

Invergarry Primary school

Health and Well-Being 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 Curriculum1

We aim to provide appropriate and relevant opportunities for every child to develop health and well-being. We acknowledge and follow the guidance of the Highland health and well-being strategy.

Leadership

- We will ensure a clear understanding of the importance of health & wellbeing by all staff to help all pupils acquire the ability to make informed choices for a healthy approach to life, learning and work.
- We will establish a shared vision and plan of action for the place of health & wellbeing within the school curriculum; this should include an audit of health & wellbeing provision.
- We will ensure everyone is a leader of learning and a role model for the promotion of health & wellbeing within their own classroom and beyond.
- We have a health & wellbeing co-ordinator to lead developments.
- school health & wellbeing policy or strategy clearly focuses on developing young peoples’ capacities as successful learners, confident individuals, effective contributors and responsible citizens and gives consideration to the health & wellbeing of all staff.

Learning and teaching

- we promote the importance of health & wellbeing and a healthy lifestyle to all children and young people.
- We ensure consistent implementation of the Highland Council Learning, Teaching and Assessment Policy in relation to health & wellbeing across the school.
- We ensure staff include health & wellbeing within appropriate lessons [using CfE Es and Os as key framework for planning learning] and both share and review these intentions with pupils.
- We ensure clear agreement of the importance and approach towards health & wellbeing – within the school and within the ASG.
- We take account of prior learning and experiences so that we [including pupils] can decide what to do, how to do it and who is going to do it [groupings];
- We ensure that health & wellbeing needs are considered in all transitions at all stages.
- We ensure tasks and activities provide appropriate:
 - ✳ **breadth** of learning
 - ✳ **challenge**

✦ application

and offer opportunities to develop the seven principles of curriculum design (add link?)

- We ensure children and young people have opportunities to learn discuss and explore health & wellbeing issues in meaningful and stimulating contexts.
- We ensure learners receive appropriate feedback and opportunities to act on this to enable them to agree next steps in learning and later life.
- We provide learners with a balance of activities which include opportunities for collaborative, co-operative and independent learning.

Culture and ethos

- we promote a positive attitude to health & wellbeing amongst all staff, pupils and parents and the acceptance that this is a shared responsibility
- we make health & wellbeing relevant, stimulating and enjoyable across the school.
- We ensure health & wellbeing has a high profile throughout the school e.g. displays which show quality work.
- We ensure children have the knowledge, skills and opportunities to explore healthy lifestyle choices through health & wellbeing experiences and outcomes in class/school/ extra-curricular activity.
- We set appropriately high standards for all and celebrate achievement and pupils' strengths
- We give pupils responsibility for their health & wellbeing e.g. encourage and expect pupils make informed and reasoned decisions about lifestyle choices.
- The whole school community takes an active role in promoting the care and welfare of others.
- Staff, pupils and parents to recognise that health & wellbeing can be developed through the four contexts for learning;
 1. Curriculum areas and subjects
 2. Inter-disciplinary Learning
 3. Ethos and life of the school as a community
 4. Opportunities for personal achievement

People

Staff

- We give equal consideration to each person's role in being a role model for health & wellbeing in the school community
- We provide opportunities for and encourage staff to engage in continuing professional development and dialogue within and outwith their school.
- We involve staff within the school and the wider ASG in professional dialogue where they share and reflect on practice, including methodology, experiences, practical examples and attitudes towards health & wellbeing.
- We encourage staff to fully involve other professional colleagues such as dental practitioner, community nurse, occupational therapist.

Pupils

- We encourage pupils to use knowledge and information when making lifestyle choices

- We encourage pupil reflection about health & wellbeing, the lifestyle choices they make and take account of their views.

Partnership

Parents

- We keep parents/carers informed of health & wellbeing, initiatives, activities, resources and developments.
- We consider how best to inform parents/carers on each pupil's involvement in health & wellbeing activity e.g. how best to summarise information about the development of the four capacities.
- We encourage parents/carers involvement with the school in taking an active role in forming a holistic view of the health and wellbeing of every child
- We improve parental/carer support and knowledge of health & wellbeing in order to encourage and help their children in making healthy lifestyle choices.

Wider community

- We are proactive in looking for opportunities within the local community to be involved in healthy activities e.g. encouraging children to take part in local fun runs.
- We promote real-life contexts for learning by involving different community members and businesses e.g. invite local 'high achievers' to share their experiences and reinforce health & wellbeing messages.
- We make use of the outdoor environment to promote and enhance healthy approaches and lifestyles e.g. promoting walk/cycle to school initiatives.
- Schools, parents/carers and outside agencies use varied and creative ways of working together to benefit pupils. They identify their individual and shared roles in ensuring that children are safe, healthy, active, nurtured, valued, successful, respected and included.
- We recognise the importance of having Partnership Agreements in place to define shared interests and working to improve/promote health & wellbeing.

NB. – Outside Agencies must be recognised and included in the Highland Council register

2013 Audit- our activities include-

<p>Programmes</p> <p>Sex Education- growing and changing</p> <p>Rising Stars</p> <p>Resilient kids</p> <p>Speed up (dyspraxia support)</p> <p>John Muir awards</p> <p>Eco-school awards</p> <p>Food safety standards initiative</p> <p>Active schools programmes (inc. fitness testing prog)</p> <p>Young Leaders programme</p>	<p>Transition programmes (nursery/P1, P7/secondary)</p> <p>Safer food for the Nation initiative</p> <p>Pupil council</p> <p>Circle time -(inc Thought box)</p> <p>Swimming</p> <p>skiing</p> <p>GGASAC</p> <p>Safe, Strong and free</p> <p>Anti- bullying prog(womens aid)</p>
<p>Visitors</p> <p>St John's ambulance –paramedic –save a life training</p> <p>Dental Practitioner</p> <p>Shinty coach</p> <p>Active school coordinator- golf , cycling</p> <p>Tabea, Kiki -Minister –for assemblies and pastoral care</p>	<p>Women's aid worker</p> <p>Community nurse</p> <p>Physiotherapist</p> <p>Occ. therapist</p> <p>Vision specialist</p> <p>Makaton teacher (speech therapist)</p> <p>Great Glen rangers –fire week, birds,</p>
<p>Events</p> <p>Unicef- day for change</p> <p>Blytheswood boxes</p> <p>Jump Rope- Dodge ball -British heart foundation</p> <p>Seafood workshop</p>	<p>Children in Need fund raising</p> <p>Marie Curie cancer care fund raising</p> <p>Fairtrade fortnight</p> <p>Tuck shop (healthy)</p> <p>SafeHighlander</p>

<p>Outdoor learning</p> <p>Gardening; plot-pot (tuck shop)</p> <p>Swimming</p> <p>Skiing</p> <p>Mountain biking</p> <p>Glencoe Outdoor adventure –residential trip</p> <p>Edinburgh –residential trip</p> <p>Orienteering</p> <p>Community spring clean/litter pick</p> <p>Woodland play- active learning in school grounds</p> <p>Water play</p>	<p>Outdoor classroom activities</p> <p>Tree planting (Scottish waterways)</p> <p>Inter-school events –rugby, running, cycling, athletics</p> <p>RLNI visit to Drum</p> <p>Farm visits</p> <p>Eco-school lessons</p> <p>Invergarry Old station</p>
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