



Canterbury District Health Board

Health Promoting Schools

Ma te tautoko a te iwi ka puawai te kura

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*Mo tatou, a, mo ka uri a muri ake nei.
For us and our children after us – Ngai Tahu.*

Health Promoting Schools are schools which display, in everything they say and do, support and commitment to enhancing the emotional, social, physical and moral wellbeing of their school community (World Health Organisation).

Please distribute to health teacher/coordinator, principal, student health team, teachers, parents and Board of Trustees

Kei te mihi nunui kia koe, Whaea Gwen Rolleston (te tumuaki o Te Kura Kaupapa Maori O Te Whanau Tahu), mo to awhi, tautoko me to mātauranga ki tēnei kaupapa, ki tēnei mahahini.

Health and Education – Together we can do better

With so many conflicting demands on teachers and a curriculum bursting at the seams, teachers could be forgiven for feeling defensive when we start to talk about a whole school approach to health and wellbeing. While dealing with curriculum demands, it can be difficult to ensure children eat the right food, get enough exercise, clean their teeth, wear sunhats, be kind to one another and don't smoke.

However, research tells us very clearly that if a child experiences successful, positive social and emotional relationships and a consistent and secure environment, even in the hours they are at school, their long term health and economic outcome is improved.

Poor health interferes with learning and educational achievement

Academic achievement is a predictor of socioeconomic and health status in life, so schools have an interest in their students' health and health has an interest in education.

The foundation for Health Promotion in Schools work is underpinned by Te Whare Tapa Wha - the same foundation that is inherent in the New Zealand Health and Physical Education Curriculum document.

And as far as practice goes – health is right there with education as well. Our vision is to have actively involved,



confident, connected school communities working together to make things better. We might use different language to convey this, but our intent and purpose is the same.

Our job is to pull it all together into a complete package - a whole school approach so that what is taught in the classroom is reflected across the school in

the way things are done, how people relate to one another in playground, the staffroom and at the school gate. We come to your school with an intention to join altogether and work alongside you to make your job easier.

Health belongs to all of us – together we can do better

Restorative Practice at Freeville School

Jenny Fraser discusses how Freeville School in New Brighton is addressing behaviour management issues.

- Think before you act.
- Be considerate of others.
- Discuss your problems.
- Be willing to change.
- Have fun.

These are Freeville School's "Freeville Flyers" qualities, which are at the heart of the school's new way of addressing behaviour management issues. The new restorative conferencing model has been so successful that the school has already noticed a decrease in suspensions.

We could see that the traditional punitive approach just wasn't working. So our leadership team attended an introductory day with Restorative Practice Facilitator Marg Thorsborne on restorative practice. We found it was something that could sit well within our school and address misbehaviour in a way that involved all of those who were affected.

The leadership team went on to complete a three day workshop which gave them the tools and skills to be able to implement restorative conferencing in our school.

Our Principal is in our leadership team and has been on-board with this from the start. It is really important to have the Principal on-board, especially for such an initiative which requires a change within the school culture. Principals are the change drivers (or blockers) in any school.

Freeville has since had a number of 'conferences' (classroom and mini) with

year seven and eight students and have noticed a huge shift in their behaviour. The students have really taken on-board the language and understand the importance of putting right the wrong and repairing relationships. We have also found through evaluation that the parents, who have been involved so far, are supportive of this new process as they feel that all sides get a voice and a chance to be heard with amicable outcomes.

The next steps are to put the rest of the staff, all of whom are keen, through the training. Freeville has extended its training to include 18 staff from other schools in its cluster. Two staff from the leadership team will also attend the International Restorative Conference on the Sunshine Coast in October.



Jenny Fraser

What is Restorative Practice?

Restorative Practice in schools is about re-thinking behaviour management. It is based on the model used in the justice system called 'restorative justice' and includes family group conferences.

It is moving from the traditional punitive approach, which is authoritarian and stigmatizing, to one which seeks to put right the wrong by including all parties in a mediated 'conference'. The process can be summed up in three points:

- Reflect
- Repair relationships

- Reconnect
- The process involves a number of levels that a school can move through:

- School and classroom values and relationships
- Restorative chat (small cards that act as a prompt to use the appropriate language)
- Mini conference
- Classroom conferencing

If you would like to know more about Restorative Practice, please contact Jenny Fraser at Freeville School on (03)388 9666.

