

BRECHIN HIGH SCHOOL HWB POLICY



UNCRC Rights Framework

Under the **United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act**, young people's rights are at the heart of Scottish educational policy. The four core UNCRC rights that underpin this Health and Wellbeing (HWB) policy are:



- **Article 24 (Health and Health Services):** Every child has the right to the best possible health, access to healthcare, clean water, nutritious food, and a clean environment.
- **Article 12 (Respect for the Views of the Child):** Young people have the right to express their views freely in all matters affecting them, with those views given due weight in accordance with their age and maturity.
- **Article 29 (Goals of Education):** Education must develop every child's personality, talents, and mental and physical abilities to their fullest potential.
- **Article 3 (Best Interests of the Child):** The best interests of the child must be a primary consideration in all actions and decisions concerning them.

Secondary School Health and Wellbeing Rationale

Context and Vision

At our school, Health and Wellbeing is not an adjunct to learning; it is the prerequisite for all attainment, equity, and lifelong success. In line with Scotland's **Curriculum for Excellence (CfE)**, HWB is recognised as a fundamental **Responsibility of All**. Every staff member shares a duty to create a climate of mutual respect, trust, and physical and emotional safety, empowering young people to build resilience, make informed choices, and thrive.

GIRFEC & The SHANARRI Wellbeing Indicators

Our HWB framework is structurally embedded within **Getting It Right For Every Child (GIRFEC)**. Using the National Practice Model, we ensure early intervention, child-centred planning, and targeted support for every pupil. We measure and support holistic pupil development through the eight **SHANARRI** wellbeing indicators:

- **Safe:** Protected from abuse, neglect, or harm at school and online.
- **Healthy:** Supported to achieve the highest attainable standards of physical and mental health.
- **Achieving:** Guided to develop skills, build confidence, and attain to their maximum potential.
- **Nurtured:** Provided with an environment that gives a sense of adherence, warmth, and trust.
- **Active:** Given opportunities to take part in physical activity, sport, and outdoor learning.
- **Respected & Responsible:** Involved in decisions that affect them and supported to take an active, responsible role within the school community.
- **Included:** Supported to overcome social, educational, and financial inequalities (aligned with the Scottish Attainment Challenge and Pupil Equity Funding).

HIGIOS 4 Alignment (How Good Is Our School? 4th Edition)

Self-evaluation and continuous improvement of our HWB provision are evaluated directly against key **HIGIOS 4** Quality Indicators (QIs):

- **QI 3.1 Ensuring Wellbeing, Equality and Inclusion:**
 - *Wellbeing:* We foster a culture built on positive relationships, trauma-informed practice, and proactive mental health strategies.
 - *Equality and Fairness:* We actively celebrate diversity, challenge stigma, and uphold statutory duties under the Equality Act 2010.
 - *Inclusion:* Universal and targeted staged intervention structures remove learning barriers for all young people, including young carers, care-experienced youth, and pupils with additional support needs (ASN).

- **QI 2.2 Curriculum:**
 - HWB is delivered progressively across the BGE (Broad General Education) and Senior Phase via dedicated Personal and Social Education (PSE), Physical Education, and interdisciplinary learning across all faculties.
- **QI 2.7 Partnerships:**
 - We work collaboratively with external agencies—including NHS Scotland, CAMHS, Community Learning and Development (CLD), third-sector youth organizations, and parents/carers—to wrap multi-agency support around our young people.

Key Strategies

Mental Health and Emotional Wellbeing	Physical Health and Healthy Lifestyles	Relationships, Sexual Health & Parenthood Education (RSHP)	Inclusion, Equity, and Anti-Bullying	Safeguarding and Information Sharing
Early Intervention: Referral pathways for identifying struggling students. Targeted Support: Access to a range of support including pastoral care, nurture hubs, and specialised interventions.	Nutrition and Food Standards: Follow national guidelines for school canteens, packed lunches, vending machines, and catering for allergies/dietary needs. Physical Activity: Provision of inclusive physical education from	Curriculum Content: Structured delivery of age-appropriate relationship dynamics, consent, body image, and sexual health in PSE lessons. Input in PSE from Partners. Digital Wellbeing: Online safety education, cyberbullying	Anti-Bullying Protocols: Prevention, reporting, and intervention strategies for all forms of bullying (including peer-on-peer abuse, prejudice-based bullying, and online harassment). Protected Characteristics:	Child Protection Alignment: Clear integration with the school's main Safeguarding and Child Protection Policy. Confidentiality Limits: Transparent rules on when confidentiality

