



Riverbank Primary School and Nursery Class



R- Respect P-Play S-Safe N-Nurture C-Caring

♥ Many Hearts Make Our Family ♥

HEALTH & WELLBEING POLICY

“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)

RATIONALE

Riverbank Primary School is committed to developing as a Rights Respecting School with the values of the Convention on the Rights of the Child at the heart. We strive to ensure that the health and wellbeing of all pupils, parents, staff and the wider school community is of an “excellent” standard. Children and young people should feel happy, safe, respected and included in our school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.

We recognise the importance of promoting and enhancing children’s health and wellbeing and pride ourselves in our inclusive “family” ethos where everyone cares, respects, is fair to each other and ultimately tries their best to ensure that everyone achieves success. This is in line with the principles of the Scottish Governments Getting It Right for Every Child (GIRFEC) Publication, and the schools ‘Getting It Right for Every Child’ policy document.

The school community is given many and varied opportunities to participate and take responsibility for health and wellbeing activities that support the development of knowledge and understanding, skills, capabilities and attributes necessary 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.

The experiences and outcomes in health and wellbeing are consistent with the United Nations Convention on the Rights of the Child, 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. They build on the considerable work of Health Promoting Schools and underline the importance of a ‘health enhancing’ school ethos – one characterised by care, respect, participation, responsibility and fairness for all. The framework complements the duty of Schools to ensure that all schools are health promoting. (Health Promotion and Nutrition) (Scotland) Act 2007)

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for our children is met through community partners working together to plan programmes for health and wellbeing taking account of local circumstances and individual needs.

AIMS

Taking a holistic approach our aim is to ensure that the children, staff, parents and wider community at Riverbank Primary School acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Every child and young person in Scotland is on a journey through life: experiencing rapid development

and change as they make the transition from childhood through adolescence and into adulthood. As the progress, some may have temporary difficulties, some may live with challenges that distract them on their journey and some may experience more complex issues.

A guide to Getting it right for every child, The Scottish Government 2008

We want our children to have the opportunity to develop as successful learners, confident individuals, effective contributors and responsible citizens, but above all, whatever their needs we want all our children to be fully supported to be:

Safe

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

Healthy

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

Active

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

Nurtured

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

Achieving

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

Respected

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

Responsible

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

Included

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



Curriculum for Excellence:

health and wellbeing: principles and practice p2

PRINCIPLES

What do we mean by 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.

Schools work with partners to take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context. Learners can expect their learning environments to support them to:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills

- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Health and wellbeing across learning is the responsibilities of all practitioners. Everyone within each learning community, whatever their contact with children, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. Our school aims to support this through peer support, buddy systems, breakfast or lunch clubs, quiet areas, PSD programmes and support staff.

The responsibilities include individuals' contributions as well as the teacher's role in establishing open, positive, supportive relationships across the school community, where children and adults feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives. We aim to promote a climate in which children feel safe and secure, modelling behaviour which promotes health and wellbeing, and encouraging it in others through using learning and teaching methodologies which promote effective learning experiences that are sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

The health and wellbeing of every child and young person is greatly enhanced through the individual support and pastoral care, which they receive and can support them in facing changes and challenges and in making choices. Members of staff are often 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 and young people 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.

CURRICULUM FRAMEWORK

The Curriculum for Excellence framework begins by describing features of the environment for learning, which will support and nurture the health and wellbeing of children and young people, including a positive ethos and relationships, and participation in activities to support the promotion of a healthy lifestyle. These statements are used to inform planning and practice within schools.

The framework identifies the importance of children's mental, emotional, social and physical wellbeing where children should have the opportunity to learn to:

- express feelings appropriately
- form positive relationships with other children
- develop friendships with children
- develop positive attitudes to others whose gender is different from their own
- recognise the uniqueness of their body
- understand where living things come from
- appreciate family and other special people that care for them.

At Riverbank Primary School we strive to provide a health-promoting environment for working and learning and promote individual, family and community responsibility for health. By embedding these beliefs in all that we do we will enable pupils to realise their full physical, psychological and social potential and increase their self-esteem. This will be evident in relationships forged in school be it pupil/pupil, staff/staff or staff/pupil.