St Bernadette's School Hei Flyer Success - A Health Promoting School in Action

St Bernadette's School in Hornby is flying high on the success of its values programme.

St Bernadette's has developed the Hei Flyer model, an innovative whole school

approach to wellbeing that has been implemented over the past few years. The model has attracted a lot of interest both nationally and internationally, with more than 130 teachers visiting the school to learn more about it.

The school developed their 'Hei Flyer' model in conjunction with their students and community and continue to build on its success. The model was developed by incorporating key values with inquiry learning processes. Underpinning the model are 40 Hei Flyer 'habits' which encourage physical, spiritual and mental wellbeing. The values chosen reflect those that children need for thinking, learning and caring for each other – life skills that the school believes the children need for the 21st century. The Hei Flyer model has been embedded in the entire curriculum and the hope is that the children of St Bernadette's School can understand and implement the Hei Flyer Habits into their daily lives.

Each week 'a habit' is explored through classroom discussion, learning and reflection and is reinforced by messages at home and in the playground. Both students and parents are encouraged to reward

students when they display a Hei Flyer habit through Hei Flyer awards. All Hei Flyer habits are constantly reinforced and reflected upon.

St Bernadette's received a Health Promotion in Schools grant to support their focus for 2007 on engaging with its community and encouraging parents to be involved in the Hei Flyer programme. Each family has received an information pack which included a fridge magnet outlining how to be a Hei Flyer parent. Its weekly newsletter contains information about the habit for the week and tips for parents.

Both teachers and students agree that since the programme began, there have been significant changes to the teaching, learning and behaviour of pupils at the school, which has led to an improved school culture.

The students of St Bernadette's are proud of their Hei Flyer model. One student comments "school teaches us the values of life and our Hei Flyer model has helped us to treat others all fairly, no matter who they are."

Building on the success of its Hei Flyer model the school is now extending their focus to exploring the whole school approach to healthy eating. Well done St Bernadette's for being a health promoting school!



Handle With Care – How to develop a Behaviour Management Policy at school

In her thesis *Primary School Policy on Bullying: Blueprints for Health?* Jessica Brady from the University of Otago, Christchurch recommends the first step in developing a Behaviour Management Policy is to examine the perception and understanding students have of bullying.

Once this is openly discussed there can be a move towards identifying positive ways to relate to one another and what will happen if behaviours continue to be challenging. Research shows that a collaborative approach to policy development and more contact with families leads to an increased level of community awareness and involvement. This has a positive impact on behaviour. Actively listening to students' experiences of bullying, being explicit about what is expected, accentuating the positives and catching kids being good are critical to achieving long term change. So what can schools do? Remember that actively involving everyone in its development will make the policy work better and your job easier.

Step 1:

Ask the students, staff and families

- What is bullying, what sort of bullying do you see at school?
- How do you feel when you see bullying?
- How do you feel when it happens to you?
- What would help you feel better when it happens? ie:
 - What they see
 - How they feel
 - How it could be better
- What is important in helping everyone treat each other kindly and fairly
- What could happen if people continue to have challenging behaviour

Step 2

Collate the responses into two lists. Look for the similarities and keep the language nice and simple.

- How do we treat each other kindly and fairly?
- What happens if people don't do this? This is a 'round robin' approach so you will have to go back and discuss several times before you end up with a manageable list that everyone agrees with. Aim for between three and five in each list.

Step 3

Give your policy a name, write a simple (short) statement that describes it and print a copy for each class. All students and their teacher (including aides etc) should sign their class copy. Elect four representatives from each class to sign school copies for the library and the office. These are also signed by all staff and parents. Laminate all copies and present to class, staff and parent representatives at Assembly. Display copies prominently in each class, library and office.

Step 4

Review the policy at the beginning of the year as a school to see if everyone understands them, if they are working and if anything needs changing.

For support and advice in developing your school policy, contact your Health Promoting Schools Advisor.

For ideas about how to consult with your community go to www.tehononga.org.nz and check out the Community Consultation section.

How to Deal with Text Bullying

Text bullying has become a common form of bullying. All bullying is serious, but nasty texts can be sent fast and anonymously by many people, so it is especially serious.

Text bullies often use extreme language because they feel anonymous and safe and their victim is out of sight. It can be very upsetting to be text bullied because texts can be sent after school, at night, and even on weekends.

