

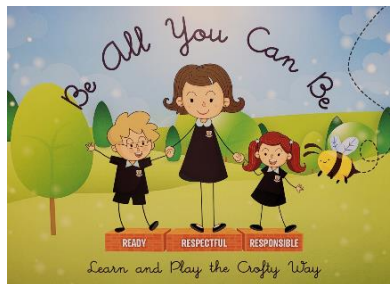


Croftmalloch Primary School

Health and Wellbeing Strategy

Vision

Our school is committed to creating a nurturing environment where every child feels valued, respected, included supported, and empowered to reach their full potential- *Be All you Can Be!* We foster health and wellbeing by promoting positive relationships at all levels, with trauma-informed practices, restorative conversations, and pupil involvement in decision-making through authentic Pupil Voice opportunities. Our approach aligns with the United Nations Convention on the Rights of the Child (UNCRC) and is centered on GIRFEC wellbeing indicators to ensure holistic development of every child. Our approach to developing Health and Wellbeing is reflected in our Values, which are embedded within our school community and ethos.



Promoting Positive Relationships

Aim: To cultivate an environment where positive relationships between staff, students, and peers are central to promoting wellbeing and enhancing social and emotional development.

Strategies: Foster a whole-school culture that values kindness, empathy, and respect through our Promoting Positive Relationships guidance. Regularly celebrate examples of positive interactions through assemblies and positive recognition. Encourage open communication between teachers and students, ensuring every pupil has a trusted adult they can confide in. Address conflict and behavioural issues in a constructive manner that emphasises understanding, accountability, and repair of harm. Train staff and students in restorative conversation techniques that focus on listening, empathy, and finding mutually beneficial solutions. Use restorative conversations as a first step in conflict resolution, providing space for pupils to express their feelings and understand the impact of their actions. Ensure that all consequences for behaviour are constructive, focusing on learning and growth rather than punishment.

Impact: Strengthened relationships between staff and pupils, and among peers. A more harmonious and collaborative school environment. Greater ownership and accountability among pupils for their actions and a sense of empathy and respect for others.

GIRFEC and Wellbeing Indicators

Aim: GIREFC Framework underpins all planning, support and referrals. Wellbeing indicators are used to assess and monitor the health and wellbeing of every pupil, ensuring targeted interventions are put in place when necessary.

Strategies: Develop pupils understanding of wellbeing and principles into daily school practices, policies, and curriculum. Create opportunities for children to learn about Wellbeing indicators and ensure that pupils know how to access support when they feel their rights are not being respected. Using the Zones of Regulation as a consistent framework to support Emotional Regulation across the school.

- Safe: Pupils feel secure and protected from harm within the school environment.
- Healthy: Pupils are supported to make healthy choices regarding diet, physical activity, and mental health.
- Achieving: Pupils are given opportunities to succeed academically and personally.
- Nurtured: Pupils feel cared for by adults and peers within the school
- Active: Pupils are encouraged to participate in physical activities, both within and outside the classroom.
- Respected: Pupils' opinions and voices are heard, valued, considered and have impact.
- Responsible: Pupils are taught to take responsibility for their actions and make positive contributions to the school community.
- Included: Every pupil feels a sense of belonging and inclusion, regardless of background or ability.

Impact: Regular pupil HWB self-reporting, daily check in opportunities, positive relationships/trusted adults approach ensure that all pupils are thriving across all areas of wellbeing. Early identification of areas where pupils need additional support allow supports/referrals to be put in place to ensure

Alignment with the United Nations Convention on the Rights of the Child (UNCRC)

Aim: To ensure that the rights of children, as outlined in the UNCRC, are upheld and respected throughout the school environment.

Strategies: Embed UNCRC principles into daily school practices, policies, and curriculum. Create opportunities for children to learn about their rights and how to exercise them. Ensure that pupils know how to access support when they feel their rights are not being respected.

Impact: A school culture that actively respects and promotes children's rights. Empowered pupils who are knowledgeable about their rights and how to advocate for them.

Trauma-Informed Approach

Aim: To create a school environment that recognises and responds to the impact of trauma on children, ensuring that every child feels safe, supported, and understood.

Strategies: Provide staff with trauma-informed training to recognise signs of trauma and respond with empathy and support. Develop classroom practices that minimise potential triggers for students who have experienced trauma. Implement consistent routines and predictability in the school day to foster a sense of safety. Incorporate mindfulness and relaxation exercises into the school day to help children regulate emotions. Offer targeted support and counselling for children who have experienced trauma, ensuring confidentiality and trust.

Impact: Increased feelings of safety and belonging among students. Reduction in behavioural issues stemming from unresolved trauma.

Pupil Voice

Aim: To ensure that pupils are active participants in shaping the school environment and their own learning journey.

Strategies: Establish Pupil Voice Groups that allows students to improve their school experience and contribute to decision-making processes. Regularly survey pupils on matters relating to school life, including wellbeing, to gather insights on areas for improvement. Involve pupils in the development of school policies, particularly those related to health and wellbeing and poverty. Provide opportunities for pupils to lead initiatives, such as wellbeing campaigns or anti-bullying efforts.

Impact: Increased engagement and ownership of school life among pupils. Policies and practices that reflect the needs and desires of the student body.

Health & Wellbeing Curriculum

Aim: To ensure that pupils have access to the Health and Wellbeing Experiences and Outcomes and opportunities for wider achievements through Outdoor learning experiences and Sports clubs.

Strategy: Use of the personalised, robust and progressive Croftmalloch Health and Wellbeing Trails, which cover all aspects of Health & Wellbeing from P1-P7 and link to our whole school Teaching and Learning calendar overview. Using resources such as Jigsaw to support the teaching and learning within the HWB curriculum. Building and developing strong partnerships with Active Schools, Sustrans and Kids Gone Wild to offer opportunities for wider achievements across health and wellbeing curriculum.

Impact: Our pupils will develop knowledge, understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Conclusion: This strategy outlines our commitment to fostering an inclusive and nurturing environment where every pupil's health and wellbeing are prioritised. By using trauma-informed approaches, promoting positive relationships, engaging in restorative conversations, utilising wellbeing indicators, adhering to the UNCRC, and amplifying pupil voice, we aim to create a school where every child can thrive emotionally, socially, and academically. Regular evaluation and feedback from staff, pupils and parents will ensure the continuous improvement of this strategy.

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