

Bellsbank Primary School and Early Childhood Centre



Health & Wellbeing Policy



Date : June 2021

1. Rationale

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: our school in partnership with others working together closely to plan our programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

Learning in health and wellbeing ensures that our children 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 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.

CfE HWB, Principles & Practices

'Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.'

Building the Curriculum 1

Bellsbank Primary School and Early Childhood Centre is committed to meeting the Health & Wellbeing needs of our learners and ensuring that their understanding, skills, capabilities and attributes are developed from early level and are revisited and refreshed throughout schooling and into lifelong learning.

2. Aim

It is our aim at Bellsbank primary to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and to provide high quality learning experiences which nurture our children's understanding, skills, capabilities and attributes in Health & Wellbeing.

We will achieve this aim by:

- Developing pupil/staff and pupil/pupil relationships on the basis of mutual respect.
- Delivering Health & Wellbeing programmes within a learning environment that supports discovery, questioning, relevance, experimenting and most of all enjoyment.
- Exploring all aspects of Health and Wellbeing through the 4 Contexts for Learning: the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning & opportunities for personal achievement.
- Planning learning and teaching using the EAC Health & Wellbeing progression frameworks.
- Engaging in cross curricular links and real-life situations, giving children opportunities to develop high levels of skills across the curriculum and to make connections.
- Focusing our assessment on children's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.
- Identifying the needs of the wider community and responding appropriately. We recognise children's capacities to learn are shaped by their background and home circumstances as well as by their individual development and that progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context.
- Planning high quality assessment opportunities collaboratively to allow learners to apply their learning in new and unfamiliar contexts and to promote higher order thinking skills.
- Having a clear picture of the progress of each child across all aspects of Health & Wellbeing.
- Working in partnership together and with ECC and Secondary School Staff to ensure smooth transitions.
- Involving other agencies where additional support is required.
- Ensuring staff, partners, parents/carers and pupils are aware of the policy and their role in making it successful.

3. Responsibilities

Management Team

The MT is responsible for:

- Being proactive in establishing open, positive, supportive relationships across the school community and in modelling behaviour which promotes health and wellbeing, being sensitive and responsive to the wellbeing of each child.
- Supporting Early Years Practitioners and Class Teachers to implement the policy.
- Ensuring that a 'whole school/campus' approach is implemented and consistent across all stages.
- Providing resources necessary to deliver the health & wellbeing curriculum.
- Providing staff with regular CLPL opportunities to improve their professional skills and competencies.
- Ensuring relevant assessment meetings take place where a child needs additional support.
- Monitoring planning, learning, teaching and assessment across the school/campus.
- Collating, analysing and evaluating assessment data and teacher judgements.
- Reviewing policy regularly to ensure continued improvement.

Class Teachers and Practitioners

The class teachers/ practitioners are responsible for:

- Being proactive in establishing open, positive, supportive relationships across the school community and in modelling behaviour which promotes health and wellbeing, being sensitive and responsive to the wellbeing of each child.
- Planning and delivering learning and teaching using the EAC Health & Wellbeing progression frameworks.
- Providing rich experiences in day-to-day learning and teaching programmes and engaging in cross curricular links and real-life situations.
- Using a wide range of innovative strategies and resources to inspire and motivate learners and ensure that lessons are active.
- Assessing and recording children's progress, achievements and skills development.
- Taking part in regular CLPL opportunities to improve their professional skills and competencies.
- A knowledge and understanding of all EAC and school anti-discriminatory, anti-bullying and child protection policies and knowing of the steps to be taken in any given situation, including appropriate referral.
- Ensuring that a consistent approach, in line with this policy, is used for all children.

Parents / Carers

Children and young people thrive in situations where they feel safe, secure and respected. Family and friends have a strong influence on health and wellbeing and shape the habits and behaviours which can last a lifetime. Therefore, Parents/Carers have an important role in helping staff to support their children's health & wellbeing and to develop their children's understanding, skills, capabilities and attributes in health & wellbeing.

It helps if parents:

- Take time to talk and listen to their child every day without distractions
- Praise and encourage effort and successes
- Encourage independence and responsibility at home
- Create daily hygiene routines and encourage their child to become more independent in carrying these out
- Help their child get enough sleep. Try to have a bedtime routine, including tooth brushing and perhaps reading a story together
- Provide daily opportunities for play both indoors and outdoors
- Are proactive in establishing open, positive, supportive relationships across the school community and in modelling behaviour to their child which promotes health and wellbeing
- Let us know of any health or personal issues which may affect their child's learning

Non- Teaching Staff

Non-teaching staff are responsible for:

- Being proactive in establishing open, positive, supportive relationships across the school community and in modelling behaviour which promotes health and wellbeing, being sensitive and responsive to the wellbeing of each child.
- Being aware of his or her roles and responsibilities in promoting health & wellbeing across the school.
- A knowledge and understanding of all EAC and school anti-discriminatory, anti-bullying and child protection policies and knowing of the steps to be taken in any given situation, including appropriate referral.

4. Health & Wellbeing – A Holistic Approach

- The school takes a holistic approach to promoting the HWB of all children consistent with the UNCRC which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted.
- Our approach aligns with the work of Health Promoting Schools and the publication of *Being Well, Doing Well* which underlines the importance of a 'health enhancing' school ethos – one characterised by care, respect, participation, responsibility and fairness for all.
- We recognise the duty in the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 to endeavour to ensure that our school is health promoting.
- Children's learning in health and wellbeing benefits strongly from partnership working between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches who can make complementary contributions through their specialist expertise and knowledge.
- The health and wellbeing of every child and young person is greatly enhanced through the individual support and pastoral care which they receive through having an identified member of staff who knows and understands them and can support them in facing changes and challenges and in making choices. In the first instance this will normally be their class teacher or nurture staff and their Key Worker in the ECC (although other trusted adults are also able to support any child as appropriate). These members of staff are usually best placed to identify even minor changes of mood in a child or young person which could reflect an important emotional, social or mental health issue with which that child or young person needs help or support. It is important that children feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support.

