

Health and Wellbeing

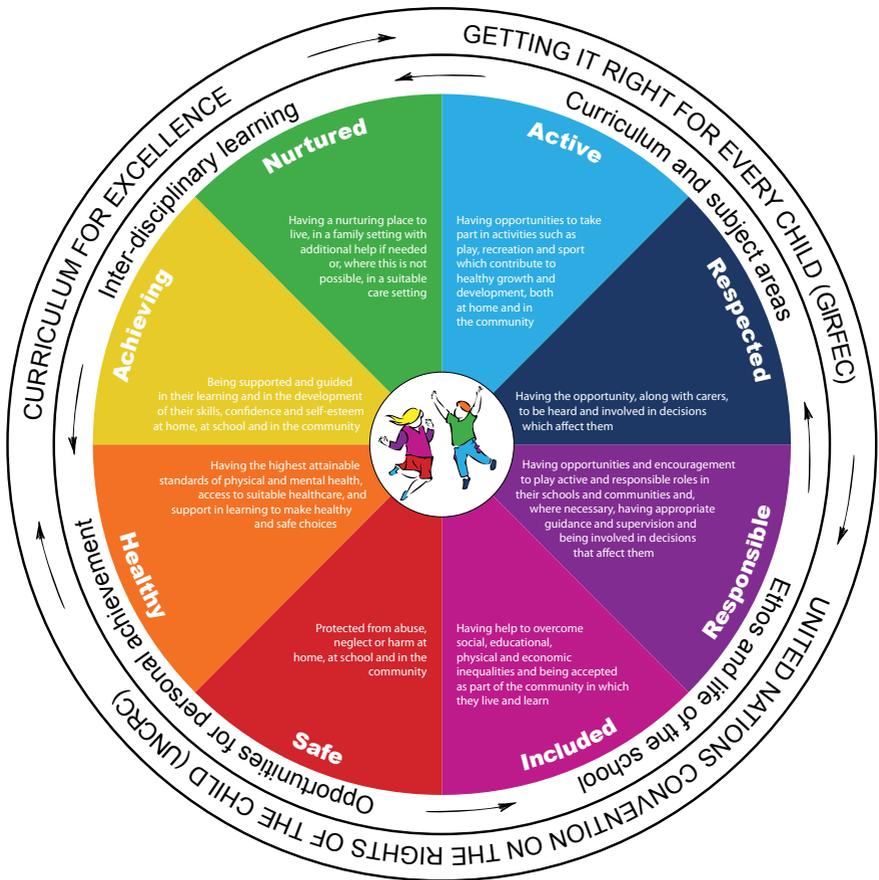
EdinburghLearns



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'Everyone within a learning community, whatever their contact with children and young people may be, 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 in the school and the wider community'

Curriculum for Excellence: Health and wellbeing Principles and Practice



Establishments should know and be able to demonstrate that across the four contexts for learning, all learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Staff and learners should know, understand and use the wellbeing indicators as an integral part of school life.

How good is our school? 4th Edition

Safe

Values

The school community understands the wellbeing indicators and their role in supporting HWB across the curriculum

Restorative approaches begin with the ethos of positive relationships, rights and respect

Restorative approaches are for all members of the school community regardless of role

Practice

Strong culture of partnership working and joint planning across the learning community

Regular planned opportunities for 1:1 dialogue with learners

Staff trained and confident in supporting HWB needs, including skills to have effective 1:1 dialogue with learners

Regular time created for staff to discuss learners' HWB needs

Safe spaces in the establishment

Supported lunch/break activities

Healthy

Values

Health and wellbeing is valued and seen as a priority

The key adult role is a crucial component in a child's resilience – we believe that any of us can be that key adult

Practice

Planned curricular opportunities for learners to develop resilience

All staff demonstrate HWB is central to their practice

High quality meals which meet nutritional requirements

Planned progressive HWB curriculum, shaped by learner voice and local context

We develop individual attributes and supports that promote resilience including making sure every child has at least one 'good adult'

Achieving

Values

All staff recognise the importance of HWB in combating disadvantage, improving achievement and helping to close the gap

We look for opportunities for personal and wider achievement to highlight and build on individual strengths

Practice

Opportunities for wider achievement mean learners can develop skills across the 4 contexts for learning

Achievement across the 4 contexts for learning is celebrated and valued

Transitions are carefully planned, they support HWB and progression in learning

Learners self-report in their own progress in HWB and are supported to identify next steps

We use the Getting It Right for Every Child approach to work together with children and their families

We effectively track and monitor learners to ensure progression and target pupils at risk

Nurtured

Values

Positive relationships are crucial to developing successful learning communities

Ethos of respect and trust where learners can and do voice their concerns and are listened to

Restorative, solution orientated approaches used to promote positive behaviour

Learners know staff care about them and feel confident to seek support

We form meaningful relationships with every child and young person, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections

Practice

Staff act as positive role models to learners

Staff demonstrate high expectations and ambition for all learners

We are all available and approachable – if a child or young person wants to connect with us at an unsuitable time we always offer an alternative

We provide nurture groups and support a culture of nurture

Active

Values

Daily physical activity is encouraged and valued

Sport and recreational activities are promoted, valued and their contribution to HWB recognised across the establishment

Practice

Free Active Schools for all children in SIMD 1/2/3/known by the school to be living in poverty

Positive relations with Active Schools link with a programme which is shaped by learner voice

Frequent opportunities for outdoor learning, in the playground, local community and beyond

Daily physical activity

Tracking and monitoring systems identify learners who need to be more active and we plan for this

Planned progressive learning experience for PE across the cluster

Active travel promoted across the learning community

Respected

Values

All learners should feel listened to and valued

Children's rights are core to the ethos and values of the school

Relationships are based on mutual trust and respect

We support everyone's right to access the support they need to achieve their potential

Practice

Views of learners are sought, valued and lead to change

Learners participate fully in the life of the school

Diversity is celebrated and discrimination challenged

We all model and share community values based on everyone's rights (to be safe, to learn, to be listened to)

Responsible

Values

We show care and respect for others and model this behaviour

We all have a responsibility to offer support to repair relationships

Strong culture of learner voice, where views are listened to and acted upon

Practice

Learners co design their own learning in HWB and participate in delivery of some programmes

Learners contribute to the wider life of the school and take on responsibilities, eg on committees, buddies

Learners have opportunities to develop skills across the 4 contexts for learning

Restorative, solution orientated approaches used to promote positive behaviour

We know there are consequences for decisions and actions that have had a negative impact on the rights of others but consequences are proportionate and support us to develop behavioural awareness and ownership

Included

Values

All staff understand the role of HWB in combating disadvantage and use this knowledge to support closing the gap

The school community promotes equality, celebrates diversity and provides support for those who may at times feel excluded

Practice

Additional costs to the school day are minimised ensuring all children have access to resources for learning in the classroom

Equal access to opportunities, regardless of income

Poverty-related stigma is challenged so that all children and young people feel respected, included and supported by staff and pupils in their school and local community.

All learners have access to a key adult they know and can trust to discuss any issue or worry

Strong culture of learner voice

The 4 Rs underpin our practice;

Relationships

Rights Respecting

Resilience Building

Restorative



