



**Health and Wellbeing**  
@  
**Arran High School and Lamlash Primary**  
**& Early Years Class**

**Year 3/3**

*'Learning through Health and Wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area' (Building the Curriculum 1)*

North Ayrshire want to promote a whole school approach to health and wellbeing in our educational establishments, which is relevant, robust and works with children and their families to identify the strengths of the child, and support need. The term 'curriculum' is understood to mean – *'everything that is planned for children and young people throughout their education, not just what happens in the classroom'*. Health and Wellbeing therefore encompasses outdoor learning, and wider achievement. Good health and wellbeing is central to effective learning and preparation for successful independent living for all young people. We, as professional teachers, have to prepare our children and young people for life in a modern civilised society. It is the shared responsibility of everyone who has contact with children and young people to create this supportive environment to aid learning and foster good health and wellbeing.

## *Our School's Vision*

Arran High School and Lamblash Primary is committed to ensuring the Health and Wellbeing of our school community. We are a small school and strive to create an ethos of care, where everyone is nurtured; feels respected; is included; is safe, healthy, active, valued, responsible and successful (wellbeing indicators). This is seen as the responsibility of *everyone*. We ensure this through a holistic approach to Health and Wellbeing, enabling all our pupils to be successful learners, confident individuals, responsible citizens and effective contributors. This also supports our school values of Ambition, Belonging, Compassion and Trust.

Students at Arran High School and Lamblash Primary are afforded numerous opportunities to develop their knowledge and understanding, capabilities, skills and attributes which are fundamental to their mental, emotional, social and physical wellbeing for the present time and the future.

### *Our overarching aims are to provide:*

- ✚ A supportive environment
  - ✚ Caring staff
- ✚ Promotion of health and wellbeing in the wider curriculum
  - ✚ Build and promote positive relationships
  - ✚ Have our ethos and values underpinning all we do

## ***Our Focus 2018-2019***

### *Mental Health and Wellbeing*

Across Scotland 10% of children and young people “have mental health problems which are so substantial that they have difficulties with their thoughts, their feelings, their behaviour, their learning, their relationships, on a day-to-day basis”. Additionally, the 2013 Scottish Adolescent Lifestyle and Substance Use Survey (SALSUS) indicated that around 23% of S2 pupils and 26% of S4 pupils had emotional and/or behavioural problems (in Murphy, 2016).

At Arran High school and Lamlash Primary we believe strongly in supporting the wellbeing of all our staff and students and the importance of our role in building resilience and promoting good mental health through early intervention. As stated by Kibble (n.d) of the Nurture Group Network, schools have great potential for action to improve mental health, and much of the research base recognises schools as a key factor in building wellbeing and resilience in the face of adversities such as poverty and family difficulties.

We are doing this by aiming to train all our staff to assess the needs of children and young people, recognise warning signs, and where appropriate, put into effect early interventions whether through in-school support, or working with our partners on the Isle of Arran. As the one place young people attend every day, this is where young people can build effective secure attachments through the intervention of qualified and experienced teaching staff. Additionally, making use of pupil voice, surveys and on the ground observations and data collection (i.e. attendance statistics) we are working to ensure our school is a welcoming, safe and enjoyable place to be. In the Child and Adolescent Mental Health – Trends and Key Issues briefing paper commissioned by the Scottish parliament it is stated that ‘ Young people who “disliked school, felt pressured by school work, truanted on multiple occasions or had been excluded had poorer mental health and wellbeing than those that did not”. Pupils who stated they did not like school were four times more likely to have borderline or abnormal scores than those who said they liked school a lot (Murphy, 2016).

### *Looking inwards: a responsive approach*

- ✚ Review of focus each year to ensure relevance
- ✚ Student voice evaluated to ensure they are being consulted and have input
- ✚ Working with partners in the community to provide expertise, coherence and a community approach
  - ✚ Providing a range of cultural, spiritual and physical experiences to all students
    - ✚ Analysing the PASS results and responding to these
    - ✚ Adaptability to the changing needs, current issues and new ideas

### *Looking outwards: a proactive approach*

- ✚ Seeking out and critically evaluating current research and recommendations
  - ✚ Looking at best practice in other educational settings and beyond
  - ✚ Active engagement in national training opportunities for our staff

### *Looking forwards: an ambitious approach*

- ✚ Working in partnership with others on the island, including healthcare professionals, to provide a comprehensive support network for our young people
- ✚ Moving forward to become signatures to the Mental Health Charter with the Sport and Recreation Alliance
- ✚ Conduct a comprehensive review of whole school policy, procedures and actions and to ensure health and wellbeing is rigorously monitored for each child and young person

### *Our curriculum*

Within Arran High and Lamlash Primary we deliver strong messages through the delivery of the curriculum. Health and wellbeing experiences and outcomes are specifically taught through discrete health lessons, personal and social education, home economics, hospitality, moral issues, and physical education.

Within Curriculum for Excellence, experiences and outcomes for Health and Wellbeing are overseen by three main subject areas;

#### *PSE/ Guidance*

Compulsory across all year groups (including organising visits and talks relating to the above within the school).

#### *Physical Education*

Physical education, physical activity and sport (including organisation of sports day, sporting challenges etc).

#### *Hospitality*

Food and Health (including food related external visits, visitors, cooking competitions, and so on)

HWB Experiences and Outcomes that are the responsibility of all, must be continuously monitored by the individual Faculty Leaders and teachers of all subjects are responsible for ensuring these are covered at the appropriate levels within their curriculum and entered on the 'cfemachine' audit.

