

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Themes:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

Level 5 illustration:

■ Wellbeing

As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.

■ Fulfilment of statutory duties

We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

■ Inclusion and equality

We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

Features of highly-effective practice: Challenge questions:

- ✓ The whole learning community has a shared understanding of wellbeing and the children's rights.
- ✓ All stakeholders promote a climate where children and young people feel safe and secure
- ✓ All staff and partners model behaviour which promotes and supports the wellbeing of all.
- ✓ All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
- ✓ Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.
- ✓ Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
- ✓ All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.
- ✓ All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.
- ✓ The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
- ✓ Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.
- ✓ Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.
- ✓ How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?
- ✓ How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?
- ✓ How well do we know and take account of local and national documents and guidance?
- ✓ How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?
- ✓ How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?
- ✓ How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?
- ✓ How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice?
- ✓ Can we be sure that all staff guidance is fully relevant and up-to-date?
- ✓ How well do we communicate with parents, partners and learning across these key themes?
- ✓ How well do we know the steps we have taken have improved outcomes for children?
- ✓ How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?
- ✓ Have we successfully established an inclusive learning environment? How do we know?
- ✓ To what extent does our school celebrate diversity?
- ✓ How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?
- ✓ How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?