

# GEORGETOWN PRIMARY

# BEING WELL, DOING WELL

## A WHOLE SCHOOL APPROACH TO PROMOTING POSITIVE WELLBEING



Promoting positive wellbeing is one of our key drivers at Georgetown Primary School, which underpins our passion to ensure that all our learners are emotionally ready for our ever changing world and what their future holds. We strive to ensure that all our pupils become **Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens**. This is at the heart of all that we do.

## Policy Aims

To develop a mentally healthy school through the commitment to prioritising the wellbeing of our pupils and staff by senior leaders, teachers and all school staff, as well as parents, carers and the wider community.

To develop our pupils understanding of wellbeing at an individual and school level, resulting in children who can talk about wellbeing.

To develop staff and pupil capacity to deliver Health and Wellbeing experiences.

# A Nurture Approach



Georgetown Primary is a Nurturing School which allows us to follow the Six Principles of Nurture:

- Children's learning is understood developmentally
- The classroom and school offer a safe base
- Language is understood as a vital means of communication
- Transitions are significant in the lives of children
- All behaviour is communication
- Nurture is important for the development of self-esteem.

This allows us to identify, support and develop the wellbeing of our pupils. This may be support from their class teacher, ASL Teacher or Learning Assistants, Senior Leadership Team, Nurture Groups, Educational Psychology Services, or specialist family and health services when required.

## Meeting Learner's Needs

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

# Getting it Right for Every Child

**Getting It Right For Every Child** is at the centre of our Health and Wellbeing Programme. There are a variety of ways in which we meet our learners Health and Wellbeing needs at Georgetown Primary. These include:

- ✓ **Wellbeing Indicator wheels/Forms: Completed and analysed termly by Class Teachers.**
- ✓ **Health and Wellbeing IEP/ASLP target groups**
- ✓ **Nurture: Boxall Assessments completed for children who require additional emotional support.**
- ✓ **Partnership Working: Staff work alongside other partners and professional to ensure we are Getting It Right For Every Child.**
- ✓ **Transition: Supporting our young people through change in their school and home life.**
- ✓ **Working with Parents: We work alongside and support our parents in every aspect of their child's and family's wellbeing.**



A key aspect of promoting positive mental health is through supporting a positive culture and ethos in school. We believe that all children must have positive wellbeing in order for them to thrive at school and that wellbeing is equal to that of other curricular areas. **This is why we celebrate both 'Being Well' and 'Doing Well'.**

# Being Well

## What are practitioners' roles and responsibilities for health and wellbeing?

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community ([See Respect for All & Emotion Response Policies](#)). Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach. Working with all staff and partners, Georgetown Primary School, ensure all children access;

Emotion Works - an educational programme for emotional learning and literacy. Based around a visually supportive framework for learning and talking about emotions, the goal is to build emotional language and understanding in children and young people to help develop emotional competence and resilience.

Physical Education - Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle. All children receive two hours of quality PE each week.

Health and Wellbeing curriculum - Our Health and Wellbeing planning is coherent and progressive from Early level through to Second. Some areas of HWB are taught individually and others are through Inter-disciplinary Learning, Life & Ethos of the School, Cluster RSHP programme and working with partners.



# What are the main purposes of learning in Health and Wellbeing?



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. Learning through health and wellbeing enables children and young people to:

- ✓ **make informed decisions in order to improve their mental, emotional, social and physical wellbeing**
- ✓ **experience challenge 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.**

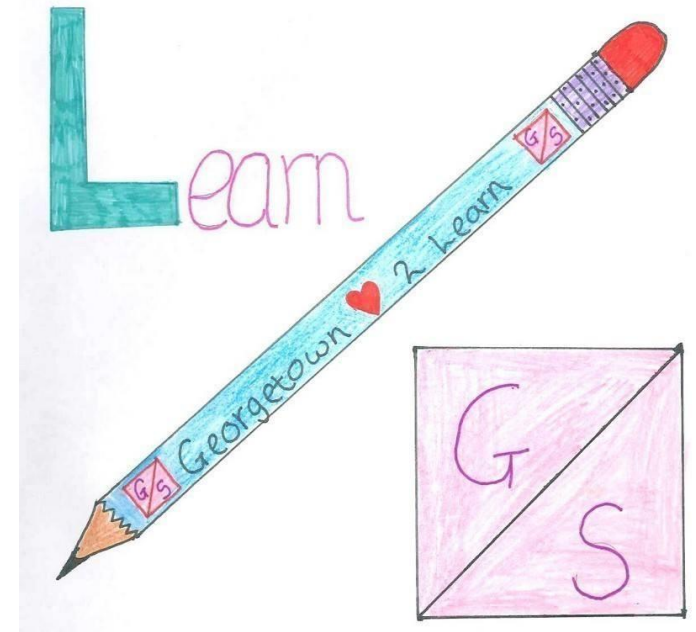
We consistently promote our school values of Equality, Respect, Honesty, Responsibility, Caring and Learning through weekly assemblies, classroom practice and restorative conversations with pupils. We celebrate our pupils when they show these values through our 'Being Well, Doing Well' display and assemblies. Pupils can nominate others for 'Being a good friend' or for 'Being helpful' etc. Our pupil leadership group – Health & Wellbeing Heroes help to support other children's wellbeing both in school and in the playground. The HWB Heroes work with other classes to promote positive health and wellbeing.

The Wellbeing Indicators are used at both an individual and school level. The Wellbeing Indicators are embedded into our planning, with our younger classes using displays to engage with them on a regular basis. Our P1-3 assess Health and Wellbeing using the Shanarri Toolkit. P4-P7 pupils complete a termly 'Being Well' online Form which allows us to track their wellbeing and ultimately give our pupils the opportunity to talk about their own wellbeing.



# Doing Well

It is our aim to ensure that our pupils and families, value and are proud of what they learn and achieve both out with the classroom, as well as in it. Celebrating these successes and wider achievements allows us to develop their skills for learning, life and work. We celebrate these successes in classrooms, the playground and dinner hall on a daily basis. More formally, we celebrate these as part of our '**Doing Well**' display and assemblies. Our Termly 'Citizenship Assembly' highlights individuals, from each class, who have shown great effort in working towards becoming a **Successful Learner, Confident Individual, Responsible Citizen or Effective Contributor**.



# Developed Staff Capacity

We understand the collective and collegial responsibility on all adults in our school to ensure sustainability and continual improvement in Health and Wellbeing. It is therefore important to us as a school to provide opportunities to develop a Health and Well Being focussed learning community through:

- Effective School Improvement Planning for Health and Wellbeing
- Staff Wellbeing opportunities via INSET or collegiate sessions
- Health and Wellbeing focussed professional learning and professional enquiry
- Effective use/deployment of the expertise across the school.
- Children's and Families engagement with initiatives that impact on improvement in Health and Wellbeing outcomes

# Effective Partnerships

At Georgetown we have a positive relationship with our community and stakeholders which allows us to enhance the Health and Wellbeing experiences of our children. This includes working alongside a range of partners. Each year we create a Partnership display to showcase our main partners throughout the year.

In seeking to achieve partnerships which work collegially and collaboratively our aim is to make meaningful connections between health and wellbeing and other areas of the curriculum.