

English ver.

HP S 評価指標 2013 年度版

[high school version]

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Questionnaire about Health promotion in Schools

English version

(2013) < high school version >

The purpose of this questionnaire is to reveal concrete suggestions as to what points should be considered in order to promote healthy schools.

Making a healthy school means:

All people who are involved with children: teaching staff, parents and guardians, the local community, health professionals work together and cooperate to promote a healthy school. This is very important in order for each individual to continue a healthy lifestyle throughout their lives.

We hope that the questionnaire will be completed by members of the senior management, school nurses, health teachers, and other health professionals working in schools. We would like you to fill in the survey in consultation with the relevant teachers.

※ Circle the applicable answers to the questions below

I to be filled in by those answering the survey

I - 1 sex (①male ②female)

I - 2 age (①20s ②30s ③40s ④50s)

I - 3 years of relevant experience (① 1 ~ 5 years ② 6 ~ 10years ③ 11 ~ 15years
④ 16 ~ 20years ⑤ 21 ~ 25years ⑥ 26 ~ 30 years ⑦ 31 or more years)

I - 4 your job title

- ① School Principal ② Vice Principal ③ Deputy Head ④ Senior Management
⑤ Teacher (please write which year group/age group and subject you teach)
⑥ School nurse or Health Teacher ⑦ Other ()

I - 5 Your current duties (circle all the applicable answers)

- ① in charge of student guidance (related areas) ② in charge of education counseling (related areas)
③ in charge of health education, etc. ④ special needs education coordinator
⑤ in charge of safety education (related areas) ⑥ other position of responsibility: leader or supervisor (related areas) ()

II The size of your school

Write down the total number of classes in your school (omitting special needs classes)

- ① fewer than 3 classes ② 4 ~ 9 classes ③ 10 ~ 15 classes ④ 16 ~ 18 classes
⑤ 19 or more classes

<options>

- 5 yes
4 to some extent
3 both yes and no
2 not really
1 no
0 not applicable to this school

From the next page, there are five possible replies for each question. For each question, tick the appropriate response on the grid.

Where there are brackets () on the answer sheet, write the number in the brackets. For example, (number of times

per year: times)

Section 1 School health policy

This section is about the policies necessary for carrying out general health promotion at school. The content refers mainly to school health planning and school safety planning. It includes policies related to the content of the remaining five sections.

options

5	4	3	2	1	0
yes	to some extent	both yes and no	not really	no	not applicable to this school

Points to evaluate

Checkpoints

1. School health planning · School safety planning

1. Your school has explicit objectives regarding health within its educational objectives (planning)
2. Your school has separate policies for school health and school safety
3. The school's health planning and safety planning are evaluated based on specific methods of evaluation.

2. School health planning, school safety planning and related matters

1. Your school makes use of the previous year's implementation and evaluation of health and safety policies when devising policies.
2. The items listed below are included in your school health planning, school safety planning and other planning.
 - 1) basic lifestyles
 - 2) food (school lunch, cafeteria provision, food available for purchase) · education about diet and nutrition
 - 3) sex education, guidance about sexual matters (e.g. HIV/AIDS, sexually transmitted diseases)
 - 4) measures for prevention of and dealing with infectious diseases (e.g. Influenza, Norovirus, Rotavirus, SARS)
 - 5) measures for preventing smoking (e.g. forbidding smoking on the school premises, anti-smoking policy for teachers, etc.)
 - 6) education to prevent the drinking of alcohol
 - 7) education to prevent drug abuse
 - 8) internal school policies for the prevention of and dealing with violence, bullying and harassment (e.g. between students and teachers, between students)
 - 9) media literacy education (e.g. appropriate use of information about health, appropriate use of mobile phones, internet, etc.)
 - 10) guidance about dental hygiene (e.g. guidance about oral cavities)
 - 11) crisis management measures (a manual and training for dealing with natural disasters and man-made disasters)

