

Education Children and Families Committee

10.00am, Tuesday, 22 May 2018

Framework for Excellence in Health and Wellbeing

Item number	7.17
Report number	
Executive/routine	
Wards	
Council Commitments	30 and 34

Executive Summary

The National Improvement Framework Plan for 2018 contains four priorities, the third of which is to improve the health and wellbeing of children and young people.

This priority is far reaching and encompasses the work of many associated professionals, families and children. Good mental, social and emotional health is of particular importance as it underpins success in all areas of life.

Headteachers in Edinburgh have benefitted from consistent, high quality advice and training in various aspects of health and wellbeing over many years, however new requirements for assessing and planning to meet health needs have been published which impact on strategic and operational planning at school and authority level.

The City of Edinburgh strategy for Raising Attainment contains six Frameworks for Learning. The Framework for Excellence in Health and Wellbeing contains the strategic guidance Headteachers need to ensure that they have considered all necessary aspects to provide appropriate, high quality provision for learners.

Framework for Excellence in Health and Wellbeing

1. Recommendations

- 1.1 It is recommended that the committee approve the Raising Attainment Strategy: Framework for Excellence in Health and Wellbeing

2. Background

- 2.1 The National Improvement Framework specifies that schools and local authorities should improve the health and wellbeing of children and young people.
- 2.2 Improving Health and Wellbeing has been a key priority for cross-sectoral improvement for many years.

3. Main report

- 3.1 The National Improvement Framework Plan for 2018 contains four priorities, the third of which is to improve the health and wellbeing of children and young people.
- 3.2 Work of this nature has been ongoing across the authority for many years, however increased expectations have now been published in the NIF 2018 document, requiring strategic planning at local authority and school level.
- 3.3 The Raising Attainment strategy for City of Edinburgh, designed to ensure the aims of the NIF are realised, is based on six Frameworks for Learning. Each of these provides the vision and guidance for schools to ensure that local and national aims are met.
- 3.4 Headteachers are encouraged to work with children, parents and staff to self-assess the strengths and areas for improvement within their setting. They are then requested to consult the relevant Frameworks for Learning to ensure the City vision is articulated within their plans.
- 3.5 In March 2018, the Children and Families' Committee approved the first two Frameworks: Equity and Quality Improvement, in draft form.
- 3.6 The Framework for Excellence in Health and Wellbeing, once approved, will be circulated for feedback to all stakeholders, including pupils, parents and partners.

- 3.7 The Framework references the Children’s Partnership and the Education Improvement Plan aims. It cross references work from other service areas such as Inclusion and Community Learning and Development.
- 3.8 It covers all aspects of Health and Wellbeing and clarifies the expectations around monitoring, tracking, assessment, planning and professional learning.
- 3.9 For clarity and ease of implementation, it ensures that guidance is rooted within existing Curriculum for Excellence and GIRFEC guidance. It makes explicit reference to SHANARRI indicators.
- 3.10 Due to the developing expectations nationally, the Framework signposts to future adaptations which may be likely, such as measuring mental health and wellbeing for 13 year olds.

4. Measures of success

- 4.1 Measures of success in HWB at pupil and City level are indicated in the Framework but are the responsibility of schools and service managers.
- 4.2 The annual Health and Wellbeing survey will demonstrate success towards improvements in health and wellbeing.
- 4.3 The Strategic HWB group will oversee the implementation of the strategic actions and articulate with other groups such as the Partnership groups for SO4.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to financial impact. No negative impacts have been found.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy, compliance and governance. No negative impacts have been found.

7. Equalities impact

- 7.1 The recommendations in this report have been assessed in relation to equalities and human rights and no negative impacts have been found.

8. Sustainability impact

- 8.1 The recommendations of this report are focused on ensuring sustainability for Edinburgh’s children and families. No negative impacts have been found.

9. Consultation and engagement

- 9.1 Extensive consultation will continue to be carried out. The results will be used to inform future planning.

10. Background reading/external references

- 10.1 <http://www.gov.scot/Resource/0051/00515736.pdf>
10.2 <http://www.gov.scot/Resource/0049/00491758.pdf>

Alistair Gaw

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11. Appendices

- 11.1 Appendix 1- Health and Wellbeing for Learning – A Schools and Lifelong Learning Strategy
Appendix 2 - Evaluating progress in Health and Wellbeing
Appendix 3 - Health and Wellbeing – the key strategic components



Health and Wellbeing for Learning

A Schools and Lifelong Learning Strategy

Contents (still to be completed)

Aims

Background: National context, local context and research

Health Profile of Edinburgh's Learners

Health and wellbeing across learning

- **Roles, Remits and Responsibilities**
- **Quality Assurance Arrangements**

Key Strategic Actions

Links

Appendices

Aim

“Every child and young person will have good wellbeing and achieve the best possible health.”