Ethos & School Values

School Vision, Values & Aims

- Our vision is to be : "A centre of excellence for learning which is a driving force for positive change across the community"
- Our core values of honesty, respect, responsibility, equality, inclusion, fairness and compassion are at the heart of everything we do
- We aim to:

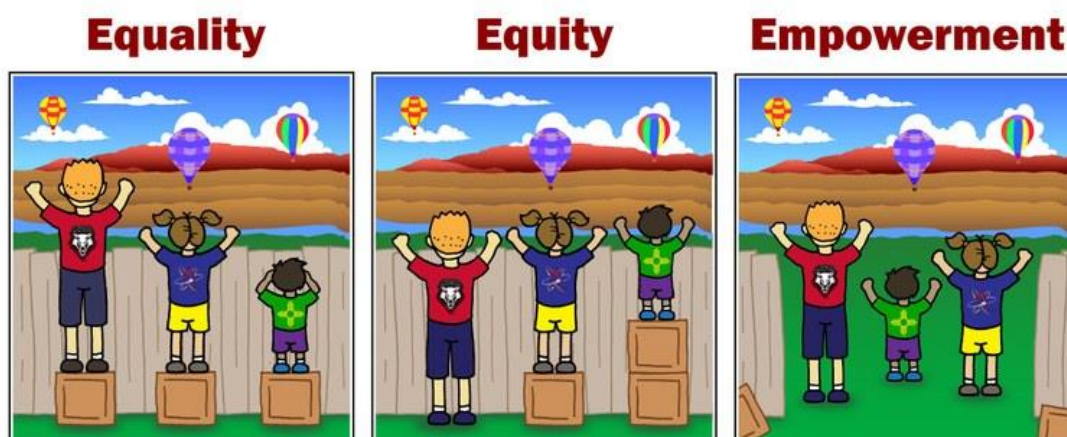
- Provide challenging and inspiring opportunities that enable our children to maximise their potential in life.
 - Provide a safe, secure and nurturing learning environment.
 - Provide high quality learning experiences that engage children fully in their learning.
 - Provide a well-planned and progressive curriculum that meets the needs of all children.
 - Value and develop strong trusting relationships with parents from an early stage.
 - Develop a sense of pride which has a positive impact on our community.
- Our school values recognise the importance of a positive ethos and climate of respect and trust. Children should feel happy, safe, respected and included and all staff should be proactive in establishing open, positive, supportive relationships across the school community and in modelling behaviour which promotes health and wellbeing, being sensitive and responsive to the wellbeing of each child.
 - We assist children's health & wellbeing in many ways including: nurture groups, breakfast clubs, after school clubs, quiet rooms, pupil support staff and extended support teams.

Class Charter

- As part of our goal to become a Rights Respecting School, at the start of each school year class teachers should collaborate with the pupils in their class to create a Class Charter. This aims to create a positive learning environment for children as well as to build shared values and relationships. Charters should be seen as a framework for both adults and children on how to respect each other's rights.
- For more information on how to create a class charter see Appendix 1.

Equity

- "Fairness isn't everyone getting the same, but everyone getting what they need to succeed."



- The concept of equity is taught to the children in the school and ECC from an early age. This ensures that everyone understands that different people need different supports and levels of support within school and that's ok.
- It is our aim within the school to remove as many barriers to learning as we possibly can. We are mindful of the 'cost of the school day' and will, as far as possible, minimise or subsidise costs e.g. events, trips, uniform, fund-raising.
- The school provides resources that all children can borrow in order to access the full curriculum so that no one is disadvantaged. This includes:
 - Gym Kit
 - Outdoor Clothing
 - All day to day learning resources for within school
 - Specific resources for homework/home learning
 - ICT Provision

Period Equality

- As part of the Scottish Government's commitment for gender equality it became one of the first countries in the world to offer free period products to students at all levels of education in Scotland. The Scottish Government has allocated more than £5 million across schools and other public spaces in Scotland to ensure that free period products are available to students from school right through to college and/or university. This means they can focus on their studies free from period-related worries. Having access to these products in school means more students won't miss vital class time due to not having access to period products. Periods are a part of life but should not be a point of inequality.
- At Bellsbank Primary school we have funding to not only provide sanitary products to students in our care but to their families too. This ensures no one misses out on experiences and opportunities due to a lack of access to period products.

- Packs for the whole family are sent out at the beginning of each school year and can be topped up by visiting the school store area on designated days or sent home with pupils discreetly.

Health Week

- Every year in term 1 the school runs a Health Week. During this week, health and wellbeing is the main focus of learning and teaching in every class and pupils have a variety of opportunities to explore key concepts such as emotions, hygiene and friendships. Where possible the school will also provide resources and information packs to pupils, their families and the wider community to extend learning beyond the school gates.

Fruit

- Fruit and vegetables provide a wide range of vitamins, minerals, fibre and other naturally occurring beneficial components. Current recommendations are to eat at least five portions of a variety of fruit and vegetables each day as part of a healthy balanced diet. As such we provide free fruit at break time for any child who needs it. We also work in partnership with the local fruit and vegetable shop.

Childsmile

- Childsmile is a national programme designed to improve the oral health of children in Scotland. All children in P1 and P2 brush their teeth in school for 2 minutes once a day. They are provided with their own toothbrush which is stored by the class teacher in provided toothbrush holders.

Breakfast Club

- Breakfast club allows children to have a healthy breakfast in a safe and secure environment before school and is particularly essential for families who do not have the resources or the time to provide breakfast for their children. We offer children a social environment to have breakfast with their peers. There are also opportunities for children to engage in a range of sports, games and activities before the school day begins.

Getting it Right for Every Child (GIRFEC) – Standard Circular No 76

- When a child needs additional support with health & wellbeing, they will be placed at the centre of a planning and assessment framework used by all agencies in East Ayrshire called GIRFEC. Full details of this model are found in Standard Circular No 76. This is a staged intervention approach to meet children’s needs. The focus is on assessing need and it is only when all resources at each stage have been exhausted and evidenced that the school will seek additional services to support a child within the school.
- Following school assessment, input from the following agencies may be sought to assist the child:
 - Educational Psychologist
 - Family Care Worker
 - East Ayrshire Support Team (EAST)
 - Health Services
 - Social Work Staff
 - Third Sector partners
- A support plan (Child’s Plan) will be drawn up that will be monitored and reviewed at regular TAC (Team Around the Child) meetings to ensure that it is having a positive impact/outcome. Where this is not the case, referral will be made to the next stage of the GIRFEC model.

SHANARRI

- The SHANARRI model forms our shared vision and goal for all children.