	12) traffic safety policy						
	13) measures for prevention and dealing with of crime-related injuries (violence, molesting, abduction etc.)						
	14) storage and management of medicine						
	15) the senior management have a good understanding of the health and safety situation of the teaching staff						
	16) training is provided for teaching staff to become health leaders						
3. Considering Health matters in school management and the curriculum	1. integrating health issues into the school rules						
	1) Do you make sure that there is no danger or physical harm caused by pupils carrying baggage that is too heavy when they go home from school? (e.g. checking the weight of school bags at least once a year. Impose sanctions if they are too heavy. In Hong Kong bags are required to weigh under 15% of students' body weight) .						
	2) Do the school rules protect students' human rights? (for example: Educational supports at breaking school rules, smoking and getting pregrant.)						
	2. The school timetable is appropriate						
	1) The starting time of classes is appropriate (e.g. you are taking into account the particular circumstances of the students and they time they take to travel to school)						
	2) You consider health aspects when you arrange the time and content of club activities. (e.g. Too long practice, inappropriate practice for pupil's health etc.)						

Section 2: the physical environment of the school

This section is concerned with supporting a sustainable environment which is safe, hygienic and pleasant.

Options

5	4	3	2	1	0
yes	to some extent	both yes and no	not really	no	not applicable to this school

points to evaluate

Check points

1. A safe environment

- The school has its own original manual for dealing with crisis management, both before and after the event in the areas of 「safety in daily life」 「road safety」 「safety in disasters (disaster prevention)」
- Training is carried out for teachers and students on how to behave in the case of accidents, incidents and disasters (number of times in a year: times)
- Measures are in place for protecting students' safety on their way to school.
(e.g. guidance in road safety from local residents, road safety classes, safety watchers)
- Regular or occasional checks of students' routes to school are carried out.
- All the teachers who use equipment or tools are informed about the safe way to use them.
- Safety checks are carried out at least once a term to see if there is anything wrong with the equipment or tools which the students are using.
- There are escape routes in all the classrooms and they are clearly signposted.

2. Creating a hygienic and pleasant environment

- The school promotes activities for the children to positively make the environment more hygienic and attractive. (e.g. activities for cleaning the school or making it more attractive)
- Inspecting the environment based on basic standards for a hygienic school environment.
 - Regular sustainable management of the hygienic environment is carried out by experts, (for example, school pharmacists).
 - Regular and special checks are carried out when necessary.
(e.g. checks of temperature, lighting, volatile organic compounds, radiation levels)
- In accordance with the environment of your school, regular checks of the toilets and washing areas are carried out using a check sheet.

<p>3. A peaceful and restful environment where consultation is possible</p>	<p>1. There is a relaxation space in the school (a place for students to rest besides the health room, consultation room, or counseling room).</p>						
<p>4. A healthy food environment</p>	<p>1. There is a system to check whether the school has a policy for providing healthy food (school lunch or food available for purchase) (food-safety) (e.g. a system for carrying out checks by a nutrition teacher or other nutrition staff, a system to check the food purchased in school or drinking water or checks of the food by senior management.)</p>						
	<p>2. Inspections and checks of school lunch are carried out. Checks on school lunch are carried out (e.g. checking that the menu has nutritional balance and takes food allergies into consideration, food allergies.)</p>						
	<p>3. Guidelines are provided for what to do in the case of food poisoning.</p>						
<p>5. An environmentally-friendly school</p>	<p>1. There is a system in place for recycling paper, tin cans and pet bottles(healthy menu) (e.g. recycling is an activity necessary for the healthy survival of society) .</p>						
	<p>2. Environmental protection activities are carried out regarding the resources of water, electricity, and organic waste.</p>						
	<p>1. It is possible to use wheelchairs there (e.g. : the position and ease of use of the elevators)</p>						

Section 3 The Social environment of the school

This section is concerned with the human relations and social consideration necessary for the general promotion of good health in schools.