Children’s Partnership Plan 2017-20

The Edinburgh Children’s Partnership has the highest aspirations for all Edinburgh’s children and young people. Good mental, emotional, social and physical health is important for success in all areas of learning and will ensure that today’s healthy learners become tomorrow’s healthy citizens.

The City of Edinburgh Council Health and Wellbeing for Learning Strategy builds on what we know works. Schools, their staff, parents, learners and partners have shown their continuing commitment to supporting and safeguarding the health and wellbeing of all. This strategy will detail practice that should be visible in all our schools and centres, to ensure health and wellbeing across learning



National Context

Scottish Government policy promotes excellence and equity: The National Improvement Framework set clear expectations for schools and centres to work in partnership with parents and stakeholders in the pursuit of four key priorities to achieve this.

Since 2010, Getting it Right for Every Child (GIRFEC) puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

The Children and Young People’s Act 2014 aims to make Scotland the best place in the world for children to grow up. By facilitating a shift in public services towards the early years of a child's life, and towards early intervention whenever a family or young person needs help, the legislation encourages preventative measures, rather than crises' responses. It is underpinned by the Scottish Government's commitment to the United Nations Convention on the Rights of the Child 1989 (UNCRC)

All work relating to HWB in schools should be based on the understanding that relationships are key to supporting and improving the HWB of children and young people and that the Scottish definition of HWB and the language of the wellbeing indicators should be evident across all establishment.

Local Context

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Over the last ten years, the population of the city has grown by 10% and analysis suggests a further 9% growth by 2024, especially at both ends of the age spectrum.

The City Region Deal Partnership has agreed an ambitious vision for the future whereby in the next 20 years the Edinburgh and South-East Scotland City Region will become the most connected, most creative, most inclusive and most entrepreneurial place in Europe.

Still to get ; Bit about HWB stats Detail from community planning..... What info would they provide?

Research

There is no doubt the health and wellbeing of children and young people impacts on their ability to access learning. Pupil wellbeing is linked to attainment and a range of factors such as social and emotional learning, an assets based approach and supportive and inclusive school communities contribute to this. (Noble, T. et al 2008)

The adverse impact of poverty on health and wellbeing is well documented. This is evident in both physical and mental wellbeing and the risk of illness, low self-esteem, stress, anxiety.

<https://www.jrf.org.uk/report/psychological-perspectives-poverty>

Social and emotional competencies are key to enabling young people to achieve their academic potential and are most effective when implemented at whole school level. (Noble, T. et al 2008) Nurture groups can impact positively on social, emotional and behavioural competencies, if implemented well. Literature on resilience and emotional wellbeing identifies connectedness and belonging, feeling safe, valued and liked as key features in relation to positive communities and long term positive outcomes. The role of key adults has been identified as crucial. All adults should be ready to listen to and respond to individual pupils non- judgementally and to notice and speak to them when they are concerned.

Restorative and solution focussed approaches should be implemented to protect and foster positive relationships across the school and wider community.

Positive relationships impact on attainment. The climate of the classroom and the school community are very influential in supporting learning. Where learners feel there is a climate of trust, they are more likely to have confidence to share what they don't know and so get feedback on what they need to do to improve their learning (Hattie, J. and Yates, G. 2013).

The level of engagement a pupil feels with their school is strongly associated with attainment and meaningful learner voice is key to developing this sense of engagement. (SCCYP, "How Young People's Participation in School Supports Achievement and Attainment", 2015).

