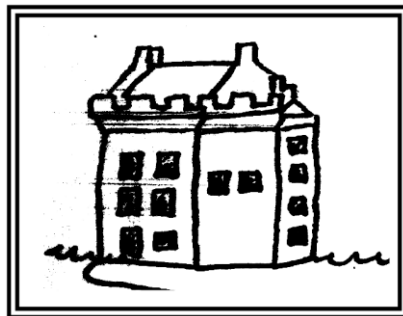




Stirling Council

Fintry Primary School

Health & Wellbeing Policy



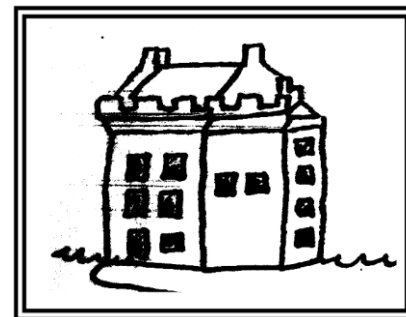
Date agreed: September 2018

Bodies consulted: Staff, Children and Parents

Planned review date: January 2019

Fintry Primary School

Health & Wellbeing Policy



Rationale

We want all children at Fintry Primary School to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. A Curriculum for Excellence: Building the Curriculum 1 (Scottish Executive, 2006) states:

‘Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning.’

Aims

At Fintry Primary we work to ensure that the Health and Wellbeing of all children permeates through every area of school life. We encourage all members of the school community to treat each other with respect, and, take responsibility for the Health and Wellbeing of all those who belong to our community. We strive to create an environment in which everyone feels nurtured, safe and protected. Fintry Primary promotes a healthy, active lifestyle where learning outdoors is embedded in our curriculum. At Fintry Primary the Getting it Right for Every Child (GIRFEC) approach underpins the life and ethos of the school to ensure that we put every child at the centre. The eight indicators of wellbeing are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. These eight areas are set in the context of the ‘four capacities’ (successful learner, confident individual, responsible citizen and effective contributor), which are at the centre of the Curriculum for Excellence.

Objectives

All 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 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.

Roles and Responsibilities

Within Fintry Primary School there is a sense of collective responsibility, consistency and high expectations from all members of staff, teaching and non-teaching.

Headteacher

It is the responsibility of the headteacher at Fintry Primary School to ensure that high-quality inclusive teaching is supported by effective whole-school policies and programmes of study, clearly targeted at all children's needs and prior learning. This is achieved by:

- developing and sustaining a strong shared focus on creating a supportive and nurturing ethos;
- managing the implementation of the Health and Wellbeing Policy across the Four Contexts of Learning through productive partnerships and teamwork;
- establishing a progression pathway that ensures the seven principles of curriculum design: progression, depth, challenge & enjoyment, personalisation & choice, breadth, relevance and cohesion;
- monitoring and tracking the progress of children;
- evaluating progress using benchmarking and teacher judgement towards achievement of a level;
- managing the assessment of the Health and Wellbeing Curriculum;
- fostering partnerships with schools in Balforn Learning Community* to ensure that the training needs of staff are met;
- building relationships and supportive ethos with partners and stakeholders to create a culture that will tackle health inequalities and lead to better outcomes for children;
- communicating with parents and external agencies when appropriate; and
- ensuring that finances and resources are available to allow the full implementation of this policy.
- Balforn High School and all associated Primary and Nursery establishments

Principal Teacher

The Principal Teacher is responsible for:

- developing and sustaining a strong shared focus on creating a supportive and nurturing ethos;
- supporting all staff to deliver the Health and Wellbeing Experiences and Outcomes;
- ensuring resources are up to date and used appropriately;
- ensuring the delivery of quality teaching and learning by all staff;
- ensuring that staff monitor and track progress using the benchmarks and report to the headteacher;
- Support staff to put in place a 'Step Change Plan' from FRIENDS for children who have identified wellbeing needs; and
- liaising with the Class Teacher and Support for Learning Teacher to ensure all learners' needs are met.