There are special risks attached to text bullying:

- Research has shown that some New Zealand children have access to mobile phones without their parents knowing.
- The bullying doesn't stop when school is finished. Parents report children receiving texts during school holidays, at weekends and late at night
- Because the victim is out of sight, the language and content of the texts can be more extreme, and so even more harmful.
- The anonymous nature of text bullying can encourage bullies to feel safe and believe they won't get caught but the victim can feel even more intimidated.
- Many children will not tell their parents if they receive bullying texts in case the cellphone is taken off them.

What can parents do?

- Tell your child to:
- Tell you every time they are text bullied
 - Keep the messages, but don't respond

How you can help:

- Ask the cellphone provider to change your child's cellphone number or have the bully's number blocked
- If the school bans cellphones, make sure your child leaves it at home
- Talk to your child about acceptable and unacceptable ways to use a phone

For more information or for help phone Net Safe on 0508 638 723, email: queries@netsafe.org.nz or go to: www.netsafe.org.nz

Tai Tapu is Officially a Cool School

Tai Tapu School has implemented a peer mediation programme where senior students work with younger children to sort out any minor disputes in the playground.

In term three, the school investigated the possibility of joining the Cool Schools Peer Mediation Programme because it wanted to give its Year Eight students more responsibility.

The Cool Schools Programme Canterbury Facilitator Chrystal Witte visited the school to introduce the programme to students. Although we were unsure how the children would respond to the programme, Chrystal won them over and most of the class put forward their names as mediators. Our school coordinator continued the training over the next three weeks and the mediators were out in the playground wearing our new yellow mediator vests and getting plenty of customers. The teachers have also been trained in staff development sessions and recently we invited parents to join a programme, which Chrystal also ran.

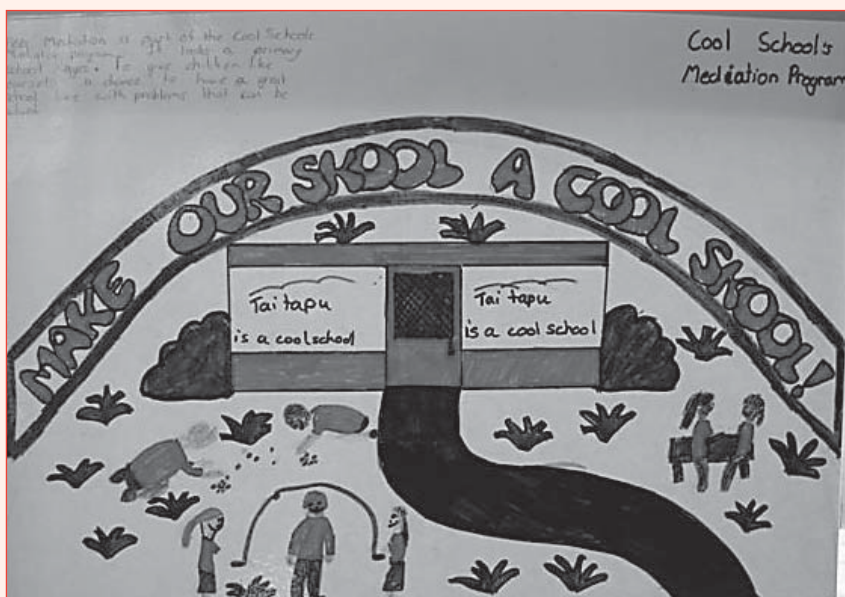
All other classes at the school have gone through similar training, although not in such depth. This has ensured all children understand the process and language of mediation.

The children's training has taught them some very important skills which should be a great help to them as they go through life. They are now using "I" statements, using active listening skills and giving positive feedback once children have sorted out their issues. Mediators keep records of each mediation they undertake. We also look to spot the positive interactions between students and celebrate them with special certificates at assembly. This is another worthwhile job for mediators who are rostered in pairs once a week.

The advantages of the programme are:

- That the duty teachers do not have to deal with the minor issues.
- Teachers are also saying that children are not returning to class bringing back little problems.
- Seniors are spending time getting to know the younger children who look up to them in return and have confidence in their ability to help.
- We have a central spot where younger children can go if they are lonely and the mediators will try to find a friend or activity for them.
- Duty teachers deal with any major incidents and the mediators are aware of issues which are not suitable for mediation.