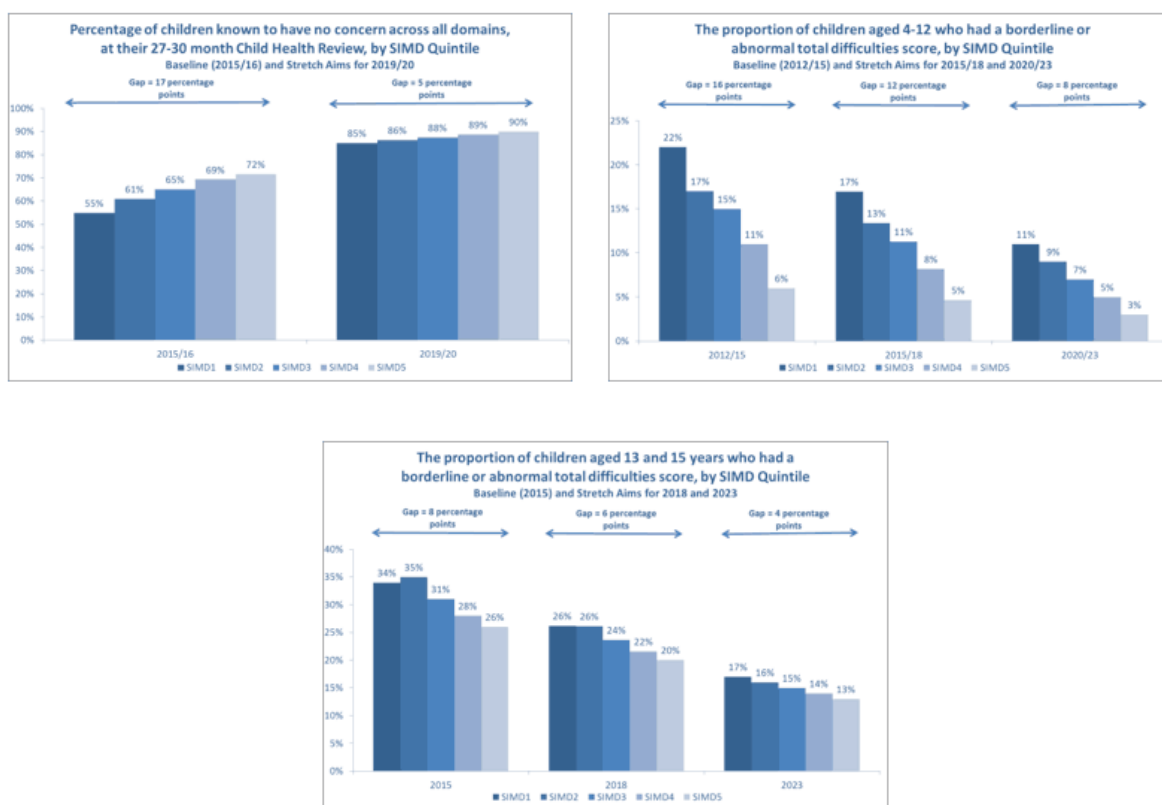
Building trusting relationships and resilience in school aged children is shown to mitigate against the impact of adverse childhood experiences. (Bethell C et al, Health Affairs 2014, 33 no.12:2106-2115)

Aerobic physical activity can impact positively on academic performance. Inadequate nutrition can have a negative effect on attainment.

Health and Wellbeing

National Improvement Framework 2018 Stretch aims

The Scottish Government has made clear its commitment to closing the poverty related attainment gap and it recognises the role health and wellbeing has in achieving this ambition. Specific stretch aims have now been set nationally to show the required improvements in children's health and wellbeing and it is anticipated Edinburgh will aim for improvements in line with these.



Currently schools may use a range of measures to evaluate progress in HWB. These could include;

- Pupil Wellbeing Questionnaire (P3-7) and Secondary Pupil Survey
- Pupil self-evaluation using the wellbeing indicators
- Participation (wider achievement opportunities and uptake) and engagement levels (e.g. using the Leuven scale)
- Inclusion - including – exclusions, days lost, attendance and lates, quality and quantity of pupil Plans (GIRFEC and health)
- Evaluation from parents and partners regarding HWB using the wellbeing indicators

Such measure will contribute the picture of HWB across the establishment and focussing on improvement in these areas will feed into improving HWB. The authority will provide support for schools in using appropriate measures.

The report on HWB will be presented annually to the Children and Families Committee

Health and wellbeing for Learning (Roles, Remits & Responsibilities)