Programmes of work are in place covering all the aspects of health and wellbeing described in the Curriculum for

Excellence at the appropriate level. These programmes are supported by pre-prepared plans and a wealth of resources including DVD and interactive computer software. The statements of experiences and outcomes are then structured into the following organisers:

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

Breakfast and after school clubs help to forge links with parents and the school operates closely with the Parent Council to ensure the community have an active say in how the school is run. Achievement is recognised throughout the school and celebrated through class assemblies and prominent displays of pupils' work throughout the school building. Other embedded practices allow for important health messages to be echoed throughout the working life of the school and include a healthy tuck shop, after school clubs, development of the Pupil Council, Health Committee, ECO Committee, buddy systems and playground/class monitors. Positive behaviour policies and anti-bullying initiatives also enhance the climate around the school.

Mental, emotional and social wellbeing

Children participate in a variety of experiences relating to mental, emotional and social wellbeing.

The Learning Support and Nurture Teachers have taken different groups of children to give them extra time to develop social and emotional skills within PATHs, Circle Time and other activities. This calm, positive approach allows the children to feel safe, secure and valued.

Assemblies give the whole school time to meet together to share and celebrate success with our awards every week, where children are selected to receive awards for good behaviour, work etc. Assemblies allow classes and visitors from the local authority and local community to share news and celebrate success and the local church also delivers stories.

Any eventuality that may arise within the class, playground or indeed from home will be dealt with by the teachers by listening to the pupils or parents with care, respect and compassion. These issues will be dealt with on an individual basis at the time.

Physical education, physical activity and 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 gives children an important foundation for participation in experiences in physical activities and sport and in preparation for a healthy and fulfilling lifestyle.

Children at Riverbank Primary will be given the opportunity to participate in 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 contributes to physical activity and enhances learning in different areas of the curriculum.

Our aim is to establish a pattern of daily physical activity for every child, which, research has shown, is most likely to lead to sustained physical activity in adult life.

Active Schools: Riverbank Primary has a designated Active Schools Co-ordinator who supports the school, providing a variety of activities including football, fitness testing and dance workshops.

Active Play Every Day: Classes experience opportunities for active play through a range of indoor and outdoor activities.

Timetable: Every child has 2 hours of Physical Education timetabled in line with Curriculum for Excellence guidelines and every year the whole school takes part in our school sports activities. These usually take the form of a mixture of potted sports activities and visiting specialists. This usually take place at the beginning of June, weather permitting!

Cycling Proficiency: P7 children are given the opportunity to take part in the Cycling Proficiency programme every year (depending on numbers). The cycling programme followed, is the Scottish Cycle Training Scheme and is assessed by the Road Safety Officer. The programme is delivered by the Principal Teacher and Classroom Assistant. Two children are also selected to be Junior Road Safety Officers who are leading road safety initiatives in the school, co-ordinated by the RSO.

Playground: The school has a variety of playground resources and equipment. The playground is divided into sections including; football, basketball, hopscotch and a quiet area where children can sit and 'chalk' in the playground picture frames. The trim trail is for infant use during playtimes and has a timetable for use by all classes throughout the week. The multi-sports area also has a rota so that all children are able to use this safely. We are committed to ensuring that the children have active and engaging playtimes and through consultation we continually strive to enrich the experiences available to our children.

Out of Hours Learning: Riverbank Primary endeavours to keep our children happy and physically healthy out with the school day by providing a variety of after school clubs throughout the year. Thus, promoting the wider achievement of our children.

Food and 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.

Riverbank Primary School is a 'Nut Free Zone' and 'Healthy eating' school and has a healthy tuck shop that is available to children in the morning. We also 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.

company that runs the school dinners has an initiative called "Hungry for Success". This allows the children to have balanced meals where all the nutrients are available for the children. The children are then able to make the choice of which foods they would like to eat.

Our children have the opportunity to attend our school Breakfast Club from 8.30am each morning. P1-3, are given free fruit three times a week.