- Good health and wellbeing is central to effective learning. This can only be met through a concerted approach, working closely with partners (e.g. home link staff, health professionals, educational psychologists and sports coaches)

to plan programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

Nurture Principles

- The Nurture Principles are 6 key principles that help make sense of the children’s social, emotional and behavioural needs and also act as the foundation for our whole school approach to nurture:



¹

- To effectively support a child’s behaviour:
 - Their emotional and physical needs must be contained. Through nurture they must experience “I’m here. I hear you.”
 - Adults need to help children with anxieties and emotions as well as managing their own emotions. To help young people develop, adults need to be able to understand and respond to children’s needs and children need to be able to communicate these needs. This leads to a two way flow of reciprocity



¹ Nurture Images and some text is taken from the EAC Nurture Policy (2016)

- Some of the nurturing experiences and practice implemented as part of the school's whole school nurturing approach are described below:



- The school also operates nurture classes/groups to meet the needs of specific children within the school. This is typically a small supportive group of pupils supporting a maximum of 10 children who are having difficulties coping within their mainstream class.
- Our nurture groups/classes provide children with a carefully structured, relationship-based environment where they receive an intensive period of support and nurturing.
- Attendance within a nurture class/group will be included as a support measure within a Child's Plan following formal assessments including:
 - Early years ELLAT / Teaching Talking / ILP / Tracking / Boxall
 - Primary ELLAT / Golding Attachment Schedule / Boxall Profile

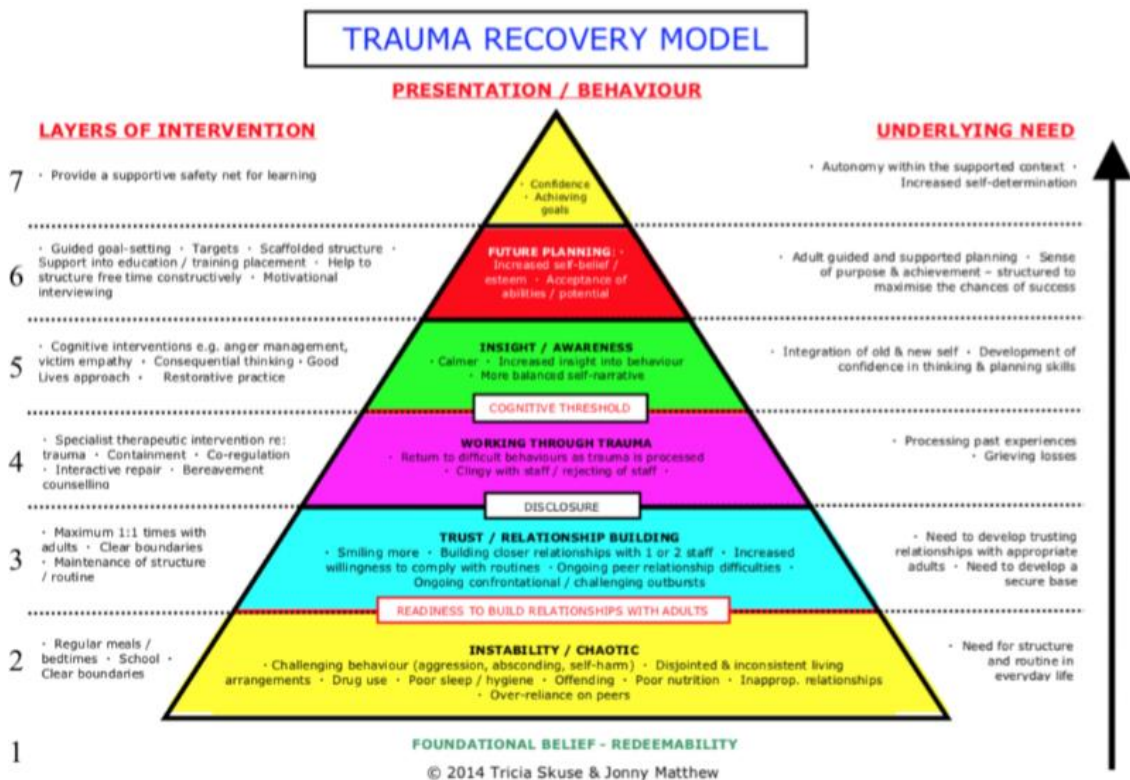
- Standard curricular assessments (Literacy / Numeracy)
- Purpose and Aims of Nurture Classes :
 - To provide a flexible and preventative resource which is responsive to the particular social, emotional and behavioural needs of the children.
 - To undertake on going assessment and provide support for children who may benefit from the Nurture curriculum.
 - To provide a secure, reliable, consistent, structured and routined small class setting where children can learn from and through the caring adults who actively work towards supporting a successful reintegration into their mainstream class.
 - To support the children to acquire developmentally appropriate social and language skills, improve self-esteem and self-efficacy and develop their confidence as learners through close and trusting relationships with adults.
 - To assess, target and track progress with learning.
 - To work constructively in partnership with class teachers and parents to enable consistency of approach across both home and school, where appropriate.
 - To evaluate, monitor and report on learning and teaching practice, impact and outcomes for learners and to contribute to authority evaluation and quality assurance processes.

Trauma Responsive Practice

ACEs (Adverse Childhood Experiences)

- Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including:
 - domestic violence
 - parental abandonment through separation or divorce
 - a parent with a mental health condition
 - being the victim of abuse (physical, sexual and/or emotional)
 - being the victim of neglect (physical and emotional)
 - a member of the household being in prison
 - growing up in a household in which there are adults experiencing alcohol and drug use problems.
- Scientific studies have shown that when children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning.
- Impact of Trauma Includes:
 - Re-experiencing trauma in the here and now
 - Avoidance of traumatic reminders

- Persistent sense of current threat – hyper vigilance and exaggerated startle response
- Dysregulation
- Negative self-concept
- Disturbances in relationships
- Through day to day practice and the GIRFEC model, where specific support is required, we aim to build resilience in our children who have experienced adversity (trauma) in early life and mitigate the impact.