The Chief Education Officer will:	Headteachers will:	Staff will:
<p>Provide an annual statement of HWB across Learning to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Report</p> <p>Provide an annual update on HWB linked to QI 3.1 to Children & Families Committee as part of the Schools and Lifelong Learning progress towards meeting the aims of the S&LL NIF Plan</p> <p>Provide clear targets to improve HWB for learners in Edinburgh based on analysis of data from the HWB surveys</p> <p>Provide clear local authority stretch aims, shared with schools to support improving HWB</p> <p>Provide each Headteacher with indicative stretch aims to support improving HWB</p> <p>Provide support and challenge to senior leaders to ensure HWB across learning</p>	<p>Provide an annually updated HWB information as part of their SQIP (linked to QI 3.1) and, as appropriate, Equity Profile</p> <p>Ensure they fulfil statutory duties in relation to health and wellbeing</p> <p>Provide regular training/essential learning for staff on the key aspects as detailed in The Healthy School; strategic components</p> <p>Ensure robust policies and practices are in place to promote a holistic approach and shared vision for health and wellbeing based on the wellbeing indicators</p> <p>Promote the importance of positive, enabling relationships in creating a positive ethos and a climate of trust and respect where learner voice is valued and acted upon</p> <p>Promote the mental, emotional, social and physical wellbeing of children, young people and staff, through key Council supports; <ul style="list-style-type: none"> o "I in 5" Raising Awareness of Child Poverty resources o Supporting Parents & Carers 2017-2020 Guidance o Pupil Equity Fund - A CEC Guide to getting Started (April 2017) o Growing Confidence Programmes o Building Resilience/Cool, Calm and Connected o Nurture o Included, Engaged, Involved policy o CEC Excellence in Learning Policy 2018 </p> <p>Ensure a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice is in place</p> <p>Ensure strong partnership working is in place to plan for and meet the health and wellbeing needs of the school community</p> <p>Embed restorative/solution orientated approaches across the establishment</p> <p>Ensure robust self-evaluation and planning to drive improvement in health and wellbeing</p>	<p>Create a positive ethos and a climate of respect and trust where learner voice is valued and acted upon</p> <p>Promote positive behaviour in the classroom, playground and beyond</p> <p>Where appropriate, provide a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice</p> <p>Where appropriate, use HWB benchmarks to plan for and assess progress in HWB</p> <p>Consider the wellbeing indicators when planning learning, teaching and assessment to ensure barriers to learning are minimised or removed</p> <p>Use the wellbeing indicators to plan for and evaluate progress in children and young people's HWB</p> <p>Model behaviour which promotes HWB</p> <p>Familiarise themselves with HWB and other relevant data for each class/learner</p> <p>Ensure that they are fully aware of and engage in appropriate professional learning</p> <p>Ensure that they follow guidance as stipulated in Excellence for Learning policy</p>

Quality Assurance for Health & Wellbeing for Learning

To ensure that systems and processes deliver the necessary improvements, the following arrangements will be incorporated into the work of Schools and Lifelong Learning

- The HWB for Learning Strategic Group will meet each quarter to monitor progress in relation to actions from the Children's Partnership Plan, the S&LL NIF Plan and other sources of information and evidence e.g. referrals to CMRG, stage 2 complaints, school meal up take, meeting PE requirements; make recommendations for future actions, and report to the Chief Education Officer
- This group, chaired by Senior Manager, Quality Improvement & Curriculum, will comprise
 - Headteachers from each locality
 - Quality Improvement Officer (HWB)
 - Attainment Advisor
 - Improvement Advisor
 - Senior Manager Additional Support for Learning
 - Depute Principal Educational Psychologist
 - Service Managers: Lifelong Learning
 - Service Manager: Social Work/Looked After Children
 - Senior Manager: NHS
- The CEC HWB for Learning Strategic Group will report to the South-East Alliance, Regional Improvement Collaborative on areas for improvement as detailed in the SEA Annual Plan.
- The CEC HWB for Learning Strategic Group will also share information with the Children's Partnership Group and Education committee as appropriate.

At establishment level

Following analysis of the HWB data, Headteachers and senior leaders should complete the full self-evaluation of their school and use it, in conjunction with all other evidence, to plan to improve health and wellbeing. They should:

- Identify the desired outcomes (link to specific numerical targets)
e.g. using pupil questionnaire question:
I have adults in school I can speak to if am upset or worried about something. – improve response rate from 89% to 96% of pupils agreeing/strongly agreeing
- Identify appropriate interventions
e.g. CPD and continued support for staff on role of key adult
Increase opportunity for 1:1 time with tutor/class teacher to 2 x a term
Develop self-referral system to key with pupil council so all pupils can identify their adult is and how and when they can access them
- State how impact will be measured
e.g. pre- and post intervention short questionnaires based on pupil interventions
pre- and post-pupil focus group feedback on effectiveness of interventions
response rate to pupil questionnaire question improved to 96% of pupils agreeing/strongly agreeing to question next time it is administered

This should form part of the normal improvement cycle and be evident in school improvement planning.

Key Strategic Actions

To effectively ensure HWB for learning, Headteachers should incorporate the following key features into the work of the school:

- HWB improvement information *
- Health and wellbeing responsibility of all
- Planned, progressive and relevant HWB curriculum
- Self-evaluation and planning for HWB **
- Professional Learning for HWB

Each year, as part of the Standards and Quality and Improvement Planning, Headteachers update the data and intelligence available for their setting. Much of this data and intelligence will form part of the Equity Profile and will also include (in italics):

- Demographic information and SIMD profiles
- *Evaluation of progress for HWB, linked to school improvement priorities.*

Data at SIMD level should be extracted from tracking and monitoring of the following key measures:

- Attendance & late coming
- Exclusions
- Participation

Headteachers should also prepare qualitative data on

- Inclusion, including
 - exclusions, days lost
 - attendance and lates
 - the quality and quantity of Pupil Plans (GIRFEC and health)
- Participation
 - *Wider Achievement opportunities and uptake*
- Engagement
 - Assessment of baseline levels using the Leuven Scale for targeted cohorts
 - *Evidence of how learners influence decision making and affect change*
- Achievement
 - *Evidence of progress across HWB, other than responsibility of all, using the benchmarks to support professional judgement*

Headteachers should analyse all the above data with staff and key stakeholders and use it to draft targets to ensure equity of provision, targeting groups of learner's subject to poverty, as well as other groups known have less favourable educational outcomes, such as LAAC, young carers, EAL and others relevant to the context of the school.