At Tai Tapu we look forward to this becoming a part of our school culture and the Year Seven children are already expressing interest. It has been a very worthwhile experience for our school.



What is the Cool Schools Programme?

The Cool Schools Programme is an initiative run by the Peace Foundation, Aotearoa/New Zealand, Ministry of Health and the Ministry of Education. The programme is now in more than half of all schools nationwide (1600+), has been implemented in Australia and trialled in Pakistan and Fiji. The training is free to state and state integrated schools.

Benefits

- Students work their issues out with their peers in a cohesive and sustainable manner.
- The training is clear, succinct and integrated as a whole school philosophy. This, in turn, develops communication skills used for life, where students are empowered through management of conflicts and relationship building.
- Overall increase in teachers' enjoyment of teaching.

The programmes include:

- Whole School Training at Primary & Secondary levels (5 hours of free training with students and staff)
- Revisit (2 hours): like a 'Peer Mediators Warrant of Fitness' for those already in the programme
- Parents' Programme (6 hours): parents see, observe and learn from their children how to mediate successfully.
- Free resources are given (confirmed contracts) as well as resources available for purchase.

If your school is interested please contact: Chrystal Witte, Box 5329, Papanui, Christchurch, New Zealand
Phone: +64 (3) 355 4475
Facsimile: +64 (3) 356 1310,
Email: chrystal@witte.co.nz
Peace Foundation Website:
www.peace.net.nz

St Anne's Catholic School Joins the Cool Schools Peer Mediation Programme

Teacher Judi Parker discusses why the school is implementing the Cool Schools Programme.

Staff at St Anne's Catholic School are hoping students will be taking part in the Cool Schools Programme by next year, with all Year Five to Eight students training as peer mediators.

Staff participated in the day-long training course in term two. They believe the life skills this programme teaches will encourage our students to take

responsibility for creating a safe and positive classroom and playground environment. The skills taught in the programme will begin in the classroom. This term all classes are learning how to solve conflict in a positive way, therefore our main focus this term will be to run this programme via the health curriculum.

Healthy Relationships – Creating the NBC Kid

New Brighton Catholic (NBC) School staff, students and their parents are working together to create a bully-free atmosphere at the school.

Last year, staff at the school decided to look at the issue of bullying and how they could work with parents and children to address the problem.

A staff member had written a programme outline and after some discussion it was decided to further develop and adopt it this year. The intention was to embed the programme and the school's special character more firmly across the curriculum and in the way everything in the school was done. The foundations for this programme are the four Rs – Reflective, Relationships, Resourceful and Resilience.

The school became part of the Health Promotion in Schools Grant programme this year and the first step was to survey all children using the Te Hononga website questionnaires to find out how they felt about the school.

The survey showed that children at NBC have strong peer friendships. They shared things, helped and supported one another, and cheered each other up. They also said they were always treated fairly by teachers. However, there was some concern about the bullying children said they experienced at school.

'R' cards were introduced at assembly in term three and the first focus was on Relationships. Children who were spotted in the classroom and playground relating to others in positive, sharing and caring

ways were recognised with an 'R' card which they put into a box. All cards are acknowledged during assembly with one being pulled out for reward.

Acting Principal Jo De Bono says the programme has had a positive effect on students' behaviour.

"You could see children really playing well together and we noticed that many playground incidents we used to see during duty were really reduced. A group of children came up one morning and asked how they could get a card. I explained we needed to see them playing well, not just with their friends but with others as well. When I looked about five minutes later, there they were having fun with another group of children they usually never play with. The great thing is that this hasn't

been a one week wonder. We continue to see children sharing things, working well together and playing happily."

Working alongside Community and Public Health Health Promotion staff, teachers at NBC have discussed how the programme will develop in the future. Over the next term, they intend to revisit their programme to ensure it fits well within their special character and the goals they have for 2008. Time will be given to staff to ensure everyone is familiar with the programme. Involving the children in decision making, the development of school values and behaviour management procedures in easy to understand child-friendly language is one area of focus for 2008.



Belonging at Tinwald School

'Are our children happy and safe at school?' This question posed by Tinwald School Board of Trustees Chairperson Mike Farrell led to further discussion among staff and ultimately the formation of a project called 'Belonging To Our School'.

Tinwald School Principal Chris Herrick says the school wanted its pupils to feel part of the school community.

"We believe that children who feel attached and connected to their school engage better in their learning," he says.

