Health and Wellbeing Policy

Rationale

Through high quality learning, teaching and assessment and a nurturing and relationships-based approach, we aim to promote positive Health and Wellbeing for our whole school community.

Aims

- ✓ ENSURING SAFETY OF LEARNERS: Clear understanding of responsibilities of all for the Health and Wellbeing and safeguarding of children. (See Safeguarding Policy)
- ✓ DEVELOPING POSITIVE RELATIONSHIPS: Establish open, positive, supportive relationships across the school community. (See Promoting Positive Relationships Policy)
- ✓ CREATING A NURTURING ENVIRONMENT: Promote a climate in which children and young people can express their feelings, feel safe and are listened to. (Refer to 6 Nurture Principles)
- ✓ SUPPORTING STAFF: Provide training, resources and a network of support.
- ✓ DEVELOPING PARTNERSHIPS WITH PARENTS: Providing partnership opportunities with parents e.g. Parent Information Evenings, Family Learning Events and Parent Leaflets.
- ✓ DEVELOPING LEARNERS' KNOWLEDGE AND SKILLS TO THRIVE: Implement a progressive and engaging Health and Wellbeing curriculum, plan for transitions and model behaviour which promotes positive Health and Wellbeing.
- ✓ SUPPORTING INDIVIDUAL NEEDS: Identify and support specific individuals who require targeted intervention to support their Health and Wellbeing. (See Supporting Learners Policy)
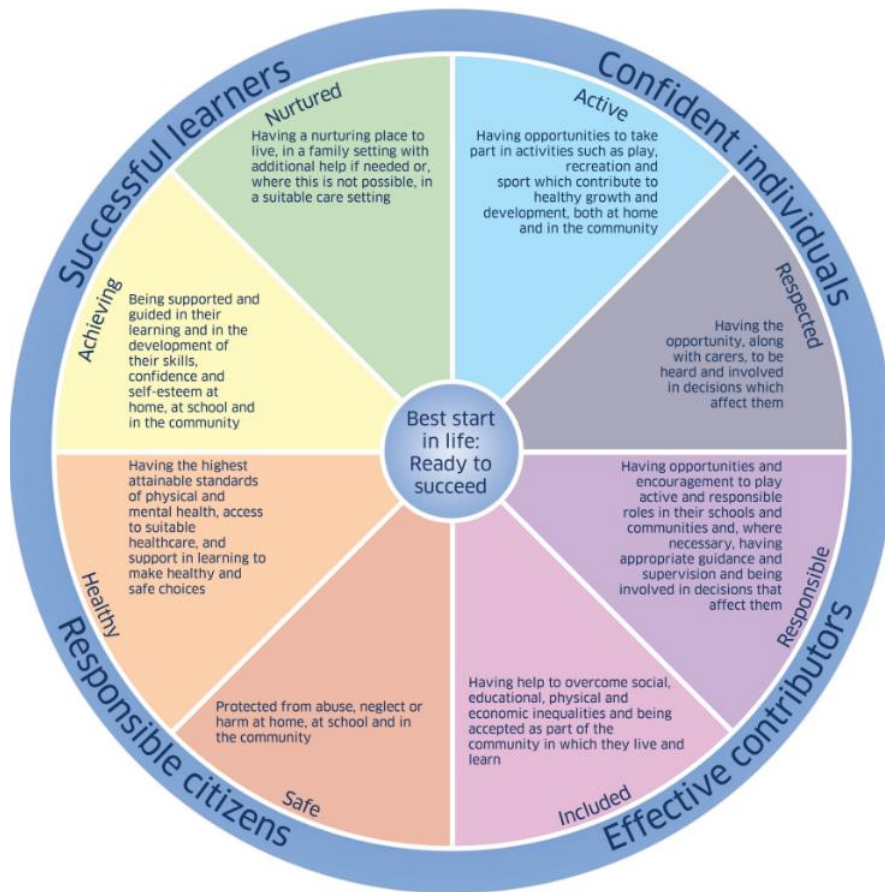
ENSURING SAFETY OF LEARNERS (See Safeguarding Policy)
• Training for all staff • Concerns passed quickly and directly to Child Protection lead (See Child Protection Training) • Partnership working with other services

DEVELOPING RELATIONSHIPS & CREATING A NURTURNG ENRIVORMENT (See Promoting Positive Relationships Policy)	

• Promoting Positive Relationships Policy
  o Using the Positive Behaviour Blueprint to ensure consistency
  o Positive postcards
  o Naming and noticing
• Positive relationships between pupils and staff
  o Staff take time to get to know children
  o Embedding Nurture Principles
  o Welcoming system
  o I wish my teacher knew / Class HWB systems
  o Anti-Bullying Policy
  o HWB Tracking
• Promoting Pupil Voice
  o UNCRC – Rights Respecting School journey (Silver Award)
  o Pupil Council, MIOs, Eco Committee, Digital Leaders, HWB Champions, Sports Council, House Captains.
	• Buddy System
	• Assembly programme
	• Promoting positive relationships and partnerships with parents and local community
	  o Parent Council
	  o Parent Association
	  o Open door/Phone calls
	  o Seesaw to share pupil progress and achievements
	  o Involvement in community events
	  o Community partnerships
	• Celebrating success
	  o OSCARS (Outside of School Certificate of Achievement and Recognition
	  o Class achievement Displays
	  o Achievement Day

6 Nurture Principles

1. Children's learning is understood developmentally

2. The classroom offers a safe base

3. The importance of nurture for the development of wellbeing

4. Language is a vital means of communication

5. All behaviour is communication

6. The importance of transitions in children's lives

SUPPORTING STAFF

- Regular and responsive staff development
  - Training from partnership agencies (e.g. ACES- Educational Psychology)
  - In house training during in-service, staff meetings and collegiate time
  - Responsive training for individual staff to meet specific needs of children

DEVELOPING PARTNERSHIPS AND SUPPORTING PARENTS

- Supporting Parents
  - Family Learning Events
  - Parent Information Events
  - Parent Information Leaflets
  - Open door policy
  - Regular meetings with ASN co-ordinator and EST teacher - signposting and support provided by partnership agencies (E.g. SALT, Ed. Psych)
- Support in referral process to other agencies e.g. CAMHS, North Autism Team

DEVELOPING LEARNERS' KNOWLEDGE AND SKILLS TO THRIVE
(See Health and Wellbeing Curriculum policy)

- Health and Wellbeing Curriculum
  - Progressive, skills based Health and Wellbeing curriculum.
  - BounceBack (P5-7)
  - PATHS (P1-4)
  - Growth Mindset Resources
  - Assembly Programme
- Transitions
  - Robust yearly transition procedure
  - Supportive and well developed resources and procedures for pre and secondary school
  - Enhanced transition nurture group
  - Enhanced transition group for identified children (Secondary Support for Pupils)
  - Bespoke transition arrangements for identified children (Secondary Support for Pupils)

SUPPORTING INDIVIDUAL NEEDS

- Assessment
  - Health and Well-being Assessments
  - Strengths and Difficulties questionnaire
  - Teacher knowledge and relationship with learner
  - Identifying vulnerabilities- Risk Matrix
- Support
  - Universal or Targeted support procedures (See Supporting Learners Policy)
  - EST - Social Skills Groups
  - Seasons for Growth
  - Nurture Group
  - Lifelink
  - Partnership working with other agencies