Understanding Trauma and Shame

- Shame is a part of healthy human development and all toddlers experience it. Setting limits is a fundamental part of child socialisation. As the infant develops, the adult has to say “no”; otherwise the infant will hurt themselves and/or others. The infant does not enjoy this experience as it raises shame (feelings of “I am bad”). The child experiences small amounts of shame that are manageable within a safe and secure parent-child relationship. This is the easiest time to teach the infant:
 - “It’s not you, it’s the behaviour”
 - “It’s not our relationship, it me teaching you”

- The infant may cry, become quiet or may try to hide. A healthy parent or carer recognises this and reconnects immediately; the parent repairs the relationship, comforts and soothes the infant, and either shows them how to do the activity appropriately, or redirects the infant's behaviours to another activity.
- The adult helps the child to manage their feelings of shame and conveys continuing love and acceptance of child. The child develops the capacity for emotional and behavioural regulation and learns to express appropriate behaviours and inhibit inappropriate behaviours.
- **The experience of shame within the context of trauma and abuse is very different:**
 - Discipline occurs with rejection, humiliation or anger (and may be unpredictable and inconsistent). Shame is excessive and overwhelming for the child. The adult is unavailable to assist the child in managing their feelings of shame. The child is unable to develop the capacity for emotional and behavioural regulation. The child develops sense of self as bad.
 - Many experiences of overwhelming shame leads to shame becoming part of the child's core identity – I'm bad, I'm not lovable, I'm worthless.
 - Feelings of shame lead to chronic anger and controlling behaviours.
 - The child can feel isolated and alone, alienated and defeated, and never good enough. They are trapped in shame, the shame has become toxic.
 - This state leads to the children experiencing difficulties with regulating their emotions and disorganised thinking.
- **The Shield of Shame**

Children will do things to avoid the feeling of shame. This leads to:

- Acting tough - "I don't care"
- Lying - "He's lying...I didn't do it"
- Making excuses – "It was HIS fault, he made me do it"
- Minimising their behaviour – "It wasn't that bad, he's exaggerating"
- Expressing rage – "You always blame me... you never blame me.. you want me to be unhappy"

PACE (Playfulness, Acceptance, Curiosity & Empathy)

- PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. With PACE, a child who has experienced trauma can start to trust adults.

- PACE focuses on the whole child, not just the behaviours. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour.
- When children experience adults trying to understand them and to work out together more effective ways for the child to make sense of and manage their emotions, thoughts and behaviours, they will start to believe that the adult will keep trying until things get better for all of them.
- This can reduce the levels of conflict, defensiveness and withdrawal that tend to be present in a child who has experienced trauma.

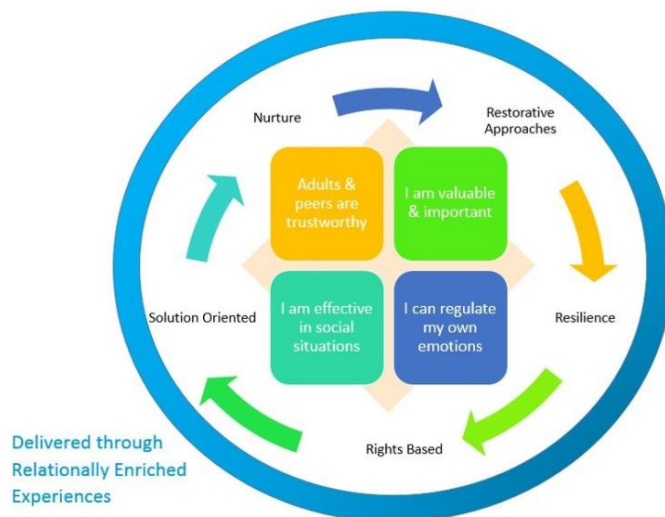
Restorative Practice

- Restorative approaches are currently being implemented and developed within Bellsbank Primary. It is a whole school initiative which encourages and develops a supportive school ethos.
- The approach is based on the theory that those best placed to deal with resolving conflicts are those who are directly involved. Solutions that are imposed are less effective and less likely to be carried through.
- The restorative approach to conflict and wrongdoing is composed of four key questions:
 - What has happened?
 - Who has been affected?
 - How can we involve everyone who has been affected in finding a way forward?
 - How can everyone do things differently in the future?
- The starting point for all restorative processes involves active non-judgemental listening. The process can be used with one person or with more to help them reflect on a situation and find ways to reach an amicable solution.
- Should an incident happen in a classroom which involves a member of the teaching staff, it can be arranged for the Management Team to step in and allow that teacher time to take part in a restorative meeting.

Relationships Approach

- Bellsbank Primary School's main means of managing behaviour is through a positive relationships approach. This is achieved by recognising that children and young people are still developing and displays of "inappropriate" behaviour are a sign of an unmet need, difficulty coping or lack of knowledge.
- In dealing with these behaviours staff should consider what the behaviour is telling us about the child and their needs and respond accordingly.

- Our children grow and develop best in the context of safe and secure relationships. The approaches in the diagram below can help create that environment for them through relationally enriched experiences.



8 Key Assumptions

1. Where a child or young person is experiencing difficulties we do not give up on them.
2. Practitioners do make a difference to attainment.
3. Behaviour is learned and, therefore, can be shaped by social context.
4. We work in collaboration with children, young people and their families. We interact rather than transact.
5. Approaches are most likely to be effective with an evidence and theoretical base, focused on prevention and early intervention, and supported by a model of implementation.
6. Planning should always be based on robust assessment.
7. Needs are best met through strong and effective relationships with all involved.
8. We continue to evaluate our own skills, attitudes and practice at all levels to ensure needs continue to be met.

123-Magic

- 123-Magic is a whole school approach to instil self-regulation in all pupils and to establish clear boundaries which are in place to meet the needs of all learners. It aims to:
 - Discourage 'Stop' behaviours
 - Encourage 'Start' behaviours
 - Strengthen staff relationships with pupils.

- In summary, pupils who are displaying 'stop' behaviour will be given 2 chances to correct their behaviour. Using the key concepts of "no talking, no emotion" (as this preserves learning and teaching time, allows the child space to comply and avoids arguments) staff will simply count, "That's 1" and "That's 2". Pupils know that this is a cue and their opportunity to change to 'start' behaviour. If they refuse to stop, then a consequence is given when the staff member gets to "That's 3". This will be decided by the staff member dealing with the incident as staff know what does and does not work for individual pupils.
- Sometime staff may decide that a child's behaviour is serious enough to go to a 'straight 3' without previous counting. In this case, the consequence will be given immediately.
- This approach is for low-level 'stop' behaviours only and children with ASN may need to use a different method.
- See Appendix 2 for further information.

EAC – Standard Circulars

- EAC have produced a number of standard circulars that document the policies and procedures to be embedded in our practice to ensure the health, wellbeing and safety of the staff and children in our care. These include:
 - SC57 – Child Protection
 - SC76 – GIRFEC
 - SC25 – Procedures Around Children Who Abscond From School or Centre
 - SC33 - Safety in Educational Outdoor Activities - A Code of Practice
 - SC8 – Managing Procedures and Provision for Exclusion
- It is the responsibility of the MT to ensure that all staff are aware of and have access to the relevant documents and guidance relating to the health, wellbeing & safety for all in the day to day learning at school.