The school applied for a Health Promotion in Schools Grant in 2006 and is currently working with staff from Canterbury District Health Board's Community and Public Health division to implement the project.

The first step was to survey the children to discover how they felt about attending their school. This was done using the Te Hononga resource, an anonymous on-line website that captures children's

perceptions around school safety, relationships with peers and staff and their sense of connection with the school.

Using the Te Hononga website as a tool to gather information will lead to better planning around issues of safety and belonging. Work in term four will centre around gaining further information from a focus group of children and the creation of a long-term plan by staff for further action around belonging and resiliency.

"The process worked well," says Chris Herrick. "It was good practice to keep teachers informed at all stages of the process and to have Community and Public Health staff analyse the data and then report back to the staff and the BOT.



The school felt affirmed by the outcomes and it was very useful to highlight some of the good work that is already happening. Some of the responses were challenging, and will require some more information being gathered from the children, but we see this as an opportunity for further development."

Branston Intermediate – Whole School Approach to Behaviour Management

Branston Intermediate School is a decile 3 Intermediate school in Hornby, Christchurch. We have approximately 235 pupils at the school.

Branston had a number of long serving staff members who have been an integral part of the running of the school. I joined Branston staff in term 4 2006 just as many of these longer standing staff members were beginning to leave. Something I noticed was that the school values were inherent but were not explicit. The staff were concerned about the high instances of negative behaviour and I felt, as a new member of staff, that the behaviour management system was quite hard to follow and queried the purpose of some of the consequences.

About that time I received an application form for the Health Promotion in Schools Grant. Initially I was attracted by the money but really didn't want to sign up for something that was going to involve a lot of staff professional development time and other commitments. I didn't think we had a specific 'project' or issue that we could use to apply for funding. Thankfully I rang Nicky Harrall, from Community and Public Health, and she came out and met with me on site. I had a very candid conversation with her and spoke about an idea to establish some core values and how to revamp the behaviour management system. I wanted to work with the children in both of these areas but was unsure on how to go about this. Nicky provided me some research that showed children need to feel connected to the school before you can improve their behaviour. This confirmed what I had been discussing with our RTLB.

Our application was successful. As part of the application we established a Student council made up from students and adults who will regularly meet to discuss health issues and will allocate the funds to health issues based on needs in the school. Each class has a member democratically elected to the committee and most have weekly class meetings. The first task in term one was to establish the values project. We tackled this as a whole school action research project. It was a simple inquiry unit 'What are our Branston Values?' The general format I adopted from an idea Nicky told me about 'Photovoice' and is on the website www.tehononga.org.nz. I took digital photos of different values I could see in the school and turned it into a timeline of a general school day on PowerPoint and showed it at assembly. Classes then had to generate a list of attributes they thought the school valued. All lists got put together and then they had to group them. I then asked each class to choose different words and see if they could use it for an acronym for the different groups of values. The word we came up with was BRANSTON and each letter stands for a different value. Each class then had to represent these values in a way that would enhance our school environment. One class repainted 8 old classroom chairs so that each chair represented a different

value. These chairs are going to be used at assemblies. Another class made mosaic tiles, one for each value. Each class then had to demonstrate a value into the wider community as part of their social action. One class is going to clean up a beach in the summer; a syndicate adopted a park and was part of a group that successfully campaigned to make the park Smoke free.

In consultation with the staff and pupils I rewrote the behaviour management procedures. At the end of each term we have an incentive reward for those pupils who have displayed all our values.

In term 2 the main focus was to use the student council to tackle playground behaviour. We had a big focus on graffiti, all classes contributed to a document which went to the BOT. It included practical steps to reduce graffiti e.g. teach it as part of art and more preventative measures – teach the children how to stand up to peer pressure. Our wonderful Health Promotion in Schools advisor Holly Hearsey from Community and Public Health came to this meeting with the student council and listened to the children's ideas. She also gave the children some ideas and ways of looking at the issue from different angles. The student council also surveyed the children and asked them why they thought there were problems at lunch time. A lot of children complained they were bored so the student council decided to spend some of the money on physical activity equipment to use at lunch time. Again they surveyed their classes and came up with wish lists. I gave them some sports catalogues and a budget and away they went. All leaders in our school have a turn checking the equipment in and out at lunch time. Since the equipment has been available, there has been marked decrease in problems at lunch time.