Academic Stress Mitigation: Input in PSE to addressing exam pressure & study strategies. Work with Angus Council Educational Psychology Team to deliver whole class, small group & 1:1 on coping with exam stress. Opportunities to attend homework club. Support at key transition periods eg. Primary to Secondary (including an Enhanced Transition Programme) & Post-16).	S1 to S6, active breaktimes, and extra-curricular sport opportunities. Substance Education: Learners are taught the dangers of vaping, tobacco, alcohol, over-the-counter medication, and illegal substances. Medical Needs and First Aid: Protocols for administering medication, managing chronic conditions (e.g., asthma, diabetes, anaphylaxis), and emergency first-aid response.	prevention, managing social media pressure, and digital etiquette. Parental Engagement: Information on curriculum content, and parent consultation processes.	Support mechanisms for LGBTQ+ students, neurodivergent pupils, ethnic minorities, and students with disabilities. Socio-Economic Support: Measures to address health inequalities, including access to free school meals, sanitary products, and uniform support.	must be breached to ensure student safety. Multi-Agency Working: Frameworks for collaborating with external healthcare providers, Child and Adolescent Mental Health Services (CAMHS), social work, and youth services.

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Key Responsibilities

Teaching Staff

Creating a Safe, Inclusive, and Nurturing Environment

- **Classroom Culture:** Establish a physical and emotional environment where every pupil feels safe, valued, and respected, aligned with GIRFEC's *Nurtured* and *Included* indicators.
- **Restorative & Positive Approaches:** Utilize restorative approaches to manage classroom conflict, model respectful communication, and establish clear, consistent routines.
- **Proactive Anti-Bullying:** Actively challenge prejudice, discriminatory language, and microaggressions (including racist, homophobic, transphobic, or ableist behaviour) and enforce anti-bullying protocols immediately.

Implementing Individual Support and IEP Guidance

- **Reading & Actioning Plans:** Thoroughly read, understand, and implement all Individualised Educational Programmes (IEPs) and Learner Profiles for pupils in their classes.
- **Collaboration with Pupil Support:** Work closely with Additional Support Needs teachers and Classroom/Pupil Support Staff to ensure targeted strategies are seamlessly integrated into everyday lessons.

Embedding HWB Across the Curriculum

- **Subject Integration:** Explicitly teach HWB skills through subject disciplines—such as discussing ethics and mental health in Social Subjects/English, or safety and physical health in practical subjects.
- **Rights-Based Practice:** Embed UNCRC principles into classroom delivery, routinely seeking and respecting pupil voice (Article 12) regarding learning preferences and classroom decisions.
- **Digital & Physical Wellbeing:** Promote digital citizenship, safe online behaviour, and good posture/ergonomics during ICT/digital tasks.

Early Identification and Pastoral Referral

- **Vigilance & Observation:** Monitor pupil attendance, punctuality, physical appearance, changes in mood, academic drop-offs, or social withdrawal.
- **Recording Concerns:** Use pastoral logging systems (e.g., SEEMiS Pastoral Notes) to record objective, factual observations promptly.
- **Liaison with PCS:** Communicate early concerns directly to Principal Teachers of Pastoral Care & Support rather than waiting for a crisis to emerge.

Safeguarding and Child Protection

- **Mandatory Compliance:** Complete annual Child Protection and Safeguarding training and adhere strictly to National Guidance for Child Protection in Scotland.
- **Immediate Reporting:** Report any disclosure or safeguarding concern immediately to the Designated Child Protection Co-ordinator (CPCO) in accordance with school protocol.
- **Confidentiality:** Maintain professional confidentiality, making it clear to pupils that disclosures involving harm cannot be kept secret and must be reported to protect their safety.

Continuous Professional Learning (CLPL) & Personal Wellbeing

- **Professional Development:** Engage in ongoing CLPL focused on adolescent mental health, suicide awareness, neurodiversity, and ASN strategies.
- **Professional Boundaries:** Maintain clear, professional boundaries with pupils both in person and online.
- **Self and Peer Care:** Maintain personal health and wellbeing, model healthy work-life boundaries, and contribute to a supportive collegiate culture across the faculty and school.

Pupil Care & Support Staff	Senior Leadership Team
• Pastoral Tracking and Counselling: Providing direct emotional, social, and personal support for a designated caseload of pupils, helping them navigate challenges that impact their wellbeing. • Implementation of HWB Policies: Contributing to the practical execution of whole-school health and wellbeing policies, equity frameworks, and positive behaviour strategies set by Angus Council. • Additional Support Needs (ASN) Coordination: work with ASN staff to identify, assess, and monitor pupils who require targeted interventions or a Child's Plan to address barriers related to social, emotional, or learning needs. • Multi-Agency Collaboration: Acting as a bridge between the school, parents/carers, and external support services (such as educational psychologists, school nurses, or social work) to secure timely help for young people.	• Strategic Direction and Vision: Formulating, reviewing, and updating the school's HWB policy in alignment with national guidelines (such as Getting it Right for Every Child - GIRFEC) and Angus Council's local authority standards. • Resource Allocation: Ensuring adequate staffing, funding, and time are dedicated to pastoral support, Pupil Care and Support (PCS) teachers, and targeted interventions for pupils with Additional Support Needs. • Quality Assurance and Monitoring: Tracking whole-school data regarding attendance, attainment, exclusions, and wellbeing indicators to ensure the HWB policy is effective and driving positive outcomes. • Leadership and Culture Building: Fostering a positive, inclusive, and safe school ethos where staff, pupils, and parents feel valued, and leading by example in promoting positive mental health and relationships. • Child Protection and Safeguarding: Acting as the designated senior leaders responsible for child protection, managing high-level safeguarding cases, and coordinating complex multi-agency interventions.

