

PENCAITLAND PRIMARY SCHOOL

Health and Wellbeing – Policy Statement

Date of policy implementation:

Date of next review:

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, authority QIO, external health specialists attached to the school and the Senior Health Promotion Specialist (Lothian NHS). It also draws advice from a number of documents, namely:

- Curriculum for Excellence 2009 (Scottish Executive)
- Healthy Schools plus – Edinburgh and Lothian
- Health Promotion, Issues for Councils and Schools (HMI)
- Health Education 5-14 National Guidelines (Scottish Executive)
- Schools (Health Promotion & Nutrition Scotland) Act 2007

Aim

To ensure that the children, staff, parents and wider community at Pencaitland Primary School acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Objectives

To meet our aim we will ensure the following objectives are achieved:

Achieving

Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

Active

Having opportunities to take part in activities such as play, recreation and sport, which will contribute to healthy growth and development, both at home and in the community.

Healthy

Having help to attain the highest standards of physical and mental health, as well as access to suitable healthcare and support in learning to make healthy and safe choices.

Included

Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the school and community.

Nurtured

Having a nurturing place to live and learn and where pupils are treated with an unconditional positive regard.

Respected

Having the opportunities, along with carers, to be heard and involved in decisions which affect them.

Responsible

Having opportunities and encouragement to play active and responsible roles in the school and community.

Safe

Being protected from abuse, neglect or harm at home, at school or in the community.

Action Areas

Because of the nature of development and learning in health and wellbeing, we will fulfil our objectives by effectively targeting actions over a number of key areas.

Curriculum

Programmes of work are in place covering all the aspects of health and wellbeing described in the Curriculum for Excellence at the appropriate level. These aspects are as follows:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

These programmes are supported by pre-prepared plans and a wealth of resources including DVD and interactive computer software.

Progression and development through these programmes will depend upon the stage of growth, development and maturity of the individual and any pertinent social issues. The delivery of learning will take account of these factors, ensuring that experiences are relevant and realistic for the pupil. It should be noted that many of the outcomes for health and wellbeing are interlinked with programmes of work for religious and moral education, sciences and social studies and are implicit in many aspects of the school life.

The local authority has a clear and helpful range of policies on specific aspects of health and wellbeing such as personal and social development, special educational needs, child protection, sex and drug education and anti-bullying. School programmes of work will take these, and national guidelines, into account.

Programmes of work will be reviewed regularly as part of the ongoing commitment to monitoring and evaluating the effectiveness of the school.

Teaching and Learning

Approaches will be taken to ensure that:

- pupils are engaged and their views and experiences are taken into account - particularly where decisions are to be made that may impact on life choices;
- teaching takes account of ongoing research - particularly in sensitive areas such as substance misuse;
- a variety of approaches is used including active, cooperative and peer learning, as well as the effective use of technology;
- opportunities to experience challenges in the outdoor environment are taken;
- pupils are encouraged to act as role models within the school environment; and
- a commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

Physical Environment

The school building, facilities and grounds will be maintained in a manner that supports the health message to be reinforced throughout the working life of the school. Our commitment to Eco schools will complement efforts in this area.

A high value is placed on creating and maintaining a litter and graffiti free environment. Sufficient litterbins are located inside and outside the school and children will be encouraged to look after the environment. Recycling facilities and litter squads will reinforce the citizenship message both within school and among the local community.

Caring for the environment will be embedded in the life of the school with an active school garden, quiet areas, bird camera and the John Muir award at P5 all epitomising this aspect of wellbeing.

Health and Welfare of Staff

The school is committed to encouraging all staff to lead healthy working lives.

A staff room is available where staff can relax.

Staff will be involved in drawing up development plans and in most decisions affecting their professional practice.

Staff meetings will be held weekly where individuals can air their views and feel supported.

A number of social events will be held throughout the year where staff can relax in a social setting.

Links with Family and the Community

Parents and carers are valued and welcomed into the school. We will communicate regularly, consult and engage with parents/carers through newsletters, assemblies, daily updates, parents' evenings and teacher communications. Parents and the wider community will be encouraged to be actively involved in the development and review of our priorities and policies through surveys, the work of the Parent Council and the involvement in school life.

Parents support the school in numerous ways from helping with the infant library to assisting in the P6 cycle training programme, as well as accompanying class trips. School pre-prepared health plans highlight opportunities to use local business, health specialists and other education providers such as Queen Margaret University. The fire brigade and community police force visit the school annually and work with the upper stage children.

All staff members will make sensitive use of information concerning individuals and treat conversations with parents/carers with appropriate discretion. The school will deal sensitively with pupils' and parents'/carers' needs and concerns and an effective complaints procedure will be available to all stakeholders.

Staff will encourage pupils to be well behaved and considerate to others, both in school and out in the community. Mechanisms such as the school blog and assemblies are in place to celebrate pupil's achievements and successes within the community.

Role of Specialist Services

Pupils will experience certain aspects of health and wellbeing through more focused programmes such as personal and social education programmes such as *Being Cool in School*. With certain aspects of these programmes, specialists from within and outwith the school will be utilised to ensure the pupils learn in the most effective way. For example, when substance misuse is being considered in P7 the local police force will deliver a key element of the programme. The visit of such specialists will be planned, monitored and evaluated to gain the best possible outcome for both parties.

Specialist physical education teachers and active schools coordinators will play an important part in delivering physical education, physical activity and sport.

Community dieticians, local health visitors and authority health promotion specialists all influence the review of health programmes of work. There will be effective liaison between class teachers and learning support staff, visiting specialist teachers, other specialists and health & care professionals to meet pupils' needs.

Organisation and Ethos

At Pencaitland Primary School we strive to provide a health-promoting environment for working and learning and promote individual, family and community responsibility for health. By embedding these beliefs in all that we do we will enable pupils to realise their full physical, psychological and social potential and increase their self-esteem.

This will be evident in relationships forged in school be it pupil/pupil, staff/staff or staff/pupil. Positive behaviour policies and anti-bullying initiatives will enhance the climate around the school.

Breakfast and after school clubs will help forge links with parents and the school will operate closely with the Parent Council and PTA to ensure the community have an active say in how the school is run.

Achievement will be recognised throughout the school and celebrated through class assemblies and prominent displays of pupils' work throughout the school building.

Other embedded practices will allow for important health messages to be echoed throughout the working life of the school and will include a healthy tuck shop, staff run after school clubs, development of the pupil council, a buddy system and playground monitors and the presence of a health committee.

Monitoring and Evaluation of Pupils' Progress

School staff will gather evidence of pupil progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years to the upper classes, pupils' progress will be seen in how well they are developing and applying their knowledge, understanding and skills in healthy living and relationships and in assessing risks and decision making.

The methods used to monitor pupil progress will be wide-ranging and the evidence to support their findings may include among others, questionnaires, quizzes, observations, interviews, examples of pupils' work, teachers notes, feedback from parents/carers, video or photographic entries, project records (meeting minutes etc), class displays, quantitative data (number of incidents, sickness absence etc), follow-up classroom activities or focus group results.