

Purpose

George Watson's College is committed to improving the health and wellbeing of the children and young people in our school community. We work in line with the Scottish government's conviction that "*Good health and wellbeing is central to effective learning and preparation for successful independent living.*" (*Curriculum for Excellence Health and Wellbeing Principles and Practice, 2009*)

We recognise that health and wellbeing is a prerequisite for successful learning and that there are a number of children who may require support in working towards and maintaining good health and wellbeing.

This policy outlines the school's approach to ensuring that it is the responsibility of every teacher to contribute to learning and development in health and wellbeing, in the following contexts for learning:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

The purpose of this policy is to promote George Watson's as an inclusive school that values and appreciates each and every child and young person. The United Nations Convention on the Rights of the Child (UNCRC 1990), The Children and Young People (Scotland) Act 2014, *Getting it right for every child approach* (GIRFEC) and the Health and Wellbeing of children, young people and all staff working within the school is at the heart of our practice. We aim to create an ethos of mutual respect in order to achieve the highest possible standards of behaviour and wellbeing throughout the school.

George Watson's College, working with partners, takes a holistic approach to promoting health and wellbeing to ensure pupils have every opportunity to develop the knowledge and understanding, skills, capabilities and attributes which they will need for their mental, emotional, social and physical wellbeing now and in the future.

Aim and Scope

The policy ensures that Health and Wellbeing (HWB) is the responsibility of all. Everyone within the school community shares a responsibility for creating and maintaining a positive ethos where children are: nurtured, active, respected, responsible, included, safe, healthy and achieving.

Rationale

Health and Wellbeing seeks to promote positive, healthy attitudes and behaviours. At its heart is the capacity to form and sustain good personal, social and working relationships. When children and young people have good relationships they are likely to be emotionally secure, have greater self-esteem and confidence with regard to their learning, to show resilience when faced with personal challenges and to show respect for others. Health and Wellbeing experiences and outcomes provide opportunities for young people to develop their mental, emotional, social and physical wellbeing. These experiences should be embedded in all teaching and learning across the formal and informal curriculums.

Health and Wellbeing is organised into six areas:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual health and Parenthood

Learning through Health and Wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue healthy lifestyle and make a successful transition to the next stage of education
- Prepare for the world of work
- Establish a pattern of health and wellbeing that can be sustained into adult life and will help to promote the health and wellbeing of the next generation of children in Scotland

The diagram below illustrates how effective learning and teaching in Health and Wellbeing is promoted and supported throughout the School.

Takes account of children and young people views and experiences	Ensures that pupils feel safe and that nobody feels excluded or afraid in school	Use a variety of approaches including active, cooperative and peer learning
Encourages new challenges in the outdoor environment	Effective Learning & Teaching in HWB	Encourages children and young people to act as positive role models
Encourages the development of lifelong healthy lifestyles	Helps young people to understand the responsibilities of citizenship	Encourages inclusion and equality throughout the school

Creating Positive Learning Environments

George Watson’s College is committed to creating positive, respectful learning environments where all children, young people and staff are valued and are given opportunities to:

- Develop their self-awareness, self-worth and respect for others
- Meet challenges, manage change and build relationships
- Experience personal achievement and build relationships
- Manage personal disappointments
- Understand and develop their physical, mental and spiritual wellbeing and social skills
- Understand what they eat, how active they are and how participation in a wide range of activities promotes a healthy lifestyle
- Understand that the decisions they make about relationships may affect their mental and emotional wellbeing
- Understand that adults in their school community have a responsibility to look after pupils, listen to their concerns and, where necessary, involve others
- Learn about where to find help and resources to inform choices
- Assess and manage risk and understand the impact of risk-taking behaviour
- Reflect on their strengths and skills to help pupils make informed choices when planning their next steps
- Acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination

Roles and Responsibilities

Good Health and Wellbeing is central to effective learning and preparation for successful lifelong health and wellbeing. This aspiration for all pupils can only be met if the George Watson’s College school community works closely together taking account of local circumstances and individual needs. All members of the school community have a responsibility to:

- Ensure everyone feels happy, safe, respected and included in the school environment
- Promote positive behaviour in the classroom, playground and wider school community
- Ensure the safety and wellbeing of everyone by following robust policies and practice

- Contribute to the maintenance and development of a positive, respectful school ethos
- Provide positive modelling in relations to a healthy lifestyle

In association with Additional Support for Learning the school has a commitment to partnership working and seeks opportunities to:

- Involve pupils in planning and decision-making
- Engage the active support of parent and carers
- Reinforce work across transitions
- Maximise the contributions of the wider community
- Draw upon specialist expertise

Approval and Review Details

This policy will be scrutinised and approved by the Governing Council and the implementation will be overseen by SSLT and JSLT. The policy will be reviewed in March 2020.

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