		Options					
		5 yes	4 to some extent	3 both yes and no	2 not really	1 no	0 not applicable to this school
Evaluation points	Check points						
1. Quality of human relations within the school	1. When the teaching staff give guidance for increasing normative consciousness they respect the children's independence (they listen to and respect their opinions)						
	2. When the teaching staff give guidance for increasing normative consciousness, they do so kindly and with consideration.						
	3. The children's opinions are reflected in the school decision-making process. (e.g. they participate in school health planning, school safety planning and other types of decision making)						
	4. There is good mutual understanding among students.						
	5. There is a good mutual understanding among the teachers.						
	6. There is a good mutual understanding between teachers and students.						
2. Respect for the values of individuals	1. There is mutual respect for the cultural, religious and ethnic background of individuals. (e.g. children of different nationalities and religions)						
	2. There are opportunities to learn about the customs of different cultures, religions and races. (e.g.: education about human rights, understanding other cultures etc.)						
	3. There are rules about protecting students' and teachers' personal information.						
3. Assistance and support for children who need special consideration	1. For children who need special consideration, exchange of information, study support and appropriate programs are provided (e.g. there is a system for the provision of educational support or financial assistance for attending school.)						
	2. When special support is necessary, there is a system within the school for dealing with the situation swiftly. (e.g. support for those in financial need or developmental disorders)						
	3. When special support is necessary, there is a system in place for swiftly contacting organizations <u>outside</u> the school (e.g. support for those in financial need or developmental disorders)						

Section 4 parents and guardians: links with the local area

This section is concerned with the interpersonal communication, between schools and parents or local organizations, that are necessary for general health promotion in schools.

options

5	4	3	2	1	0
yes	to some extent	both yes and no	not really	no	not applicable to this school

Evaluation points

Check points

Evaluation points	Check points	5	4	3	2	1	0
1. Contact with parents and guardians	1. You arrange health-related activities or parents and guardians. (e.g. PTA, mothers' clubs)						
	2. In order to develop closer cooperation with parents, you organize groups for parents or for both parents and teachers (e.g. PTA, mothers' groups)						
	3. You provide opportunities for parents and guardians to participate in the planning and evaluation of School health and safety policies. (e.g. setting up a school health committee)						
	4. You are proactive in carrying out surveys or investigations about health for students' families (e.g. a newsletter about health)						
2. Links with the community and other schools	1. You inform local and associated organizations* about the contents of your healthy school policy (e.g. displays and advertising at local events, school open days and local events or publishing brochures, school homepage) .						
	2. You dispatch representatives about health activities to local areas and beyond (e.g. the school principal participates in local health festivals)						
	3. In order to support health activities in the local area, you carry out exchange activities regarding health education. (e.g. carrying out health education for people in the local area)						
	4. You share facilities for carrying out health education activities with people from the local area (e.g. making your gymnasium available to people from the local area)						
	5. You minimize children's exposure to harmful media images (e.g. by removing graffiti or immoral posters from the area around the school). You work together with the relevant local organizations						

	※ to improve pupils and teachers' media literacy.					
	6. You get advice and cooperation from local organizations※.					
	7. When you draw up and evaluate school health planning and school safety planning policies, you provide opportunities for local related organizations※ to participate.					
	8. The students use local health resources (e.g. information, things, places) in educational activities.					

※ relevant organizations: health care situations, municipalities, education consultation offices, universities, libraries, medical institutions, emergency medical centers, mental health and welfare centers, organizations for prevention of tuberculosis, welfare offices, Japan Red Cross Organization, Japan Medical Association, Japan Dentists' Association, community centers, neighborhood associations, police stations, fire stations etc.

Section 5 health skills, health education

This section is about health and safety education for developing the students' ability to improve their own health and that of others.

options					
5	4	3	2	1	0
yes	to some extent	both yes and no	not really	no	not applicable to this school

Points to evaluate

Checkpoints

1. Curriculum for acquiring health skills

1. Plan

1) Health education is given priority in the school's health and safety planning.