Through interdisciplinary work children are encouraged to choose healthy options, follow a balanced diet and try new cultural cuisines.

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 this 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.

Substance Misuse (over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents)

North Lanarkshire Council has clear procedures for the misuse of drugs in educational establishments. As part of our substance misuse programme the Local Community Police Office are invited to come along to school and

give a series of sessions in this area. These are followed up using variety of school resources and health materials.

If any issues arise out with these sessions we will endeavour to deal with any situations with sensitivity, care, respect and compassion.

Relationships, sexual health and parenthood

This is an issue that many children and parents can find embarrassing or distressing but at Riverbank Primary School we aim to support this area of health and wellbeing with sensitivity, respect and honesty.

Relationships, sexual health and parenthood education can be defined as a lifelong process, whereby children acquire knowledge, understanding and skills that help them to develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework. This is only one area of the Curriculum, which supports the physical, emotional, moral and spiritual development of all young people within the context of today's society.

Learning and Teaching takes into consideration the cultural, ethnic and religious influences within the home, the school and the community and should be non-discriminatory and sensitive to the diverse backgrounds and needs of all young people. Our children are given the opportunity to acquire information appropriate to their needs, age and stage of development and their existing level of understanding and experience within health and wellbeing.

In accordance with the North Lanarkshire Sexual Health and Relationships Policy (see appendix A). Teachers and specialists aim to provide accurate and relevant information about the physical and emotional changes, which children and young people will experience throughout their formative years and into adulthood. We aim to establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and provide opportunities for children to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends, intimate partner and within the wider community.

Children are encouraged to develop and reflect upon their beliefs, attitudes and to foster self-awareness and self-esteem including a sense of responsibility and respect for themselves and others. Developing an appreciation of, and respect for, diversity and the need to avoid prejudice and discrimination.

Like other areas of the curriculum relationships, sexual health and parenthood education will enable children to be at the centre of their learning. This will contribute towards young people developing within the 'four capacities', successful learners, confident individuals, responsible citizens and effective contributors.

The School Nurse is invited to come to school and give the children an information session about growing up and the changes that it brings. The children are able to talk openly about anything that has been covered. Children will be given time to share and discuss any issues which arise with an appropriate adult. This will help to alleviate any worries that the children may have and where necessary the school will provide information and support to develop skills for accessing appropriate, agencies and services providing support and advice to young people.

Progression and development through our programme of study from Nursery to Primary 7 will depend upon the stage of growth, development and maturity of individual children and any pertinent social issues. The delivery of learning will take account of these factors, ensuring that experiences are relevant and realistic for the pupil. It should be noted that many of the outcomes for health and wellbeing are interlinked with programmes of work for religious and moral education, sciences and social studies and are implicit in many aspects of the school life.

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

LEARNING AND TEACHING

Our health and wellbeing programme offers skills for lifelong learning. Learning through health and wellbeing which promotes confidence, independent thinking and positive attitudes and actions requires:

Leadership which:

- establishes a shared vision of health and wellbeing for all
- is open, collaborative and responsive
- engages and works with parents and carers and all stakeholders to provide children and young people with coherent and positive experiences which promote and protect their health
- promotes the health of all within the school community and develops arrangements to support their mental, social, emotional and physical wellbeing
- responds sensitively and appropriately if a critical incident takes place within the school community, and has contingency plans in place to enable this to happen.

Partnership working which:

- engages the active support of parents and carers
- reinforces work across transitions and cluster planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which ensure coherence and progression.

Learning and teaching which:

- 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.

Learning and Teaching approaches will be taken to ensure that:

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

Effective learning and teaching in Health & Wellbeing involves a mix of appropriate teaching approaches which include:

- The use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- Effective direct and interactive teaching

- A balance of spontaneous play and planned activities
- Harnessing the motivational benefits of following children and young people's interests through responsive planning
- Collaborative working and independent thinking and learning
- Making meaningful links for learners across different curriculum areas
- Building on the principles of Assessment is for learning
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- The development of problem solving skills and approaches
- The appropriate and effective use of Technologies

Programmes of Study

Our programmes of study are reviewed regularly as part of the ongoing commitment to monitoring and evaluating the effectiveness of the school.