5. Health & Wellbeing – Focused Programmes

Effective Learning & Teaching

- Children should experience certain aspects of HWB through focused programmes and links with all other areas of the curriculum should reinforce learning and provide relevant, enjoyable and active experiences.
- Effective Learning and Teaching within Health & Wellbeing:
 - engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
 - takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
 - uses a variety of approaches including active, cooperative and peer learning and effective use of technology
 - encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
 - encourages children and young people to act as positive role models for others within the educational community
 - leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
 - helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
 - harnesses the experience and expertise of different professions, including developing enterprise and employability skills.
- There are important links between HWB, and RME in the establishment of values; expressive arts activities can make an important contribution to a child's sense of wellbeing and can bring learning to life (e.g. mindfulness, role play); connections between dance and PE; connections between science and several aspects of HWB; between the technologies and, for example, food and health; and between the social studies and the aspects relating to citizenship and participation.
- Within these programmes, the school will often draw on the expertise of others. For example, when substance misuse is being considered, specialists within and out with the learning community working together are able to ensure that children and young people learn in the most effective ways and sports specialists play an important part in physical activity and sport provision.

Progression

- Through the Experiences and Outcomes within Curriculum for Excellence and the EAC Health & Wellbeing Progression Frameworks, we aim to provide learners with the opportunity to develop their knowledge and skills through cumulative growth in terms of their understanding and application. On-going collaboration within the Doon Education Group Health & Wellbeing meetings encourages a shared understanding of expectations of standards as well as effective learning and teaching within Health & Wellbeing.

Planning Health & Wellbeing

- Health & Wellbeing should be planned in a long term (backdrop) planner for the year and in teacher's weekly planners for their class. Weekly planners should include LIs, Activities & Resources to be used. The school's 3 year HWB planner should be used to determine which outcomes should be the focus during that academic year.
- The EAC Health & Wellbeing progression frameworks should be used when planning to ensure planning is focused on the outcomes and benchmarks and that there is appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years.
- Staff should group experiences and outcomes together from across the curriculum in different and imaginative ways which enrich, consolidate and enhance progression in learning.

Food & Health

- Schools contribute to improving children's diets through the promotion of consistent healthy eating messages enabling them to make healthy food choices and to develop lifelong healthy eating habits. A good diet is essential for good health. Research shows that many children fall short of national dietary recommendations. A poorly balanced diet can contribute to the risk of developing a number of diseases and conditions including tooth decay, obesity, certain cancers, diabetes, coronary heart disease and stroke.
- Hungry for Success encouraged the adoption of a whole school approach to food and health. This approach is now reinforced through the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and forms the basis of the CfE framework for food and health.
- Practical food activities feature across the food and health experiences and outcomes so that children and young people will enjoy a variety of opportunities to apply their knowledge and skills to plan and safely prepare

dishes for a healthy balanced diet to meet their own needs and the needs of others. In this way they will gain an appreciation that preparing and eating food can be a pleasant, enjoyable and social experience which will lead to improved health outcomes. Activities can be undertaken in class using appropriate equipment or in collaboration with the school kitchen and catering team.

- When participating in practical food activities adults should ensure compliance with national food hygiene and safety protocols. For all activities linked to the preparation and enjoyment of food letters containing a list of the ingredients to be used should be sent home to parents to ensure there are no allergies or intolerances and a risk assessment should be completed. Ingredients can be ordered through PECOS in advance.
- Food and Health programmes should also develop an awareness of various issues regarding food, including sourcing and production and cultural differences. How these outcomes are covered should be decided at the class teacher's discretion.
- Links between the school garden and kitchen are currently in development.
- For further guidance please see Bellsbank Primary Food Technology Guidance Document.

Substance Misuse

- Substance misuse education in schools is often the first line of prevention against smoking and alcohol and drug misuse, providing opportunities to pass on accurate, up-to-date facts, explore attitudes and, crucially, foster the skills needed to make positive decisions.
- Substance misuse includes misuse of alcohol, tobacco and illegal drugs as well as prescription medicines and other substances.
- The main purpose of substance misuse education is to help children and young people resist substance misuse in order to achieve their full potential in society. Schools have an important role to play in developing qualities of resilience and adaptability so that children and young people are able to make informed choices to enhance their own and their families' health and wellbeing.
- Effective partnership includes planning and delivery with Health, the Police, families and the wider community.

Mental Health & Wellbeing

- Good mental and emotional health is a fundamental to positive health and wellbeing. A whole-school approach to improving mental and emotional wellbeing will have an impact on all aspects of school life and benefit all who learn and work there, as well as providing a supportive environment for those who are experiencing difficulties.
- Mental and emotional wellbeing underpins all other aspects of health and cannot be considered in isolation. It is crucial to understand how physical activity, healthy eating and emotional wellbeing interact, and how these interactions affect children's behaviour and learning capacity.
- Staff should use a combined approach to developing mental and emotional health and wellbeing which involves direct teaching as well as modelling good practice and making use of naturally occurring incidents in the day to day running of the school.

RSHP

- Children and young people should receive consistent and accurate messages regarding sex and relationships education through materials which are stage and age-appropriate. When planning teachers should refer to the progression grids created by East Ayrshire Council's H.W.B. team for an extensive breakdown of what to teach at each stage and what resources to use.

PE, Physical Activity & Sport

- Regular physical activity is essential for good health. Physical education should inspire and challenge children and young people to experience the joy of movement, to develop positive attitudes both individually and as part of a group and to enhance their quality of life through active living. This will give children and young people an important foundation for participation in experiences in physical activities and sport and in preparation for a healthy and fulfilling lifestyle.
- Children will participate in and enjoy physical activity and sport, in addition to planned physical education sessions, at break times and lunchtimes, during travel and beyond the school day.
- Outdoor learning can contribute to physical activity and enhance learning in different areas of the curriculum.
- Taken together, the experiences and outcomes in physical education, physical activity and sport aim to establish the pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life.

- For further guidance on planning and teaching physical education please see Bellsbank Primary 3 year rolling programme document.

Planning for Choices & Changes

- Children and young people will face a range of challenging stages in the course of their school career, including the transition from primary to secondary school, changes in their personal circumstances, coping with exams and deadlines and leaving school to start work or embark upon further study.
- Supporting children and young people to cope with stress and anxiety arising from such changes is integral to promoting mental and emotional wellbeing.
- Schools need to support children to meet their personal, social and learning needs, and to plan for their future beyond school education. This includes providing children with the opportunity to undertake a variety of roles and responsibilities in school and the wider community and developing skills for learning, life and work, in addition to more targeted interventions such as Seasons for Growth.
- Committee groups are another important facet of planning for choices and change. Pupil Councils are a successful means of developing learner voices. Pupil participation is also promoted and supported through other committee groups such as Eco-Schools, Rights Respecting Schools etc. Every child from P1 – 7 is a member of a committee group, enabling pupils to develop as responsible citizens with respect for others and to participate responsibly in political, economic, social and cultural life.