* Much of this information, particularly that found above in italics, is not readily available to schools, however, this demonstrates our ambition to assist schools to gather such information in a manageable way to help support improvement in HWB.

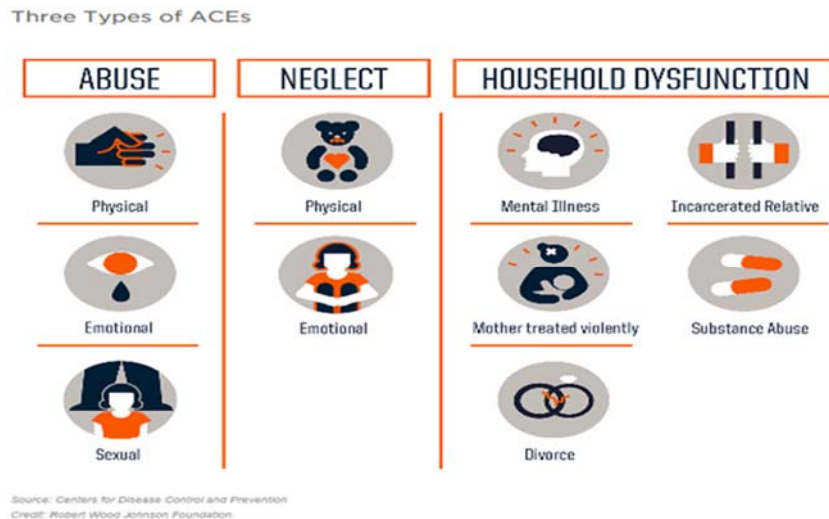
** see Appendix 1

The Healthy School – key strategic components

See SHANARRI page

Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) refer to stressful events occurring in childhood (between 0-18 years). These impact profoundly on the child's readiness and ability to learn and participate in school life. Headteachers should ensure that all staff develop a clear understanding of the impact of adverse childhood experiences on all learners.



Research evidence shows that it is possible to mitigate against these factors. Many staff already do this however, it is vital that all staff take cognisance of the importance in supporting the development of resilience factors which may help protect children/young people such as:

1. Positive relationships and role models
2. Building on children's strengths, interests and passions (e.g. music/reading/sports/dance etc)
3. Developing good social and emotional skills (e.g. executive functions – self-awareness, empathy, reflective capacity, emotional regulation etc)
4. Being the key adult who can support children/young people
5. Participation and engagement in activities/groups/learning/pupil voice which leads to sense of self efficacy/achievement etc.
6. Fostering a sense of meaning and belonging
7. Promoting kindness, compassion and caring for others
8. Actively promoting and encouraging high expectations
9. Supportive families, (family engagement/parent programmes etc), supportive schools (positive ethos, culture, rights respecting, nurture and restorative approaches) and supportive communities (access to clubs/spaces to play/other people to turn to etc).

Links

One in Five

Pupil Equity Fund Guidance for Headteachers

This guidance...

Supporting Parents and Carers

This guidance....

Equity in learning

This guidance....

Excellence for Learning (working title of Teaching and Learning Policy)

This guidance... ?

Making the links, making it work resource to support HWB responsibility of all across an establishment

<https://education.gov.scot/improvement/self-evaluation/Health%20and%20wellbeing;%20Responsibility%20of%20all%20-%20Making%20the%20links%E2%80%A6making%20it%20work>

HGIOS 4

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf

Tackling the Attainment Gap by Preventing and Responding of Adverse Childhood Experiences

<http://www.healthscotland.scot/media/1517/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences.pdf>

Evaluating progress in Health and Wellbeing

Appendix 1

Establishments should be able to show evidence of the progress children and young people are making in relation to their health and wellbeing. Staff and learners should have a clear vision of which aspects of health and wellbeing they are working on. Both should know where the child/young person is now, what they are aiming for and next steps.