Our current Health & Wellbeing programme is also supplemented by a number of additional resources where appropriate. Ensuring that children experience certain aspects of health and wellbeing through focused programmes of study.

Many of the experiences and outcomes are applicable throughout life and we aim to revisit these regularly in ways that are relevant and realistic for children, taking account of their stage of development and level of understanding.

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 Active Schools Co-ordinators and Community Partners who can make complementary contributions through their specialist expertise and knowledge to enhance learning experiences.

Additional Resources

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| • PATHS | • The Golden Rules by Jenny Mosely |
| • Prim-ed Health | • Friends for Life |
| • Folens PSHE and Citizenship | • Hopscotch |
| • Circle time by Jenny Mosely | • Channel 4 Living and Growing Series |

PLANNING

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 in their planning will take account of these factors, ensuring that experiences are relevant and realistic and in the best interests of the children, taking account of social and personal circumstances as necessary.

In Riverbank Primary School, we plan in accordance with National and Local Authority Guidelines. Planning is influenced by evaluations from the previous terms teaching and learning and takes into account differentiated abilities within a class, and working towards pupils' individual needs. Due to differentiation, collaborative planning across stages takes place throughout the year to facilitate learning. Planning is shared with and monitored by the Head Teacher and members of the senior management team.

Forward Planning is completed termly and contains details of learning and teaching activities, including resources and cross-curricular links. Planning for learning and teaching is not driven by activities; outcomes and experiences are carefully selected to meet the specific needs of the individuals in each particular class. Staff, identify the outcomes and focus for assessment that will be covered within the term, ensuring a brisk, purposeful pace of learning is established and maintained.

The experiences and outcomes support challenging and enjoyable learning experiences; they provide the necessary breadth and depth to meet the needs of all learners; they ensure that account is taken of individual and/or community contexts. The experiences and outcomes thus offer flexibility to allow school staff and

partner agencies to plan health and wellbeing programmes which take account of local needs and are innovative, use relevant learning contexts and ensure coherence and progression.

We aim to ensure that all aspects of health and wellbeing, including special events, are planned as part of a whole school strategy, to ensure that they have sustained impact.

ASSESSMENT

Building the Curriculum 5 states:

“Assessment supports learning by focussing on the process of children and young people moving forward from where they are in their learning towards their desired goals. Assessment can also be used to identify and plan any support they will need to achieve these goals.”

(Scottish Government 2011, p18)

Before teachers and children are able to make an evaluative comment on work, progress and attainment, they need to be clear about what the teaching focus is for each of the taught lessons. Assessment comments must emphasise skills development.

Three or four people should be involved in the assessment process.

The child as the writer and first reader and initial improver

The peer partner – giving positive and constructive oral feedback

The teacher – highlighting good parts of the text and giving oral and written feedback with clear specific steps for improvement

The parent/carer – encouraged to give their own comments about the writing.

We approach assessment both formatively and summatively. Most evidence will be gathered as part of day-to-day learning (formatively). However, the use of specific summative assessment tasks is also important to provide evidence of progress, particularly at transition periods.

Our methods of assessment include;

- informed by current teaching approaches
- an on-going continuous process by the classroom staff, providing the pupil oral and written feedback of their progress
- linked to forward planning
- used to provide guidance for the next steps in the learning process

This evidence will be gathered together to create an individual learning story for each pupil, and recorded in the ‘Pupils Progress Record’.

Monitoring and Evaluation of Pupils’ Progress

School staff will gather evidence of pupil progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years to the upper classes, pupils’ progress will be seen in how well they are developing and applying their knowledge, understanding and skills in healthy living and relationships and in assessing risks and decision making. The methods used to monitor pupil progress will be wide-ranging and the evidence to support their findings may include among others, questionnaires, quizzes, observations, interviews, examples of pupils’ work, teachers notes, feedback from parents/carers, video or photographic entries, project records (meeting minutes etc), class displays, quantitative data (number of incidents, sickness absence etc), follow-up classroom activities or focus group results.