Resources

- EAC Health & Wellbeing progression frameworks come in a format that includes a bank of suggested resource and links. Staff should liaise with the school HWB Coordinator to source resources for different aspects of the HWB curriculum (e.g. food & health, RSHP).
- The school has an extensive range of additional resources available to complement/supplement the teaching of HWB. Each classroom holds a range of books and resources for that stage. The nurture classrooms also contain a wide variety of resources and staff should liaise with the nurture teachers regarding their use.
- Due to the extensive and strong links between HWB and other areas of the curriculum, staff should make imaginative use of resources from across the curriculum (e.g. expressive arts, technologies, sciences, social studies, RME, PE).

- ICT should be used to reinforce learning and the opportunity to learn outdoors should be planned regularly.

HWB GLOW Tile

- Managed by the EAC Health & Wellbeing Team, a Glow tile has been created with a wide range of resources and links for all aspects of Health & Wellbeing in school including:
 - National Legislation & Guidance
 - ACEs
 - Progression Grids
 - Road Safety
 - Anti-bullying
 - Oral Health
 - Mental & Emotional Wellbeing
 - Cyber Resilience
 - Planning for Choices & Changes
 - Food & Health
 - Substance Misuse
 - RSHP
 - PE
- Our Health & Wellbeing Coordinator will be able to provide advice and assist staff to find the resources that they require.

Bounce Back

- Bounce Back is a preventative whole school social and emotional wellbeing programme that promotes good mental health and wellbeing with an emphasis on resilience. Pupils learn to use effective coping skills and strategies which help them deal with a variety of problems, challenges, emotions and relationships – at school, at home and in the wider world.
- Delivered by every teacher at every stage in a pupil's development, it is embedded across the curriculum and life of the school.
- It is delivered in 9 units:
 - Core values (honesty, fairness, responsibility, support, cooperation, acceptance of difference, respect, friendliness & inclusion)
 - People Bouncing Back
 - Courage
 - Look on the Bright Side
 - Emotions
 - Relationships
 - Humour
 - Bullying
 - Success

- Units 1-5 logically and developmentally follow one another and units 6-9 are taught depending on the needs of the school.
- Children become familiar with the Bounce Back acronym:
 - B – bad times don't last. Things always get better. Stay optimistic.
 - O – other people can help if you talk to them. Get a reality check.
 - U – unhelpful thinking makes you feel more upset.
 - N – nobody is perfect – not you or others.
 - C – concentrate on the positives (no matter how small) and use laughter.
 - E – everyone experiences sadness, hurt, failure, rejection and setbacks sometimes. Try not to personalise them.
 - B – blame fairly – how much of what happened was because of you, others or how much was because of bad luck of circumstances?
 - A – accept the things you can't change (but try to change what you can first).
 - C – catastrophising exaggerates your worries. Don't believe the worst possible picture.
 - K – keep things in perspective. It's only one part of your life and doesn't have to spoil everything else.
- The concepts of Bounce Back are used in the everyday life of the classroom, playground and school in general.

Circle Time

- Circle time is a highly structured group listening system. Its purpose is to encourage everyone's views and ideas to promote a more caring and supportive environments enabling all members of the school community to feel secure and respected.
- Circle time aims:
 - To provide the ideal group listening system for enhancing self-esteem
 - To promote moral values
 - To build a sense of 'Team'
 - To develop social skills
 - To offer an opportunity to discuss concerns, consider moral values, practise positive behaviours and work out solutions in an enjoyable and fun context
- Teachers and children need to agree:
 - To signal if they wish to speak
 - Not to use put downs to each other
 - Not to interrupt when someone else is talking

- A child has a right to 'pass' a round
- A child who passes in the initial round will, at the end of the round, be allowed to signal if they'd like a second chance
- Not to name anyone in a negative way

Assessment

- Teacher assessments at class level should be carried out on an on-going basis through observations, discussions, questioning and day to day learning.
- Assessment will focus on children's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.
- AifL strategies should be used to include peer and self-marking where age and stage appropriate. Teacher comments should refer to the Learning Intention and Success Criteria, as well as the level of effort from the pupil. All written annotations should be in line with school's feedback policy.
- Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers will take account of these factors.
- All forms of assessment will inform teacher judgements. This should be recorded in the tracking and monitoring system throughout the year in line with the T&M timetable.
- Assessment information should also be recorded in a manner that can be passed on at transitions. This, together with the highlighted progression frameworks will allow the next teacher to better understand the progress of the children as well as lessons already covered throughout the current session.

Targeted Assessment

- Where a child requires additional support and as part of the GIRFEC planning and assessment framework, school assessments will be undertaken to determine the needs of the child. These include:
 - Boxall Profile
 - Goldings Attachment Schedule
 - Teaching Talking
 - Wellbeing Web
 - Standard curricular assessments (e.g. Literacy / Numeracy)

- Dyslexia/ Dyscalculia Assessments
 - Pupil Assessment Profiles
 - ABC Charts
 - Other specific assessments recommended by Educational Psychology
- The results of the assessments will be collated into an assessment grid as appropriate and recommendations for support /next steps decided.
 - Where a multi-agency support approach is being taken, the school will also undertake assessments/questionnaires and checklists as recommended by another agency (e.g. CAMHS, other NHS).

6. Respectful Relationships Policy

East Ayrshire Council has created a Respectful Relationships Policy which is an anti-bullying policy for all schools in East Ayrshire.

Policy

- In Bellsbank Primary School we avoid the use of the terms 'victim' and 'bully' and talk instead about 'a person experiencing bullying' and a 'person demonstrating bullying behaviour'.
- Scottish Government guidelines say, '*Avoid labelling children and young people as bullies or victims because these labels constrain thinking of the problem as solely a characteristic of the individual, rather than as a problem that emerges from complex social dynamics,*' (2010)
- Bullying behaviour can be, but is not limited to:
 - a one-off incident or systematic and ongoing behaviour which is either intentional or unintentional
 - irritating behaviour that is 'not meant to hurt' or distressing and hurtful behaviour to the recipient – rather than good-natured fun or an exchange there is a 'one-way' approach
- It can take several forms including:
 - Emotional behaviours such as stealing possessions or being left out
 - Physical behaviours which require the use of violence and aggression
 - Verbal behaviours such as name calling or spreading rumours
 - Inappropriate use of cyber technology including social media and text
 - Prejudice-based bullying behaviours where there is a negative focus on the race, gender or sexual orientation of another person

The following stages of action should be followed when dealing with all instances of bullying behaviour:

General

- Any form of bullying behaviour should not be ignored by staff or pupils operating in a Zero Tolerance approach.
- All staff within a learning setting should be equipped to receive and respond to a report of bullying behaviour.
- Incidents of bullying behaviour should be reported to either the Class Teacher or a member of the MT.