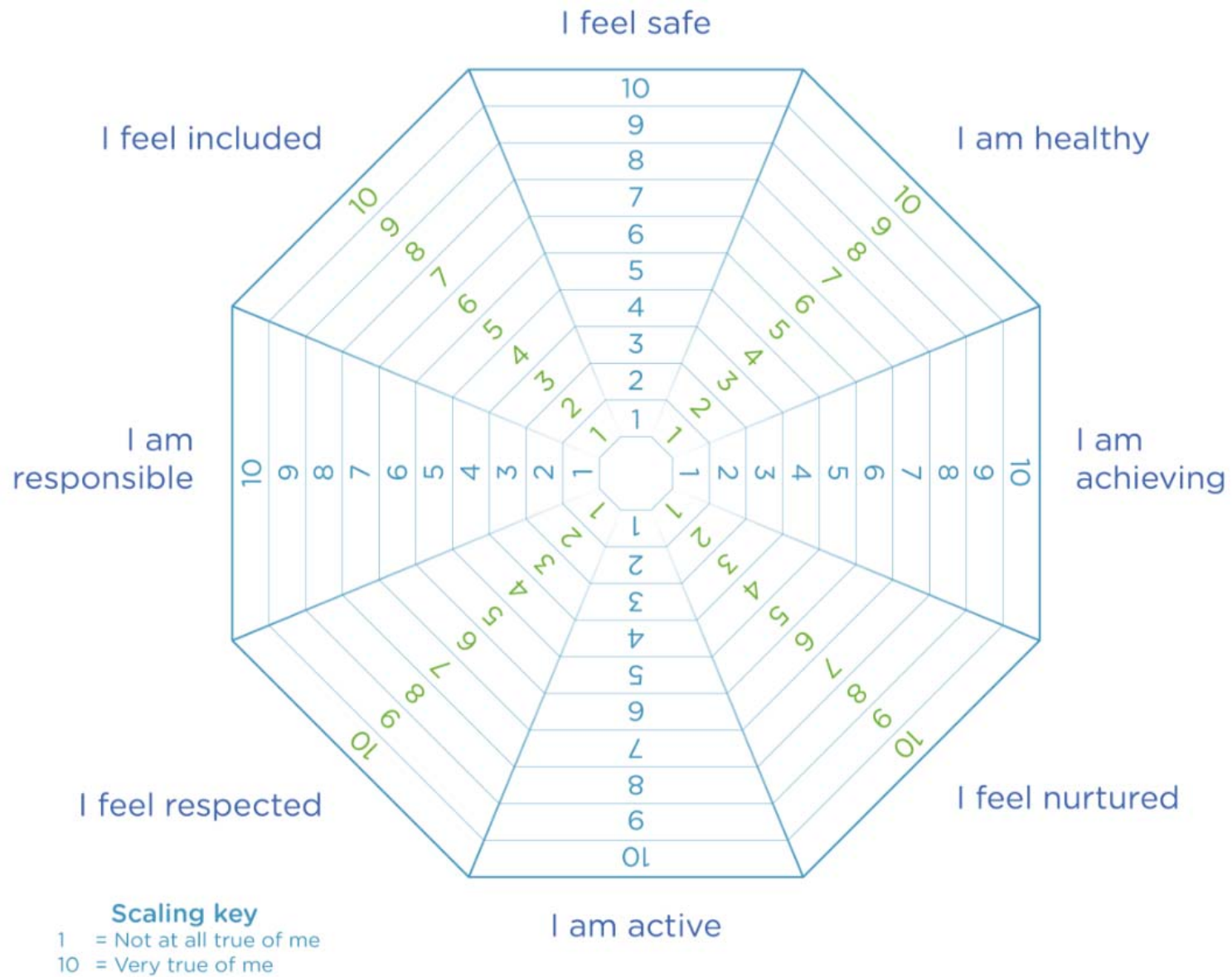
Some examples of how establishments might build a picture of children and young people's progress in health and wellbeing include:

- Children and young people self-reporting on their own progress
- Observations and one-to-one dialogue between the learner and an adult who knows them well

Over time, dialogue with the learner will focus on progress in relation to the learner's journey across all the different aspects of health and wellbeing. This is synonymous with the clear expectations around the entitlement for **universal pupil support**.

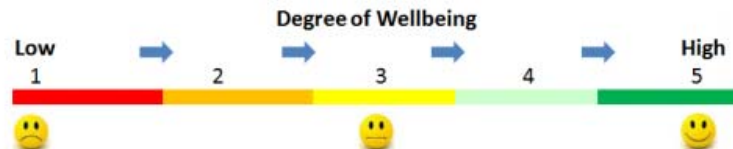
The 'wellbeing web' can provide a useful tool for evaluating progress in relation to HWB and can also help to develop a greater understanding of the full meaning of HWB through the language of the wellbeing indicators. Children/young people can evaluate against the wellbeing indicators using, for example the Edinburgh Wellbeing Outcomes, Making the links, making it work booklet (NIH) or individual school definitions as a guide. This will help children to identify strengths and areas for development. The teacher can work with children/young people/classes to support them with this aspect of their HWB and review progress through further dialogue/self-evaluation.