We have established a lunch club which serves two purposes. Any children that have an anti-social behaviour at lunchtime are directed to speak to one of the DP's during lunch to reflect on what they did/why they did it/impact/how to fix the problem. From there they join a club where a teacher supervises an activity during lunch. They have to practise the skills learnt in reflection. The skills they need to practice

(e.g. negotiation, patience, inclusiveness, self-control etc) get listed in the book so the teacher knows what to encourage. Usually a child has to join lunch club for a period of 3-5 days after they have displayed negative behaviour. Lunch Club is advertised every day in the notices, telling children where it is and what the game is. All children are invited to take part. Any child that thinks they are being bullied is encouraged to go there as a preventative measure. Lunch Club is taken by different teachers each day instead of their normal lunch duty. The activities are different each day and are things the children enjoy playing. The purpose is to correct negative social behaviour rather than punish it.

Holly has come to our staff meetings and talked about the Te Hononga survey. This is a fantastic on line survey that the children complete anonymously about school connectedness and bullying. The report from this survey will go to the BOT and will be used to plan for next year.

We have been encouraging staff wellbeing through taking part in a staff pedometer challenge which was done in groups. Our caretaker was the person we all wanted in our groups!!

In term 3 our student council has been working on making a poster for each class. The poster is aimed at giving their peers tips on how to deal with name calling. It includes the collective wisdom of all the children in the school and written in their own language.

I have found being part of the Health Promoting Schools Project a very positive rewarding experience. Initially I was hesitant because I didn't want to over commit our school (we are on the ICT contract). However one of the positive things about being a health promoting school is that Nicky and Holly help when and if I ask for it. They are always at the other end of the phone or an email away. Even for small things such as text bullying, which we had an issue about, Holly was able to email me back a whole list of things that we could use in the newsletter. Health Promotion has opened up the door to many resources (both people and other) that has helped make our school a positive place to be in. The staff I have worked with through Health Promoting Schools understand the pressure our jobs are and are there to support the initiatives that our school comes up with.

Article written by Michaela Macdonald, Deputy Principal at Branston Intermediate School.



Bullying Bystanders

Bullying at school typically takes place in the presence of other students or bystanders. Teachers are rarely present and often do not find out what has happened. Although bystanders sometimes speak out to discourage the bullying, the most common reaction is to ignore it – and the bullying simply continues. Research shows that if students do take action to discourage the bullying then there is a good chance that it will stop.

One of the ways in which school bullying can be reduced is by encouraging students who observe it taking place to act in such a way as to discourage it.

Research shows that when this happens around half of all bullying will stop.

What is it that distinguishes students who would be ready to take action from those that would not?

The most important factor is the expectation of friends. If students think their friends expect them to stand up in support of the victim, then they are much more likely to do this.

Expectations of parents is largely irrelevant where boys are concerned and only slightly relevant to girls, while the expectations of teachers hold very little, if any, relevance for either!

If there is a history of repeatedly acting helpfully then intervention is more likely to occur.

An expressed feeling of empathy for victims makes a difference, with primary school girls more likely to intervene to stop bullying than boys.

Once students have acted to help the victims of bullying they are more likely to do so again, especially if their actions are reinforced by teaching staff and parents.

A good starting point for promoting positive bystander action on the part of students, lies in teachers seeking to understand bystander situations from the students' point of view, and facilitating informed discussion about what class members think should be done and how.



Practical Suggestions

- Open up the discussion of bystander behaviour with your class by asking what they would do and why – using an anonymous post box might get this off to a good start
- Focus on positive answers - these can be a very powerful tool
- Recognise that those who say they would do nothing – usually do so because they are fearful and may need reassurance
- Identify situations where it may be dangerous to intervene and explain that in some situations it may be necessary to get help and where from
- Get students to rehearse/role-play what they might say if they see bullying
- Encourage students to report back to class when they respond or see others responding to bullying situations positively. Discuss outcomes,

challenges, solutions and reinforce positive behaviour

- Involve parents/whānau through discussion in newsletters and meetings – they will see that if more children express disapproval of bullying then it will be extremely positive for all, including their own children.
- The earlier you start, the better!