As important aspects of health and wellbeing are the responsibility of all staff in educational establishments in partnership with others, and because of the importance of health and wellbeing to learning and development, everyone should be clear about their areas of responsibility and their roles in assessment. In health and wellbeing, assessment has to take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children and young people’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.

Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.

For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- extending the range of their relationships within and outwith the school.

It is important that throughout the year the children are given a varied experience within Health and wellbeing and we use our health programme to ensure there is a breadth and balance of health topics covered over the seven years of primary school. This ensures progression. However, experiences and assessment opportunities should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

At Riverbank Primary School we endeavour to be as consultative as possible and the children are able to put forward their own ideas and opinions, which are valued and taken on board. Teachers take valuable photographic evidence of activities as well as writing evaluations to inform next steps in learning. We believe that Health and Wellbeing is inherent in everything that we do. That it is everyone's responsibility to create a positive ethos, a climate of respect and trust where everyone can make a positive contribution to the school community. Then everyone will be successful, confident, responsible and effective.

The staff at Riverbank Primary School endeavour to work efficiently as a team treating each other with care and respect this in turn models good behaviour for the children who instinctively know that this is the way to behave to one another.

TIME ALLOCATION

Every child will have the opportunity to experience 2 hours of physical activity such as physical education, sports activities or team games. These are timetabled each week to ensure that we adhere to national guidelines. Other areas of the health and wellbeing programme will be covered by the class teacher throughout the session to meet the needs of the children.

ADDITIONAL SUPPORT

Riverbank Primary School recognises that every child and young person in our school is on a journey through life: experiencing rapid development and change as they make the transition from childhood through adolescence into adulthood.

We all want our children to be fully supported as they grow and develop to be: **successful learners, confident individuals, effective contributors and responsible citizens**. We aim to achieve this by:

- Making provision for each child's needs as a learner

- Providing a broad, balanced and stimulating curriculum for each child based on local and national guidance
- Using a variety of resources and strategies to meet the needs of each learner
- Building self-esteem and a positive attitude to work and each other in our children
- Nurturing the development of the 'whole child'

Please refer to the Schools '*Getting It Right for Every Child*' policy document which set out ways in which we try to ensure that every child in our school is special – that their educational, social and individual needs are recognised, assessed, addressed and met.

THE SCHOOL ENVIRONMENT

The school building, facilities and grounds are maintained in a manner that supports the health message to be reinforced throughout the working life of the school. Our commitment to exploring opportunities to develop experiences in Eco, Health, Global Citizenship, Fair Trade and our work within the Rights Respecting Schools framework compliments efforts in this area.

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

Caring for the environment is embedded in the life of the school with an active school garden and the development of quiet areas.

HOMEWORK

The health and wellbeing experiences and outcomes are designed to encourage links with all other areas of the curriculum, to reinforce learning and to provide relevant, enjoyable and active experiences. At Riverbank, we place a high value on the contribution parents and carers make towards their child's development.

INTERDISCIPLINARY LEARNING

The health and wellbeing experiences and outcomes provide invaluable opportunities to develop skills in literacy and numeracy. There are also important links with religious and moral education in the establishment of values and growth of spiritual wellbeing, and in considering relationships.

Participation in expressive arts activities can make an important contribution to a child's or young person's sense of wellbeing and can bring learning to life. Using the expressive arts as a medium for learning, for example through role play, can engage learners in issues such as bullying, in more engaging and accessible ways.

There are very close connections between dance and physical education, in particular through the shared outcomes in evaluating and appreciating.

There are clear connections between science and several aspects of health and wellbeing; between the technologies and, for example, food and health; and between the social studies and the aspects relating to citizenship and participation.

In all of these cases staff have the scope to group experiences and outcomes together in different and imaginative ways to enrich, consolidate and enhance progression in learning.

REPORTING

Pupil progress will be reported to parents at parents evening and in written format. Progress will be noted in terms of Curriculum for Excellence experiences and outcomes.