This approach can help to identify both individual, whole class and whole school priorities for health and wellbeing in addition to providing a simple and manageable tool for measurement.



Edinburgh Wellbeing Outcomes

Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
I am safe with my family	I eat well	I am learning new things	I receive warmth and love	I play / take part in activities	I am involved in decisions which affect me	I am considerate to others	I have friends
I am safe where I learn or work	I look after myself	I feel confident	I have people who look out for me	I play / take part in activities with others	I have help to share my views	I have an understanding of right and wrong	In my learning environment people involve me in activities
I am safe where I live	I get the care and support I need	I do the best I can	I have the food I need and I am kept clean and warm		I am treated fairly	I meet my responsibilities	I have opportunities to be with people who are important to me
I keep myself safe	I enjoy life	I am ready for the next stage in my life	I receive praise and encouragement	I am helped to be active	I have my own space	I make a positive contribution	I feel that other people want me around
I am safe around other people	I am able to deal with difficult things	I get the help I need to learn	I am listened to when I am worried or upset		I have people around me who I trust and who trust me	I make good decisions	I have help to overcome disadvantages and barriers



National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments ?
Safe			
<p>Child Protection legislation Named person Lead professional GIRFEC HWB Principles and practice paper Wellbeing Indicators RSHP and Substance Misuse curriculum</p>	<p>School vision, values GIRFEC paper work Wellbeing forms Significant Occurrences Procedure</p>	<p>HWB Progression Frameworks (C) Positive Relationships for Behaviour and Learning (C) Child Protection (M) Nurture (C) Restorative approaches (M) Citywide Parenting Programmes (T) Eye Movement Desensitisation (T) Refugee Trauma guidance (T)</p>	<p>Values The school community understands the wellbeing indicators and their role in supporting HWB across the curriculum Restorative approaches begin with the whole school ethos of positive relationships, rights and respect. Restorative approaches are for all members of the school community regardless of role.</p> <p>Practice Strong culture of partnership working and joint planning across the learning community Regular timetabled opportunities for 1;1 dialogue Staff trained and confident in supporting HWB needs Regular time created for staff to discuss learners HWB needs Safe Spaces in the school Supported lunch / break activities</p>
National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Healthy			
<p>Better Eating Better Learning Schools Health Promotion and Nutrition Act Nutritional Standards Setting the Table (EY)</p>	<p>School vision, values GIRFEC paper work Wellbeing forms Significant Occurrences Procedure</p>	<p>Seasons for Growth (C) Roots of Empathy (D) Food and Health Progression Framework (C) Cool, calm and connected (C) Resilience pack and training (C) Emotion Talks (D)</p>	<p>Values Health and wellbeing is valued and seen as a priority The key adult role is a crucial component in a child's resilience - we believe that any of us can be that key adult.</p> <p>Practice</p>

Health and wellbeing – the key strategic components

<p>Food and Health curriculum ACE research Mental Health Strategy</p>		<p>Emotionally Based School Refusal Resources (C) Mindfulness (D) Situational Mutism Resources (T)</p>	<p>Planned curricular opportunities for children to develop resilience All staff demonstrate HWB is central to their practice High quality school meals which meet nutritional requirements Planned progressive HWB curriculum, shaped by learner voice and local context We develop individual attributes and supports that promote resilience including making sure every child has at least one 'good adult'</p>
<p>National/local policy/plans/curriculum</p>	<p>Associated Documents</p>	<p>Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.</p>	<p>What this should look like in establishments?</p>
<p>Achieving</p>			
<p>Developing the Young Workforce Skills for learning life and work (BTC4) National Improvement Framework Planning for Choices and Changes curriculum HGIOS 4</p>	<p>Tracking and monitoring system - opportunities for personal achievement IEPs Attendance procedure Flexible timetable procedures</p>	<p>HWB progression framework (M) JASS (D) Duke of Edinburgh (D) Awards – various – HWB, Personal Development, Employability, CIRCLE Resources (M) Differentiation training (current Gap) Literacy and Dyslexia Guidelines (C)</p>	<p>Values All staff recognise the importance of HWB in combating disadvantage, improving achievement and helping to close the gap We look for opportunities for personal and wider achievement to highlight and build on individual strengths Practice Opportunities for wider achievement mean learners can develop skills across the 4 contexts for learning Achievement across the 4 contexts for learning is celebrated and valued Transitions are carefully planned and support HWB and progression in learning Learners self-report in their own progress in HWB and are supported to identify next steps We use the Getting It Right for Every Child approach to work together with children and their families</p>