Research on Bullying Bystanders can be accessed at:

<http://www.education.unisa.edu.au/bullying/Bystander-Educational-Psychology.pdf>

<http://www.education.unisa.edu.au/bullying/Innocent-bystanders.pdf>

Information in this article was sourced from: **Teacher: September 2004; Innocent Bystanders?, Ken Rigby and Bruce Johnson**

Health Promotion in Schools Grant 2008

It is that time of year - our Health Promotion in Schools grants for 2008 are up for grabs!

The Health Promotion in Schools Grant help schools to address health issues through the whole school approach,

ensuring that what is taught in the curriculum is complemented by practices outside the classroom. The key issue areas that will be considered include physical activity, mental health and wellbeing and smoke free. Application

forms will be sent to your school early this term and applications close in mid November. See the story from Branston Intermediate on page six to learn more about being involved with the Health Promotion in Schools grants.



Websites

Research and programmes that work

<http://www.tehononga.org.nz>

Bullying in Schools and What to Do About It – Dr Ken Rigby
<http://www.education.unisa.edu.au/bullying>

Friendly Schools and Family Programme
<http://www.chpru.ecu.edu.ac>

Better Buddies
<http://www.amf.org.au/better.cfm>

FRIENDS – preventing and treating anxiety in children and youth at school
<http://www.friendsinfo.net/>

Travellers – exploring life changes
<http://www.travellers.org.nz/>

Especially for youth

Attitude – a New Zealand website ‘for your head’ tackling youth issues in your

everyday life
<http://www.attitude.org.nz>

The Word – questions answered about sex, life and relationships
<http://www.theword.org.nz>

For families

No Bully – info for kids and parents about bullying
<https://www.police.govt.nz/service/yes/nobully>

Strategies with Kids Information for Parents
<http://www.familyservices.govt.nz/our-work/strong-families/skip/index.html>

Family Web – a selection of great websites for New Zealand families
<http://www.familyservices.govt.nz/info-for-families/familyweb.html>

Parents Inc – offers programmes and resources for NZ parents
<http://www.parentsinc.org.nz>

Skylight – change, loss and grief
<http://www.skylight.org.nz/>

For kids, young people and adults

Kidsline – 24 hour service
Call free 0800 Kidsline
0800543 754
Youthline – 24 hour telephone counselling service
Ph: (03) 3666743
Christchurch rural areas call free 0800543754

Canteen – support for young cancer patients, their families and friends

<http://www.canteen.org.nz/>

General information – mental health and wellbeing

NZ Mental Health Foundation – offers mental health information and support resources
www.mentalhealth.org.nz

Calendar Dates

October

Breast Cancer Awareness month
Kidsafe month
1st International Day of Older Persons
5th International Teachers Day
8th Term 4 begins
8–14th Mental Health Awareness Week
10th World Mental Health Day
12th Pink Ribbon Day – Breast Cancer
15th Can Teen Bandanna Week
16th World Food Day

20th World Osteoporosis Day
23–29th Blind Appeal Week

November

5+ A Day Promotion Month
National Fruit and Vegetable Month
2nd ‘Push Play’ Day
6–12th Leukaemia Appeal Week
11–17th Sunsmart Week
14th World Diabetes Day
20–26th Diabetes Awareness Week

December

1st World AIDS Day – Red Ribbon Day
3rd International Day of Disabled Persons
5th International Volunteers Day
5th Child Cancer Funrazor
10th World Human Rights Day
14th Term four ends – secondary
18–21st Term four ends – primary



SKIP (Strategies with Kids/Information for Parents) has come out of Family and Community Services (Ministry of Social Development). It is a community based social marketing approach to support

parents to use positive parenting strategies.

As part of this campaign they have created a set of nine pamphlets giving simple, practical tips for parents covering topics such as:

- Ages and Stages
- Tantrums
- Supermarket Survival
- Managing Behaviour for Under Fives

- Tips on Stress
- Children with Special Needs
- Keeping Kids Safe
- Temperament
- Jealousy and Fighting

These pamphlets are available FREE from CHIC (Community Health Information Centre) Ph 364 7844 or from the website <http://www.familyservices.govt.nz/info-for-families/skip/>

To read Health Promoting Schools online go to <http://www.cdhb.govt.nz/communications/publications.htm> and go to H for Health Promoting Schools.

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We welcome your contributions to this publication, particularly your success stories, as well as your ideas for articles and information you would like to see. Feel free to reproduce any of these articles in your own publications. The Health Promoting Schools magazine will be distributed once each term.

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Canterbury

District Health Board

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