Role of the Teacher

Teaching staff has responsibility for

- developing and sustaining a strong shared focus on creating a supportive and nurturing ethos;
 - planning, organising and assessing lessons with children to ensure that rich experiences that take account of the Experience and Outcomes and design principles of Curriculum for Excellence;
 - sharing the purpose of learning with children at every lesson, including long-term and short-term learning goals;
 - sharing clear, relevant and measurable Success Criteria with children at every lesson so that the requirements of the activity are clearly listed to ensure success;
 - using the Progression Pathway for health and wellbeing to ensure that all children have appropriate learning and teaching experiences across the Four Contexts of Learning;
 - ensuring children's progress and achievement is supported by high quality feedback;
 - using the benchmarks to assess and inform planning of next steps in learning and achievement of a level;
- assessment should consider breadth challenge and application of learning;
- conducting a Health and Wellbeing Web evaluation and communicating any concerns raised to the Senior Leadership Team.
 - liaising with the Support for Learning Teacher to ensure all pupil needs are met;
 - a range of appropriate evidence is added to each child's Learning Journey: and
 - ensuring that policy implementation and curricular development enhances learning and teaching and contributes to raising attainment and achievement in Health and Wellbeing.

Support for Learning Assistants

It is their responsibility to contribute to the school's supportive and nurturing ethos by supporting all children to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included.

Children

Children have responsibility for:

- being actively involved in their learning;
- building positive relationships;
- participating fully in class lessons;
- using strategies to support their wellbeing;
- developing positive attitudes ;
- evaluating their progress; and
- planning for their next steps in learning.

Parents and Carers

Parents and Carers have responsibility for fostering home/school partnership. Parents and Carers are encouraged to play an active role in supporting their children's education.

Curriculum

Developing Successful Learners

Through the curriculum children will have many opportunities to develop an understanding of the physical, social and emotional factors that influence their health and wellbeing. As well as acquiring a wider range of physical skills and abilities, they learn the social and emotional skills, which can help them to embrace change and challenge with optimism, develop emotional resilience in dealing with competitive and challenging situations, and express themselves creatively individually and in groups. It enables them to develop their interests and preferences and to set and review personal goals for achievement in their lifestyle, learning and development.

Developing Confident Individuals

If children are healthy and emotionally secure they will be more able to develop the capacity to live a full life. With a sense of wellbeing they will be better able to deal with the unexpected and cope with adversity. This sense of wellbeing encompasses many aspects including resilience, fitness, confidence, a sense of mastery and control, optimism and hope, and the ability to sustain satisfying personal relationships. The health and wellbeing curriculum area should provide opportunities for children to develop these attributes. It should equip them with skills, such as practical food preparation, which will enable them to live as independently as they can. It should also enable them to recognise and deal with the many different pressures in life, and identify when they need support. They should learn to find appropriate sources of information and help to make informed choices and live a healthy, fulfilled life.

Developing Responsible Citizens

Children need to learn to respect and value other people and to develop an understanding of their beliefs and feelings. This will help them to develop positive relationships, promote equality and fairness and counter discrimination. Developing children's awareness of healthy diet, activity, positive relationships and risks to health lays important foundations for their future life, including parenting. From an early age, children can develop an understanding of how their actions and decisions are affected by and affect others, recognising how important it is to behave in ways that can have a positive effect on other people and the environment.

Developing Effective Contributors

Through their learning in health and wellbeing, children can have opportunities to engage positively in experiences that are fun, enjoyable, exciting and challenging in a variety of settings including the outdoors. They can make positive contributions to the wider life and health of the school and community through involvement in activities such as running the healthy tuck shop, helping younger children through buddying, or organising fundraising activities through the Parliament. Very importantly, young people should be equipped to explore different options for life beyond school and be supported so that they can make successful transitions in future years.

Learning and Teaching

Effective learning and teaching in health and 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;
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology;
- encourages 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;
- 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;
- 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; and
- harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

Management, Leadership and Quality Assurance

Self-evaluation of the quality of the care and wellbeing is the responsibility of all staff and the Senior Management Team. Quality indicators described in 'How Good is Our School?' will be used to evaluate the ongoing effectiveness of this policy within the school.