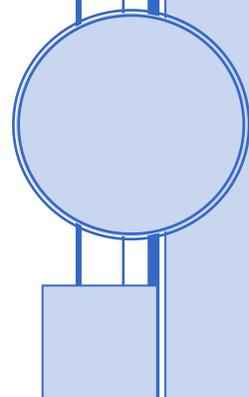




# GULLANE PRIMARY SCHOOL

*HEALTH AND WELLBEING POLICY*

1/1/2019



## GULLANE PRIMARY SCHOOL

### *HEALTH AND WELLBEING POLICY*

(This policy takes account of the recommendations set out in a Curriculum for Excellence (CfE). It should be read in conjunction with our Learning and Teaching, Assessment, Behaviour and Support for Learning policies.)

#### **RATIONALE**

*Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.*

#### **Health and Wellbeing Experiences and Outcomes 2009**

#### **AIMS**

In Gullane, through a whole school approach, we aim to enable our learners to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing;
- experience change and enjoyment;
- experience positive aspects of healthy living and activity for themselves;
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle;
- make a successful move to the next stage of education or work;
- establish a pattern of health and wellbeing which will be sustained into adult life and which will help to promote the health and wellbeing of the next generation of Scottish children.

#### **IMPLEMENTATION**

##### Planning

In Gullane Primary, we plan using the outcomes for Health and Wellbeing, along with East Lothian Frameworks, to ensure that balance is achieved within each of the three organisers detailed in CfE:

- ❑ Planning for choices and changes
- ❑ Physical education, physical activity and sport,
- ❑ Food and health,
- ❑ Substance misuse
- ❑ Relationships, sexual health and parenthood.

Health and wellbeing also permeates the hidden curriculum through integration of health education with other areas of the curriculum, extra-curricular activities and the supporting school ethos. Health education is supported by external health and caring agencies through on-going partnership between home, school and local community, and through East Lothian and national health promoting initiatives e.g. Fit Fifteen.

We seek to support all children to become successful learners, confident individuals, responsible citizens and effective contributors through a structured programme of study, which capitalises on everyday opportunities to plan responsibility across the curriculum. We recognise that promoting health and wellbeing is the responsibility of all and is covered holistically through the wellbeing indicators, namely that our children will be:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

## Learning and Teaching

Our approach:

- makes appropriate use of active learning, whole class teaching, related individual work, small group discussion and collaboration
- makes appropriate use of role play and simulation activities
- is presented to the pupils in a straightforward and empathetic way with the additional support of resources such as videos, reference books, worksheets and ICT
- ensures that all pupils have equal access to the health and wellbeing programme and are supported to do so
- ensures that teaching approaches are based on an understanding of pupils' health needs
- consults and involve parents appropriately in its approach to learning and teaching
- ensures that teaching and learning takes place in contexts where pupils can explore issues safely and openly
- integrates the expertise of a PE specialist along with specialist services in the community e.g. the Active Schools Coordinator, Sports Development Officers and Community Police
- ensures that ICT opportunities are realistic, straightforward and allow the simultaneous development of health studies and ICT skills and knowledge
- provides opportunities for cross-curricular work
- emphasises healthy routines, protection skills and responsible decision – making for healthy living
- ensures that issues to be discussed are appropriate to the age, stage and developmental level of the pupils.

Pupils are involved in researching ideas and developing personal skills and values. Choosing a healthy lifestyle means making decisions and pupils need to practise:

- getting the information needed to make a decision
- sorting out their feelings and attitudes about the issues
- thinking through different courses of action and their possible results

- developing positive attitudes to a healthy lifestyle, leisure and recreation.

### Support for pupils

We have a number of mechanisms in school for supporting pupils: Pupil Council; buddying; House Captains; house points; class reward systems; Star of the Week; and understood procedures for dealing with inappropriate behaviour and bullying incidents.

### Links with other agencies

We actively seek the expertise of other specialist agencies, for example Children and Adolescent Mental Health Service (CAMHS), Healthy Working Lives team, Active Schools Coordinator, Social Work Service, Community Police Officers, Childcare Services and Community Learning Development to support the health and wellbeing of the school.

### Pastoral Care

We ensure that there are arrangements for the care, welfare and protection of pupils through the implementation of child welfare policies e.g. Health and Safety, \*Child Protection, Guidelines for Drug Related Incidents, \*Respect for All, \*Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions, and \*Included, Engaged & Involved: Managing Distressed and Challenging Behaviour (\*available on our website).

All staff are alert to the emotional, physical and social needs of individual pupils.

## **SCHOOL ETHOS**

### Climate and relationships

We have positive relationships between staff, staff and pupils, pupils and pupils. We actively promote positive social relationships and showing concern for and understanding of others.

Sensitivity in delivering aspects of health and wellbeing is very important, particularly in PE, 'Keeping Myself Safe', Sexual Health and Relationships and drugs education. Staff work to foster an atmosphere of trust and confidentiality before embarking on these aspects and parents are kept informed of new developments in these areas. The parameters of acceptable behaviour are agreed and clarified with the pupils in discussing these areas. Particular sensitivity will be shown in discussing health issues with pupils with physical disabilities or particular medical problems. Care will be taken to respect the religious beliefs and home culture of every pupil.

### Partnership with parents

Promoting the self-esteem of the whole school community, developing good relations within the school and setting up structures for partnership with parents/carers and the community are fundamental in establishing a positive school ethos. (See Parental Involvement Policy). We aim to maintain good relationships with parents/carers, and staff will always be willing to explain what we are doing in health

education at school. The school actively encourages the Parent Council to be knowledgeable about and involved in promoting Health and wellbeing in the school and local community.

## **RESPONSIBILITIES**

The **Management Team** (MT) will:

- support and advise teachers in implementing this policy
- ensure that this policy is understood and implemented by staff, pupils, parents and others.
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**Teachers** will:

- plan for Health & Wellbeing in accordance with school policy and guidelines
- record, assess and evaluate individual, group and whole class progress using school, authority and national guidelines
- share and discuss progress with pupils, parents, management and other partner agencies.

**Pupils** will:

- show respect for the health and wellbeing of the whole school community by following the school's Behaviour Policy

**Parents' Role**

Working in partnership we aim to:

- encourage parents to use their knowledge and skills for enhancement of learning and teaching foster home/school links through homework, the school website, parent consultations, written reports and parental involvement in class.

## **MONITORING AND EVALUATION**

The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.