Health and Wellbeing –Pillers for Nation Building

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Abstract

Nation-building refers to the process of constructing or structuring a national identity using the power of the state.This process aims at the unification of the people within the state so that it remains politically stable and viable in the long run. Nation-building can involve the use of propaganda or major infrastructure development to foster social harmony and economic growth. But power exercised by the state alone is not sufficient for nation building. In fact we must develop the feeling of oneness towards our nation for nation building. As we know students or youth are the future of country, the prosperity and progress of a nation greatly lies on the shoulders of our young generation but it is possible if they are mentally, physically, socially and above all emotionally healthy. To make them healthy from all aspects the role of schools andteachers cannot be ignored. Here question arises Do our teachers or school personnel are physically, mentally and emotionally healthy? The answer is "no", so, It becomes the need of the hour to make both students and teachers physically, mentally and emotionally healthy as well as acquaint them with well-being as they are the foundation for nation building.We cannot imagine a prosperous nation until or unless our students and teachers are emotionally and physically healthy. First of all we must know what is health and well-being? What are the various aspects of health and well-being? What should be the role of school and teachers in health and well-being of students?

Health and well-being:health is a state of complete physical,mental and social well-being and not merely the about Good health and wellbeing brings many benefits for all of us. Healthier people tend to be happier, tend to play an active role and contribute to society and the economy through their families, local communities and workplaces. Conversely, poor health and wellbeing puts a huge strain on individuals, the NHS, the economy and society.

A good or satisfactory condition of existence; a state characterized by health, happiness, and prosperity;welfare: *to influence the wellbeing of the nation and its people.* It is about encouraging people to build these ways into their daily routines and potentially add 7.5 years to their life expectancy.Health and wellbeing is as important as physical health; feeling good is an important part of being healthy.

Role of school personnel in health and well-being of students:
Learning Environment

A safe learning environment covers the physical and cyber spaces students engage in for school activities. Schools develop school wide rules and consequences in collaboration with their school community. A positive learning environment supports students' personal and social development and staff wellbeing. Schools provide rich learning environments that are open, respectful, caring and safe.

Curriculum and Pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management)

As part of the whole school's curriculum, schools provide age-appropriate drug and alcohol education that reinforce public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students. Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Schools enact a pedagogical framework that reflects the Pedagogical Framework expectations and principles.

Drug education and intervention

Schools implement drug intervention measures for students involved in drug-related incidents at school or during school activities.Schools manage illicit drug-related incidents in line with their Responsible Behaviour Plan for Students to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Physical activity in state schools

Schools provide opportunities for students to participate in structured physical activity during school time to support health and wellbeing.

Road safety :Schools implement a cooperative approach regarding road safety initiatives in and around schools that promotes safe road user behaviour, reinforces the road safety messages, and as much as possible protects students against risk of injury or harm associated with road use.

Schools record road safety incidences that occur in the immediate vicinity of the school. Schools work in partnership with the school community to enable safe and responsible travel of students travelling to and from school.

Health conditions and medications

Specialized health needs

Schools ensure students with specialized health needs, including those requiring specialized health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialized health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Schools require medical authorization from the student's prescribing health practitioner and written instructions from the parent to administer any medication to students (both prescription and non-prescription).

For students with a long term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Every school maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Contagious conditions

In the event that a child at school is found to have a prescribed contagious condition or is suspected of having one, schools take action in accordance with the *Public Health Act 2005* and comply with directions from the Public Health Medical Officer (PHMO) at the Public Health Unit.

Mental health : Schools implement early intervention measures and treatments for students where there is reasonable suspicion that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Negotiated Education Plan.

Suicide

Suicide prevention: School staff who notice suicide warning signs in a student that raise significant concern seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff. When dealing with a suicidal or mental health crisis, schools call when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, schools follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide post -venations

In the case of a suicide of a student that has not occurred on school grounds, schools enact a post - venations response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, schools immediately enact their School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to student and staff who may be affected.

Partnerships

Schools facilitate collaborative and productive partnerships with and between students, teachers, parents and support staff and community groups, and engage a range of school-based services and external agencies to support the health and wellbeing of students and their families.