Engagement Officer	Pupil Voice	Parent Voice
• Promoting School Attendance and Reducing Barriers: Tracking and working directly with pupils and families experiencing Emotionally Based School Avoidance (EBSA) or persistent absenteeism, helping to re-engage students with their learning environment. • Family and Community Link: Acting as a line of communication between home and school for vulnerable or disengaged families, ensuring parents/carers understand and can access HWB and pastoral support systems. • Targeted Pupil Interventions: Delivering targeted 1-to-1 or group interventions focused on building student confidence, social skills, resilience, and emotional literacy. • Collaborative Support Networks: Working alongside Pupil Care and Support (PCS) teachers, the Senior Leadership Team (SLT), and external agencies (like social work or youth	• Shaping Policy and Practice: Providing regular feedback, suggestions, and perspectives (through student councils, focus groups, or surveys) to help the Senior Leadership Team and Pupil Care and Support (PCS) teachers refine wellbeing strategies. • Active Participation in Planning: Involving pupils directly in reviews of their own support plans (aligned with GIRFEC principles), ensuring their personal goals, feelings, and preferences are central to any intervention. • Promoting Mental Health Awareness: Allowing students to lead campaigns, events, or workshops that raise awareness around mental health, anti-bullying, and inclusion among their peers. • Building Agency and Belonging: Fostering a sense of ownership, trust, and democratic engagement within the school community, which directly	• Collaborative Policy Feedback: Participating in parent councils, forums, and surveys to share family perspectives, helping the Senior Leadership Team (SLT) and staff evaluate and refine the school's HWB strategies. • Partnership in Pastoral Care: Working closely with Pupil Care and Support (PCS) teachers and Engagement Officers to share vital context about a child's home life, medical needs, or emotional triggers. • Supporting Whole-School Initiatives: Engaging with school-led workshops, informational evenings, and mental health campaigns so that wellbeing strategies learned at school are reinforced at home. • Building Community Trust: Fostering open communication channels between families and the school, ensuring parents feel confident, listened to, and valued as

work initiatives) to ensure a joined-up approach to a child’s welfare plan.	contributes to positive mental health and resilience.	active partners in their child's education.
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Monitoring, Evaluation, and Policy Review

Self-Evaluation Framework

In line with **HIGIOS 4 (Quality Indicator 1.1: Self-evaluation for self-improvement)**, monitoring the impact of this Health and Wellbeing (HWB) policy is an ongoing, consultative process. Self-evaluation is used to determine whether HWB interventions are improving outcomes for all young people, closing the attainment gap, and upholding pupils' rights (UNCRC Article 12).

Data Sources & Triangulation of Evidence

To evaluate the effectiveness of HWB provision, the school triangulates quantitative data, qualitative feedback, and direct observations across the three core areas of evaluation:

Category	Key Metrics and Tools
Quantitative Data	• Attendance, late-coming, and exclusion figures. • SHANARRI Wellbeing Web / Glasgow Motivation and Wellbeing Profile (GMWP) data. • SEEMiS pastoral logging (tracking support interventions and child protection referrals). • PE participation, Extra Curricular engagement, and Senior Phase HWB qualification uptake.

	• Pupil Equity Fund (PEF) impact tracking.
Qualitative Feedback	• Pupil wellbeing surveys and Pupil Voice focus groups. • Parent/Carer questionnaires and Parent Council consultation sessions. • Staff wellbeing surveys and professional dialogue during PRD (Professional Review and Development). • Feedback from external partners (e.g., School Nurse, Educational Psychologist, CAMHS, CLD).
Evaluative Observation	• Classroom visits and learning walks focusing on positive relationships and ethos. • Sampling of PSE course work and interdisciplinary HWB projects. • Sampling of Targeted Support Plans and Individualized Education Programmes (IEPs).

Document Control & Review Details

- **Lead Responsibility:** Depute Headteacher in charge of HWB; Dave Vernon (2026/27)
- **Implementation Date:** (August 2026)
- **Review Cycle:** Annually
- **Next Scheduled Review Date:** June 2027