LINKS WITH FAMILY AND THE WIDER SCHOOL COMMUNITY

Parents and carers are valued and welcomed into the school. We will communicate regularly, consult and engage with parents/carers through newsletters, assemblies, daily updates and parents' evenings.

Parents and the wider community will be encouraged to be actively involved in the development and review of our priorities and policies through surveys, the work of the Parent Council and the involvement in school life.

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

Staff, encourage pupils to be well behaved and considerate to others, both in school and out in the community.

School assemblies, Certificates and special awards are in place to celebrate pupil's achievements/successes within the school community. We also invite children to share the achievements outside of school.

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

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

SCHOOL POLICIES & PROCEDURES

We aim to ensure that the school is a safe environment for all who work or learn here. We review security measures regularly, and draw upon the advice of experts (e.g. police officers, fire officers, surveyors and other consultants). We require all adult visitors who arrive in normal school hours to sign the visitors' book in the reception area, and to wear an identification badge at all times whilst on the school premises. Teachers will not allow any adult to enter their classroom if the school visitor's badge does not identify them. If any adult working in the school has suspicions that a person may be trespassing on the school site, they must inform the Head Teacher immediately. The Head Teacher will warn any intruder that they must leave the school site straight away. If the Head Teacher has any concerns that an intruder may cause harm to anyone on the school site, they will contact the police.

Health and Safety

In Riverbank Primary School, we adhere the council's policy for Health and Safety. The health, safety and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body, along with the Local Education Authority (LEA), takes responsibility for protecting the health and safety of all children and members of staff.

First Aid

It is the responsibility of each teacher to ensure that all learning activities and experiences are safe. If a teacher has any concerns about pupil safety, they should bring them to the attention of the Head Teacher before that particular activity next takes place. We do not take any child off the school site without the prior permission of the parent.

If an accident does happen, and it results in an injury to a child, the teacher will do all she can to aid the child concerned. We aim to provide all classes with a basic first aid provision of plasters and wipes for minor cuts and scrapes.

First aid boxes are located in the Community Room. The following staff are designated First Aiders:

Ms Allison Clare (Classroom Assistant)

Should any incident involving injury to a child take place they should be sent or taken to the office and a First Aider will be called to assist. If necessary, the school secretary will telephone for emergency assistance.

Any incidents involving blood require first aiders to wear plastic gloves and any soiled wipes or tissues should be bagged and disposed of in the allocated bin. We record all incidents in the Accident book. Should a child receive a bump to the head or be quite seriously hurt, we will contact the parents through the emergency telephone number that we keep on file and give them a first aid sticker or note home.

We update emergency contact numbers annually, but it is essential that parents inform us when contact details change. There may be rare occasions where it is necessary for staff to restrain a pupil physically, to prevent them from inflicting injury to others, causing self-injury, damaging property, or being disruptive. In such cases only the minimum force necessary may be used, and any action taken must be only to restrain the pupil. If restraint has been required, a written report will be made. Staff, are trained in safe handling procedures.

Fire and other emergency procedures

Procedures for fire and other emergency evacuation are displayed prominently in all rooms. Fire drills are held twice each term. Arrangements are made to monitor the condition of all fire prevention equipment regularly. This includes the visual inspection of fire extinguishers, and the testing of the fire alarm system.

Educational visits

The school takes very seriously its responsibilities for ensuring the safety of children whilst on school trips (see also the policy for Off-Site Visits). All children must have a current *Parental Consent* form on file for all excursions as well as a specific activity permission slip. Teachers must complete Risk Assessments for all educational outings.

We use coaches and mini-buses for outings when required and only when seat belts are provided. We instruct the children to use seat belts at all times when the bus is moving. Children are responsible for their behaviour, if it is felt that a child may threaten the safety of themselves or others on the bus, they may be removed or excluded from the trip.

Risk Assessment

Risk assessments are carried out in line with local and national guidelines for all excursions and activities as required.