Management

- H.T. should investigate the incident. Where possible a restorative meeting should take place.
- The incident should be logged in pastoral notes in SEEMIS.
- If the incident is repeated contact will be made with the parents.

- A serious case of bullying behaviour would indicate immediate contact with parents and the appropriate outside agency.

Staff Should:

- Listen sensitively to the pupil experiencing bullying
- Engage with them on how the individual wants you to move forward
- Listen and take time to discover the reasons for the bullying behaviour
- Observe and monitor the situation on a daily basis
- Keep all parties involved up-to-date on the progress being made

Pupils should be encouraged to:

- Talk to someone they can trust; a teacher, parent or friend
- Be persistent. If the person they talk to ignores them, speak to someone else.

More information can be found in the EAC Respectful Relationships Policy.



BACK TO SCHOOL: YOUR COMPLETE GUIDE TO CREATING RIGHTS-BASED CHARTERS

THE AIM OF A CHARTER

Creating child rights-based charters or agreements aims to support a positive learning environment for children and young people whether this be in the classroom, across the whole school, playground or specific to a department or another area in the school context.

Creating a charter helps to make the United Nations Convention on the Rights of the Child (CRC) more prominent and relevant. It should be seen as a framework for both adults and children and young people on how to respect each other's rights.

A charter not only provides an opportunity to learn about specific articles from the CRC, but helps to establish and build shared values and relationships for creating a

rights respecting ethos in the classroom and across a school context. The process of developing a charter models a *rights respecting* way of working in school.

A charter is not intended to be a set of rules. The term *responsibility*, should only be used when referring to what adults will do as Duty Bearers to uphold



children's rights. Children do not have any responsibility in order to access their rights. Rights are unconditional but we hope they will develop responsible behaviours through respecting their rights and those of others.

THE AIM OF A CHARTER

Creating a charter is not necessarily the first thing to do when starting out on the rights respecting journey. Children and young people, as well as the adults in school, need to know about children's rights before they can consider which ones would be the most relevant in their classroom and school context.

First, you should ensure that children, young people and adults:

1. Are familiar with a good range of articles
2. Are familiar with the principles of the CRC (non-discrimination, the best interests of the child, participation and the right to life, survival and development)
3. Are familiar with the nature of rights – universal and unconditional (Silver), inalienable, inherent, and indivisible (Gold). **ABCDE of Rights** is a useful resource to outline the nature of rights
4. Understand that children and young people are *Rights Holders* and adults are *Duty Bearers* (Gold)
5. Are aware of what are not rights. **Myths & Misconceptions** supports discussions on these concepts

If the school's vision, values, policies and improvement plans are linked with articles from the CRC, then creating charters will be easier.

Please note that, although rights are indivisible (the entire Convention should apply to all children, all the time) in some learning activities, including charter development, it is reasonable to focus on particular articles. Many schools display a summary copy of the full CRC next to their class charters to show the wider context of the articles.

HOW TO CREATE A CLASS BASED CHARTER

Once you have established a clear understanding of the CRC, the principles and the nature of rights (as set out above), you are ready to start creating a charter.

We acknowledge that every school setting is different. In settings where children and young people spend the majority of their time in one learning base, with mostly the same adults, then working as a class on the charter is probably the most effective process. Where children and young people often move around their school for their learning, as is the case in many secondary schools, a whole-school approach is more likely to be effective. You may also

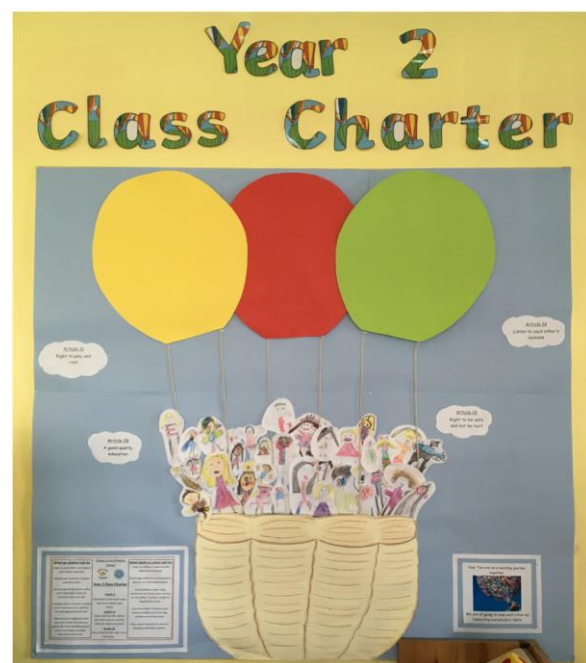
consider department charters or charters for communal areas such as the playground or dining hall.

A charter will take several sessions to complete. Children and young people, staff and possibly parents, should be involved in the process of creating charters and should consider the following points:

1. Encourage, as far as possible in your context, a child-led dialogue about which articles are the most relevant to them in their class context.
2. Consider how best to agree the articles which will be represented on the charter for example using a *diamond* discussion strategy. Any activity is likely to include some voting in order to reach a consensus as to which articles to include.
3. Consider the language to use on the charters. The language of the Convention can be complicated. While it is good to encourage children to use their own words, it is important not to lose the accuracy in the meaning. One way to simplify an article is to use fewer words, so for example, *Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities* can, in a nursery setting, become *The right to play (31)* but not *The right to toys*. Using the article number (at all ages) shows that rights are not just a nice idea but actually belong to part of something bigger, namely the Convention. **Myths & Misconceptions** is a useful document at this stage.
4. Agree actions for children as *Rights Holders* and actions for adults as *Duty Bearers*. Consider each chosen article individually and in collaboration with each other (children and adults), identify ways to respect the rights of others (and for themselves) and to ensure these rights are upheld and respected for everyone.