Health and wellbeing – the key strategic components

			We effectively track and monitor learners to ensure progression and target pupils at risk
National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Nurtured			
Whole school nurturing approaches Nurture groups Better relationships, better learning, better behaviour	School vision, values GIRFEC paper work Wellbeing forms Significant Occurrences Procedure Positive Behaviour Guidance (to be written)	Nurture training (ESPS) (C) SMHFA YP training (D) Lego Therapy (T) Mindfulness training	<p>Values Positive relationships are crucial to developing successful school communities. Ethos of respect and trust where learners can and do voice their concerns and are listened to Restorative, solution orientated approaches used to promote positive behaviour Learners know staff care about them and feel confident to seek support We form meaningful relationships with every child and young person, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections.</p> <p>Practice Staff act as positive role models to learners Staff demonstrate high expectations and ambition for all learners We are all available and approachable - if a child or young person wants to connect with us at an unsuitable time we always offer an alternative. We provide nurture groups and support whole school nurture</p>

Health and wellbeing – the key strategic components

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Active			
<p>2 periods/2 hrs PE Daily physical activity Outdoor learning Play</p>	<p>Risk benefit assessments</p>	<p>PEPAS cluster work (C) Active Schools (C) Forrest schools/kindergartens (D) PE Guidance (M) PE Cluster Guidelines (M) Loose parts play ©</p>	<p>Values Daily physical activity is encouraged and valued Sport and recreational activities are promoted, valued and their contribution to HWB recognised across the establishment</p> <p>Practice Free Active Schools for all children in SIMD 1/2/3/known by the school to be living in poverty Positive relations with Active Schools link with a programme which is shaped by learner voice Frequent opportunities for outdoor learning, in the playground, local community and beyond Daily physical activity Tracking and monitoring systems identify children who need to be more active and establishments plan for this Planned progressive learning experience for PE across the cluster Active travel promoted across the school community</p>
Respected			
<p>UNCRC Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People Universal entitlement to support</p>	<p>Anti-bullying guidelines Supporting Transgender Young People guidance Learner voice – tracking and monitoring</p>	<p>Rights Respecting Schools Award (D) Positive Relationships for Behaviour and Learning (C) Restorative approaches (M) Mentors in Violence Prevention training (D) HWB Progression Frameworks (C)</p>	<p>Values All children should feel listened to and valued Children's rights are core to the ethos and values of the school Relationships are based on mutual trust and respect We support everyone's right to access the support they need to achieve their potential.</p>

Health and wellbeing – the key strategic components

Equalities Act 2010 RSHP curriculum		LGBT Charter Award (D) Sexual Health input for children with Additional Support Needs (developing)(T) RSHP National Resource (developing) (C)	Practice Views of learners are sought, valued and lead to change Children/young people participate fully in the life of the school Diversity is celebrated and discrimination challenged We all model and share community values based on everyone's rights (to be safe, to learn, to be listened to).
National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Responsible			
Better Relationships, Better Behaviour, Better Learning		Restorative approaches (M) Solution orientated approaches(C) Leaderships roles	Values We show care and respect for others and model this behaviour We all have a responsibility to offer support to repair relationships Strong culture of learner voice, where views are listened to and acted upon Practice Learners co design their own learning in HWB and participate in delivery of some programmes Learners contribute to the wider life of the school and take on responsibilities e.g. on committees, buddies Learners have opportunities to develop skills across the 4 contexts for learning Restorative, solution orientated approaches used to promote positive behaviour We know there are consequences for decisions and actions that have had a negative impact on the rights of others but consequences are proportionate and support us to develop behavioural awareness and ownership

Health and wellbeing – the key strategic components

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Included			
<p>Inclusion strategy ASL Act Equalities Act 2010 Entitlement to targeted support Included, engaged, involved 2 National Practice model GIRFEC</p>	<p>Improving Outcomes for Learners at Risk of Exclusion Procedure Risk Management Procedure Addressing Inclusion Included, Engaged, Involved Policy</p>	<p>I in 5 (C) Making Education Equal for All - Edinburgh's Equity Framework CIRCLE Resources (M) Differentiation training (current Gap) ASD training (M) FASD training (T) Visual Support Project (D) Playboxes (T) LGBT School's Charter(D) Up, Up and Away (EY) (C))</p>	<p>Values All staff understand the role of HWB in combating disadvantage and use this knowledge to support closing the gap The school community promotes equality, celebrates diversity and provides support for those who may at times feel excluded</p> <p>Practice Additional costs to the school day are minimised ensuring all children have access to resources for learning in the classroom Equal access to opportunities, regardless of income Poverty-related stigma is challenged so that all children and young people feel respected, included and supported by staff and pupils in their school and local community. All children have access to a key adult they know and can trust to discuss any issue or worry</p>