Medical Conditions

Most pupils will at some time have a condition requiring medication. For many the condition will be short-term – perhaps the duration of a short absence from school. However, although a child may soon be well enough to be back at school, medication may perhaps still be required during the school day for a short period. In such cases parents will be expected to visit, perhaps during the lunch break, to administer the medication themselves (after first reporting to reception). Where on the other hand children have long-term medical needs, we will do everything we can to enable them to attend school regularly. Parents must give us details of the child's condition and medication, and bring the medication to school in a secure, labelled container. Records will be kept of all medication received and administered by the school.

Staff involved in administering the medication will receive training from the school nurse or by special request to the appropriate health professionals.

Internet Safety

We regularly use the Internet in school. In order to minimise the risk of children coming across unsuitable material, we provide constant supervision, and we use only a filtered service, selected links, and child-friendly search engines. Parents are asked to sign authorisation for their child to use the Internet. We also seek parental permission before using photographs of children or their work on the school's website, blog, or in newsletters and other publications.

Behaviour

During the course of the day incidents can occur in the classroom/playground that require adult intervention. Most incidents are minor and can be dealt with quickly by a quiet word with a child, a non-verbal signal or just the mention of the child's name. Often the incidents require no more than clarification of what has happened,

discussion of alternative actions the children could have taken to avoid the situation, verbal reprimands and appropriate apologies made by the children. However, some incidents require further intervention because they are more serious or occurring more frequently than usual. Under such circumstances the following actions may be taken:

- Incident noted in class Behaviour Log
- Letter or School rules to be written by children
- Withdrawal of a subsequent break (time out)
- Additional home activity
- An action by a child to compensate for inappropriate behaviour
- Informing and involvement of parents
- Exclusion from school

Alleged racist incidents should be referred to the Head Teacher for investigation. Records will be kept in the Behaviour Management Log. The Head Teacher will also follow North Lanarkshire Council's Policy and Procedure for incidents of this nature.

The information contained in the Behaviour Management Log is used to keep parents and carers informed about their child or children's progress/behaviour. Where appropriate the Principal Teacher, Depute or Head Teacher may send for the Behaviour Management Log to record an incident or review patterns of behaviour or to target support.

Theft or other criminal acts

In the first instance the class teacher will investigate any incidents of theft involving children. If there are serious incidents of theft, the Head Teacher will inform the police, and record the incident in the incident book.

CHILD PROTECTION

The named person with responsibility for child protection in our school is the Head Teacher, All the adults in our school share responsibility for keeping our children safe. We may on occasion report concerns, which on investigation prove unfounded. It is better to be safe than sorry, and we trust that parents, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

CONFIDENTIALITY

Health related issues can raise concerns about confidentiality. Pupils may have questions or may inadvertently reveal information. School staff although willing to listen to pupil concerns or queries are not in a position to guarantee confidentiality. This should be made clear to pupils before they have any opportunity to make any disclosure.

No professional can guarantee the confidentiality of information if they have reason to believe the child/young person, or someone they know, is at risk. If a pupil is in moral or physical danger, the staff and the school must act to protect them. Such action may involve disclosure to appropriate people or agencies. This is done in accordance with Local Authority and National Guidance.

EQUAL OPPORTUNITIES

In Riverbank Primary, we adhere the council's policy for Inclusion.

HEALTH AND WELFARE OF STAFF

The school is committed to encouraging all staff to lead healthy working lives. A staff room is available where staff can relax. Staff, are involved in drawing up development plans and in most decisions affecting their professional practice. Staff meetings are held weekly where individuals can air their views and feel supported. A number of social events are held throughout the year where staff can relax in a social setting.

The school takes very seriously the need to safeguard the health and welfare of all our staff. This includes their professional development, which we address in our CPD policy. We also pay particular attention to the assessment and prevention of work-related stress, thus complying with health and safety law. If a member of

staff is experiencing stress at work, she should inform the Head Teacher without delay. The school will not tolerate violence, threatening behaviour or abuse directed against school staff. If such incidents do occur, the school will take the matter very seriously, and take action in line with the LEA's protocol on school and the police.

Violence or aggression towards staff will not be tolerated. Should an incident arise which involves physical violence against a teacher, the Head Teacher will report this to the Authority, and support the teacher in question if he or she wishes the matter to be reported to the police.

September 2023