

## Bankton Primary School Health and Wellbeing Strategy



*In Bankton Primary School Health and Wellbeing and Getting It Right For Every Child are our key curriculum drivers. Through these we create a nurturing school, developing learners with confidence, perseverance, resilience and a positive attitude to learning. We provide real, relevant, contexts for learning to prepare our children for learning, life and work. Within an ethos of inclusion and respect we ensure everyone's rights are upheld, leading to positive health and wellbeing for all. Our vision, values and aims create a community of health and wellbeing for all. Our work in health and Wellbeing is extended to parents, partners and the wider community, reinforcing positive health and wellbeing attitudes for life.*

### Culture of Health and Wellbeing

We promote Health and Wellbeing for all learners with a particular focus on Mental Wellbeing, Social and Emotional Health, Confidence and Resilience, to meet the needs of our Bankton learners through:

- Ensuring all staff, pupils and parents have a working knowledge of the Wellbeing Indicators
- Safeguarding and GIRFEC practices are in place for vulnerable pupils
- There are flexible Nurture arrangements for all pupils who require additional support with social and emotional wellbeing
- Emotion Works is used as a whole school vehicle to support positive mental wellbeing both in the classroom and in the playground
- Rights Respecting Schools Practices ensure a positive ethos of respect for all

The positive ethos and culture of wellbeing is also supported by a Positive Behaviour Programme

### Learning, Teaching and Assessment

In Bankton Classrooms you will see positive approaches to the teaching of Health and Wellbeing first and foremost through positive relationships.

In addition to discrete health lessons Health and Wellbeing permeates the wider curriculum through:

- A relentless focus on the Wellbeing Indicators
- Emotion Works
- Our Rights Respecting Schools Approach
- Whole school Growth Mindset attitudes and practices
- Celebration of Success
- Our DYW progression
- After School Clubs

Through profiling, we gather evidence of the progress of the 'whole child', particularly evidence of progress within the wellbeing indicators. This evidence informs next steps and nurturing interventions for those who need them

### Protective Systems to Support Wellbeing for All

- There are robust systems in place for safeguarding and child protection
- All staff and parents know that wellbeing concerns will be acted on
- There is a strong focus on pastoral care for pupils and key staff communicate effectively with partner agencies to enhance support
- There is a strong package of varied and flexible support and approaches for children with ASN
- We work in partnership with pupils, parents and staff to provide, track and monitor IEPs for pupils who require these
- There is enhanced transition for vulnerable pupils and their families to support positive wellbeing as they move from stage to stage
- Pupils at all stages self-report on wellbeing as part of the profiling process
- Interventions are put in place for pupils who require social and emotional support

### Ensuring Excellence and Equity for All

In creating a community where health and wellbeing is a priority for all we are developing learners who are confident, resilient and have a positive attitude to learning. We share our learning in Health and wellbeing with parents and track the impact of interventions to ensure that every child is:

**SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE AND INCLUDED.**