- All staff and pupils play a part in developing and maintaining a positive school culture

- Attention is paid to creating and maintaining a welcoming environment, which is secure and well lit

• The school has a smoking policy and its grounds are free of litter and graffiti; toilets have locks, toilet paper, hot water and paper towels, as well as sanitary towel dispensers and disposal facilities; and clean drinking water .The National Healthy School Standard (NHSS) is sponsored by the Department for Education and Skills (DFES) and the Department of Health and managed by the Health Development Agency (HDA). Its three aims are to contribute to:

1. Raising pupil achievement
2. Promoting social inclusion
3. Reducing health inequalities

Factors and strategies for health and wellbeing of teachers

Managing excessive demands: Work pressure or workload can result from either task complexity or quantity. Work overload is increasingly considered to be a major problem for teachers. A recent study[4] reports that most types of teacher work an average of 50 hours per week in term time, with middle/senior managers in primary and secondary schools working on average 51 and 54 hours per week respectively and head teachers working 57 hours per week on average. All teachers and school

leaders working more than six hours a day are entitled to a break of at least 20 minutes during the working day and to an uninterrupted break of 11 hours between the end of one working day and the start of the next.

Lack of control: A lack of perceived job control is significantly associated with high blood pressure and heart rate. A lack of freedom to be innovative and make full use of one's skills is also known to increase job stress.

Professional support: While it is inevitable that individual teachers will have different perceptions of what constitutes adequate professional support, what is clear is, where that support is perceived to be lacking, there will be a consequent adverse effect on morale, performance and teacher wellbeing.

(i) Do not agree to undertake specialist tasks for which you have not been properly trained. If this is currently the case, draw the matter to the attention of your manager and seek early access to appropriate training;

(ii) Identify the classroom support and curriculum resources you need to deliver the results expected of you and seek the support of your manager to secure them;

Work relationships with colleagues: It is generally accepted that group cohesion and co-operation is conducive to a healthy working environment and may help protect workers against stress and burnout. Where this sense of togetherness is absent, poor peer relationships manifest themselves in low solidarity, lack of co-operation and interpersonal conflict.

(i)   If you think you are being bullied, harassed or subjected to other forms of unacceptable behavior by colleagues, it is important to keep a record of what has happened and to seek an early remedy. Don't keep the problem to yourself. You may find that other colleagues have similar experiences.

(ii)   If possible, approach the individual to make it clear that their behaviour is unacceptable. The individual may not be aware of the effects of their conduct and a personal approach may be all that is required to improve their behavior towards you. Consider seeking the help and advice of your manager, union representative or other supportive colleague if you find this difficult;

(iii) If an informal approach does not work you should seek the assistance of your manager or union representative to address the issue more formally;

Pupil behavior: Pupil behavior impacts significantly on a teacher's sense of wellbeing. Disruptive behavior can range from low-level disruption, which frustrates the delivery of lessons, to incidents of verbal and physical assault that seek to intimidate staff and often result in short- or long-term breakdowns in physical or mental health.

(i) speak to supportive colleagues about successful strategies to manage difficult pupils;

(ii) Consider the way in which diverse ability classes are organised and whether the current system best meets the educational needs of learners;

(iii)   be aware of the support offered by managers and school policies in the event of unacceptable pupil behavior and take advantage of the assistance provided;

(iv) **Changes within the workplace:** Unfortunately, many changes within schools and colleges, whether curriculum-related or technological, are implemented without training and with little consultation or regard for the impact of the initiative on those who will be required to deliver the changes.

'Perpetual change and lack of job resources not only directly increases the likelihood of burnout but indirectly affects the likelihood of burnout by creating feelings of lack of perceived job control, low access to information and perceptions of inadequate supervisory support.

Disclosing your difficulties and good practice responses:

Teachers struggling with wellbeing or mental health issues are often reluctant to disclose the fact because of the fear that it will affect the way that they are treated within the workplace. Specifically, they feel it will reduce their career opportunities within the school or their chances of moving to another school. Worryingly, the *Teachers' Mental Health* report identifies the perceived stigma associated with stress and mental health problems as being a major obstacle to early intervention and appropriate management.

Employees are not under a legal obligation to disclose their disability or long-term health condition but, if they do not, it may affect their ability to assert their rights under the Disability Discrimination Act.

Conclusion: in the light of discussion we can say that health and wellbeing of students and school personnel is the foundation of nation building. No nation can progress and survive until and unless its students or we can say that youth are physically, mentally and emotionally healthy and of course teachers, who help them in all these aspects, their health –physical, mental and emotional too cannot be ignored as they show them right path which is the dire need of the today where both students and teachers are facing with various health and emotional problems. We have to adopt above discussed strategies and programme of action so that our nation progress.

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