2. Implementation

1) You are implementing necessary health education that goes beyond the contents of the national curriculum (prescribed course of study)
(e.g. media literacy education, education for crime prevention)

2) There are opportunities for students to take the initiative in health education and teach each other (e.g. peer education ※¹, general studies:)

3. Evaluation

1) You evaluate the pupils' health education such as health skills and health activities

2) You test and evaluate the pupils' physical strength

3) You test and evaluate the pupils' academic ability

2. Staff enrichment

1. Teaching staff have the opportunity to undergo training in health education, and this is reflected in education activities

2. When you carry out health education, you receive help and cooperation from school doctors, school pharmacists, and professionals from outside the school (e.g. public health nurses, police)

3. Materials and tools for acquiring health skills.

1. You provide suitable materials and tools.

2. You are carrying out activities to raise public awareness of health education. (e.g. health newsletter, health notice board)

3. You have groups and organizations for students which promote health and health-related problem-solving. (e.g. peer support leaders ※², students' health committee)

※¹ **peer education**: friends of the same age (peers) teach each other correct knowledge, skills and behavior..

※² **peer support**: friends of the same age (peers) help each other.

Section 6 Health service

This section is about the health care service and its foundation for students, teachers and parents or guardians

options

5 yes	4 to some extent	3 both yes and no	2 not really	1 no	0 not applicable to this school
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Points to evaluate

Check points

1. Measures for dealing with infectious diseases	1. You use health newsletters or leaflets to provide information to parents about infectious diseases					
	2. You encourage students to have vaccinations against infective diseases.					
	3. You investigate whether students have been vaccinated against or contracted infectious diseases.					
	4. You gather statistics about whether students are being vaccinated against or have contracted infectious diseases.					
	5. If an infectious disease breaks out, there is a system in place for dealing with it swiftly. (e.g. there is a manual, contact with other organizations, obtaining the understanding of the whole school)					

2. Individual health support plans	1. The school has programs in place for individual educational support (guidance) for students with particular conditions (allergies, diabetes, developmental disorders).					
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3. Keeping records of students' health conditions	1. You keep a record of the students who visit the health room					
	2. You keep a record of individual students' health conditions					
	3. Management of individuals' health information is carried out appropriately (e.g.: having lockable storage space)					
	4. You gather statistics on students' health conditions					
	5. School doctors and dentists regularly check the results of students' regular medical/physical examinations.					

4. Education guidance system	1. Consultation services are available and information about these is provided to pupils and their parents. (e.g. counseling services)					
	2. There is a school counselor or someone who carries out counseling in the school. (other than school nurses.) (Number of days in school per week: days, hours)					
	3. There is a consultation room where individual privacy is preserved.					

5. System for crisis	1. The teaching staff receive regular first-aid training. (e.g. A E D)					
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management	2. There is a manual plan for first aid treatment						
	3. A basic first aid kit and equipment (e.g.stretcher,A E D) are readily available						
	4. There are regular checks to see if the three items mentioned above are used up, broken or past their expiry date.						
6. Health care for teaching staff	1. There is active promotion of improving the health of the teaching staff, relevant training is carried out and support provided for participation in this.						
	2. Teaching staff are encouraged to have regular health checks, up-to-date vaccinations, and participate in other health activities.						
	3. The senior management care about the physical health of the teaching staff and if necessary make it possible for them to visit a doctor or take leave from work.						
	4. The senior management care about the psychological health of the teaching staff and where necessary make it possible for them to have counseling, visit a doctor and leave from work.						
	5. The senior management provide a relaxation room for teaching staff. (a place to rest for physical and mental relaxation) (e.g. a lounge)						
	6. Relevant, up-to-date information about health issues is provided to the teaching staff.						

⟨I you have any further comments , please write them in the space below⟩

A large, empty rectangular box with a thin black border, intended for the respondent to write any further comments or feedback.

Thank you for your cooperation. Pease place your completed form in the envelope provided and mail it.