

## HEALTH AND WELLBEING POLICY

### INTRODUCTION

It has been recognised that healthy children are happy children; that happy children are alert, enthusiastic and well motivated; and that well-motivated, energetic young people are likely to fulfil their potential both academically and socially.

A responsibility for health and wellbeing has been accepted by schools for many years now and we are fully committed to working in partnership with parents and carers to develop the health and wellbeing of all of our pupils. Within *Curriculum for Excellence*, Health and Wellbeing is a cross-cutting theme and is the responsibility of all colleagues.

In addition, we have a particular responsibility as a 3-18 school to foster health and wellbeing with our youngest children and to ensure a consistent and integrated approach throughout young people's subsequent years in our Learning Community.

### AIMS OF HEALTH AND WELLBEING IN TARBERT ACADEMY

- To promote the physical, social, mental and emotional health and wellbeing of all pupils and staff
- To ensure coverage of all the Health and Wellbeing experiences and outcomes
- To work with our partner agencies in meeting the health and wellbeing needs of the whole school and all our children and young people aged 3 – 18
- To engage parents and carers in our endeavours to promote health and wellbeing

### The Health and Wellbeing Co-ordinator

The role of the Health and Wellbeing Co-ordinator includes:

- Conducting and updating audits of CfE outcomes in relation to provision 3-18
- Working with learners to make sure the term and concept of Health and Wellbeing is familiar
- Sharing the Health and Wellbeing outcomes and experiences with learners

- Monitoring the capacity of Health and Wellbeing outcomes in learning intentions.
- Monitoring articulation of Health and Wellbeing in learning and teaching
- Ensuring Learning Co-ordinators discuss Health and Wellbeing in meetings with pupils.

### **PRINCIPAL TEACHERS**

In addition to expectations of all teachers (see below) the role of Principal Teacher includes

- Contributing to the Health and Wellbeing audit by being familiar with experiences and outcomes and knowing which are covered in their dept/faculty
- Sharing in whole school planning to ensure coverage of all experiences and outcomes
- Monitoring the capacity of Health and Wellbeing outcomes in learning intentions
- Monitoring articulation of Health and Wellbeing in learning and teaching

### **ALL TEACHERS**

The role of all teachers includes

- Familiarity with CfE principles and practice and experiences and outcomes in Health and Wellbeing
- Reference to Health and Wellbeing (where relevant) in learning intentions and plenary
- Reference to health and wellbeing in the delivery of learning and teaching
- Planning opportunities for learners to develop their Health and Wellbeing awareness and skills

### **LEARNING CO-ORDINATORS**

The role of Learning Co-ordinators includes

- Meeting learners monthly and reviewing progress in Health and Wellbeing and related skills

### **MONITORING AND EVALUATION**

This will take place through:

- Classroom observations by peers, line managers and SLT
- Pupil interviews
- Records of appropriate audit and updates.

- Minutes of meetings between the Health and Wellbeing co-ordinator and learning co-ordinators regarding the welfare of pupils, will be maintained.
- The maintenance agenda of the School Improvement Plan.

## **Ethos**

Every member of the school community should feel safe, respected and valued.

Effective arrangements should be in place for the provision of appropriate pastoral care for all members of the school community.

All pupils should be expected and enabled to take responsibility for their own learning and behaviour in relation to health issues.

High expectations should be set, success celebrated and participation in lifelong learning encouraged.

## **Partnership working**

Effective links should be established between home and school and every effort made to engage parents in seeking to improve the health of pupils.

Collaborative relationships should be cultivated with other schools and a range of external agencies to explore health issues and to develop and share good practice.

Staff, pupils, parents and key stakeholders should be given opportunities to contribute to the decision-making processes that lead to the development of school policies and practice.

## **Curriculum, learning and teaching**

The curriculum should be under ongoing review to ensure that it offers personalisation and choice.

A variety of learning and teaching approaches should be employed to meet the different needs, aptitudes and learning styles of pupils.

Learning experiences should be enjoyable, offer progression and success and the sense of self-worth and wider wellbeing of pupils should be reinforced by the participation.

## **Personal, social and health education programmes**

Programmes should be in line with national and local authority advice and provide a sound basis for pupils to explore the key issues which impact on health and wellbeing.

Pupils should be encouraged to develop values, attitudes, knowledge and skills that will enable them to make well-informed decisions about their lifestyle.

Younger pupils should be enabled to build healthy habits e.g. oral hygiene, daily fruit

### **Environment, resources and facilities**

The physical environment and the facilities and resources of the school should support and encourage healthy lifestyles and offer pupils and staff opportunities to make healthy choices.

The school should be welcoming to all and should be seen as a resource which is open to the wider community.

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