive cared for and stimulating environment for everyone to work in.
- developing good links with other agencies and professionals e.g. Health Visitors, Speech and Language Therapists, Educational Psychologists etc.
- including health promotion in the planning of our curriculum.
- identifying and accessing staff development opportunities.

Resources

- Fife Council Health Promotion Guidance
- Curriculum for Excellence
- How Good Is Our Early Learning & Childcare?
- Forest Kindergarten
- ECO Schools
- Health & Social Care Standards, My Support, my Life
- Nutrition
- Setting the Table
- Food Matters

Evaluation

Our health promotion guidance will be evaluated by:

- auditing existing practices and identifying key areas for action as part of our annual Nursery Improvement Plan audit.



- consulting parents, staff and children through questionnaires, verbal feed-back and interviews etc.
- monitoring observations, recording and planning of the curriculum.
- inclusion of health promotion as an agenda item in regular staff and management meetings.
- Evidence gathered to support health promotion practice e.g., photographs, newsletters etc.