For example, “We have agreed that the right to have your voice heard will be on our charter – how will you respect this right for yourself and for each other? What will adults (duty bearers) do to ensure you can enjoy this right in class?” This may begin with a long list of suggested actions which will need to be streamlined or whittled down through discussion, agreement and, perhaps, more voting.

5. Encourage the children and young people to create a design that represents their chosen articles, using a theme of their choosing. Where possible, the pupils and adults based in that class should sign the charter in some way to show their agreement. Signing may be attaching their photograph around the edge of the charter or adding a thumb print for example.



Courtesy of Cleves Cross Primary

DESIGNING CHARTERS

Charters vary from class to class and from school to school. This is encouraged. Some are very creative, linking their charter to current learning themes or particular interests (butterflies, planets, kites, hand prints, super heroes perhaps) but they should all have the same content:

- Child friendly description of rights (linked to specific articles from the CRC) - without losing the true meaning of the article being referenced. The article number should always be mentioned (Article 12 for example).
- Actions for children to respect the rights of others and themselves
- Actions for adults as Duty Bearers to ensure that Courtesy of St Raphael's Catholic Primary rights are being upheld and respected.



FREQUENTLY ASKED QUESTIONS

How many articles should be included on the charter?

We don't prescribe this but recommend you are realistic in terms of the age and evolving capacity of the pupils. In an early years setting, two or three rights on a charter is typical. A P7/Y6 class charter or a secondary whole school charter may have 5 or 6.

What about existing rules/behaviour systems?

As you set out on your rights respecting journey, it's fine for your charter(s) to exist alongside existing systems, it is unlikely that they will contradict each other. However, many schools find, after a year or so of rights and respect being the drivers for relationships in school, that it's time to review the previous systems. Article 28 states that discipline should respect the dignity and rights of children, it is important to reflect on whether current behaviour systems really do this.

How long does it take?

Creating a class charter requires time for discussion and collaboration for it to be meaningful. Many schools plan a series of sessions spread across the first two/three weeks of term. Others use a block of time on 'moving on' day (assuming the classes are with their new adults) to get the process started. With a whole school approach, the various interactions may be spread over a few months.

We want to get started with charters but it's ages until the new school year.

Charters should be considered a work in progress and can be reviewed and

added to as and when the children learn more about their rights. Starting mid-year can work well too. January is a good time – linked to resolutions and making a fresh start. Some schools pilot their charters mid-year with a couple of classes and ask the children and staff to share the experience with everyone else in readiness for a whole school launch.

We want to do class charters and a whole school one?

In our experience, the whole school charter (in primary settings) is much better when everyone has had a couple of years’ experience of class charters. The same is true of playground and dining hall charters. Starting with class charters helps to build knowledge and a rights respecting way of working, which later supports the development of other charters across the school setting, if necessary.

We already have our school vision and values that we work from so how does this fit?

Many schools use their existing visions and values to create whole school charters because the language is already there or some schools use the creating of a charter to enhance or relaunch the school’s vision and values. They are intrinsically linked which should be made explicit to everyone in the school community.

Can we have our whole school or playground charter commercially produced?

We advise against this! The financial commitment gives status to the work however, the life span of such a charter is probably three years at the most. The majority of the children and young people should feel ownership of and commitment to its message. For this reason a new process should probably be underway at least every three years.

APPENDIX 2

1-2-3 Magic

The two biggest mistakes that adults make when trying to co-regulate with children are:

1. Too Much Talking
2. Too much emotion at the wrong time

Silence often speaks louder than words 1-2-3 Magic is a simple and effective way of managing dysregulated behaviour. It takes away needless interactions along with the build-up of negative emotions and frustrations and places the adult firmly in charge.

1, 2, 3, Magic has 4 steps:

1. Controlling stop behaviour using 1,2,3 or "Counting"
2. Encouraging start behaviours using encouragement/ specific labelled praise, etc.
3. Building and maintaining positive healthy relationships. "Regular doses of praise + Shared fun + Regular doses of forgiveness = Good relationships"
4. Avoid a power struggle by staying away from the useless cycle of:
 - Persuade
 - Argue
 - Yell
 - Hit / Get Physical**

** Children will use this cycle and possibly will escalate into a physical reaction using their hands and feet to get what they want or get effective revenge for not getting what they wanted.

Children display two types of behaviour:

- STOP BEHAVIOUR- Doing something you want them to stop
- START BEHAVIOUR- Not doing something you want them to start

STOP BEHAVIOUR		START BEHAVIOUR
Refusing	Disrespect	Listening
Arguing	Teasing	Completing activities
Yelling	Whining	Complying with what the teacher has asked them to do
Tattling		

It is useful to label the behaviour so the child is clear on what he is doing wrong and/or what he should be doing; Labels such as excessive noise and refusals are an example of such labelling.

1, 2, 3, or Counting Strategy

How to do it:

Give the child an instruction; if the child does not comply, say "That's 1" and allow 5 seconds for compliance (You don't need to stand and wait – in fact it's better to give the cue and back off to allow the child time and space to comply, this way there is less pressure put on the child). If no compliance is forthcoming say "That's 2". Again, allow 5 seconds to comply. If still no compliance is forthcoming, say "That's 3 take 5" OR "That's 3 you've lost 10 minutes off your TV time."

N.B. These are just examples of consequences, adults should feel free to adapt these to what suits their situation taking into consideration the values of the child. Using increments of time for sanctions is useful, however, if children are losing everything too quickly they have nothing to work or aim for. If required, you may make the increments smaller i.e. 2 minutes time out as opposed to 5 giving the adult 15 sanctions as opposed to 6.

It is important to remember that counting provides children with cues not warnings and you should not talk in between them – avoid the 'cycle of poison' (talk/ persuade, argue, yell, hit). Remember to use a 'potato' voice, keeping calm at all cost.

While some children will immediately co-operate with the system, some will test it – be prepared for this. Testers will utilise one or a number of the following behaviours;

1. Badgering
2. Temper (Intimidation)
3. Threats
4. Martyrdom
5. Buttering up
6. Hit / Physical

Don't be discouraged, stick to the system even if you feel they may be getting worse. All of the above behaviours (with the exception of 5) are stop behaviours and should be counted. Be fair, be consistent and always follow through.

Key Concept

The 'magic' of the 1-2-3 procedure is not in the counting itself. The power of the method comes primarily from the adult's ability to accomplish two goals. Your first objective is to explain – when necessary – and then keep quiet. Your second objective is to count as calmly and unemotionally as you can. Do these two things well and your children will start listening to you. As you use this technique, explanations are required less.