### *What we have achieved so far (first two years)*

1. Finalists in the Scottish Education Awards – Making a Difference Category for our work
2. SHINE - School's health and wellbeing improvement research network. Original partnership school supporting and promoting research into health and wellbeing in schools.
3. We have become signatures to the Mental Health Charter with the Sport and Recreation Alliance. By doing so our aim is to cement our commitment to tackling mental health issues through ensuring that a wide range of sporting opportunities is available to everyone.
4. The set up and operation of a Wellbeing Centre with two designated staff to run it on a day to day basis.
5. Ongoing commitment to providing access to training for our senior students, staff and community members that support aims of promoting and supporting mental health and wellbeing. This has included Mental Health First Aid, ASK and ASIST, Solihull courses.
  6. Instigation of a Mental Health Day with support from external organisations
  7. Offering staff and student mindfulness courses at prelim time in partnership with occupational health.
    8. Enhanced nurture for primary students four mornings a week
    9. Two nurture groups in secondary
    10. Safe space at lunchtime for all students
  11. 1:1 support for 4 students who are unable to attend mainstream school on mental health grounds
  12. Pet therapy each morning
13. Inter-generational project with the sheltered housing, CVS and our students which will also enable the students to gain the Saltire Award.
14. SQA Nat 4 + 5 in Mental Health – this year we have started offering the SQA courses in mental health to our senior students with the aim over the next two years that the Nat 4 +5 will be made available to all students.
15. Health and Wellbeing Day – using external providers to give our students tasters of many activities including art therapy, music therapy, sound baths, cognitive behaviour therapy, yoga so that they can experience a range of options to help keep themselves healthy.

16. Outside speakers – people in the community and from beyond, including famous sports people, coming in to the school to talk about their own mental health journey and run workshops for our students.
17. Staff – staff mental health is important and the staff social committee organises meals, events and weekly walks to support staff mental health and wellbeing.
18. Sensory packs – every classroom has a sensory support pack for use by students including ear defenders, fidget toys, stress balls etc.
19. Exam support – tea, toast and calm space on offer for students during the prelim and exam period
20. Resources – library section on promoting and supporting positive mental health, custom made booklets and pamphlets in the library and toilets.
21. School nurse –working with the school nurse, Ann Reid, to promote and support health in schools.
22. Creation of an Arran #13 Ways campaign with posters and booklets printed and around the school, including on different coloured paper so that they are accessible to all.

### *Our aims this year*

1. Closer partnership working with our parent council and Arran Youth Foundations to identify funding streams to
2. A whole school approach, and the health and wellbeing of everyone within and beyond the school community to be considered.
3. Creation of a Peer Mentor Group in S6 to lead the student voice in our strategy. They will be taking forward the LGBTQI application and Nurturing Schools (see below).
4. LGBTQI Charter Mark – In year 2 we registered for the Bronze award programme to support those who identify with LGBTQI in recognition of some of the mental health challenges that can be faced.
5. Investigate and apply for the Nurturing Schools Award
6. Place2Be – using the self-assessment tool to look at all aspects of the school and to check where we are in terms of promoting a 'Mentally Positive' school ethos.

7. To establish new health and wellbeing working group, which could include learners, teachers, non-teaching staff and members from the wider community. This group should have responsibility for developing and establishing the vision into achievable actions with a clear vision across the school. (Including representation from:

\* Arran Youth Forum,  
\* School Nurse,  
\*School Canteen, SLT,  
\*Pastoral,  
\*Active Schools Coordinator  
\*Colin McDermott - Area Inclusion Worker  
\*Community representation

8. Faculty Leaders and teachers will carry out an ongoing audit of Health and Wellbeing provision which is recorded at Arran High School and Lamlash Primary on '*thecfemachine*'.
9. Ensure that everyone is a positive role model for others and promotes Health and Wellbeing within their own classroom, school and community, where all individuals are treated fairly and equally. Everyone should be made aware of and follow the Ethos and Relationship policy.
10. Ensure a clear understanding of the importance of Health and Wellbeing by all staff to help everyone across the school community make informed healthy choices in their approach to life, learning and work. This can be supported by Senior Managers through training, events, and so on decided on by the Health and Wellbeing Working group.
11. Expand the use of monitoring and tracking to include Health and Wellbeing conversations with each student, addition of individual student targets relating to these to be included in parental reports and each students profile page.

12. Renaming of our Support for Learning/Nurture provision to come under one banner of 'Personalised Support' as part of our ongoing journey to enabling a personalised curriculum for each child that meets their needs as an individual including academic, social and emotional needs.
13. Making our counselling provision available to younger students, specifically those in p6 and 7 across the island and investigate the use of play therapy for those younger.

## *Achieving these aims*

### *In the Classroom*

This is done through the broad general curriculum in S1, S2 and S3 and will continue through the senior phase. Through practise of Critical Skills, Growth Mind set, Visible Thinking and Visible Learning techniques, and other learning and teaching styles, pupils are provided with a wide range of opportunities to create and take responsibility for their own learning journey with the teacher as the facilitator.

Practitioners will look to ensure tasks and activities provide:

- ✚ appropriate breadth challenge application.
- ✚ learners with a balance of activities which include opportunities for collaborative, co-operative and independent learning.
- ✚ opportunities for, and encourage staff to engage in, continuing professional development and dialogue within and outwith Arran High School and Lamlash Primary.
- ✚ use of the outdoor environment to promote and enhance healthy approaches and lifestyles.



# Arran High School Health and Wellbeing Overview

**Our Partners**  
 School Nurse  
 Counsellor  
 Inclusion Worker  
 GP's  
 CAMHS  
 Arran Youth Forum



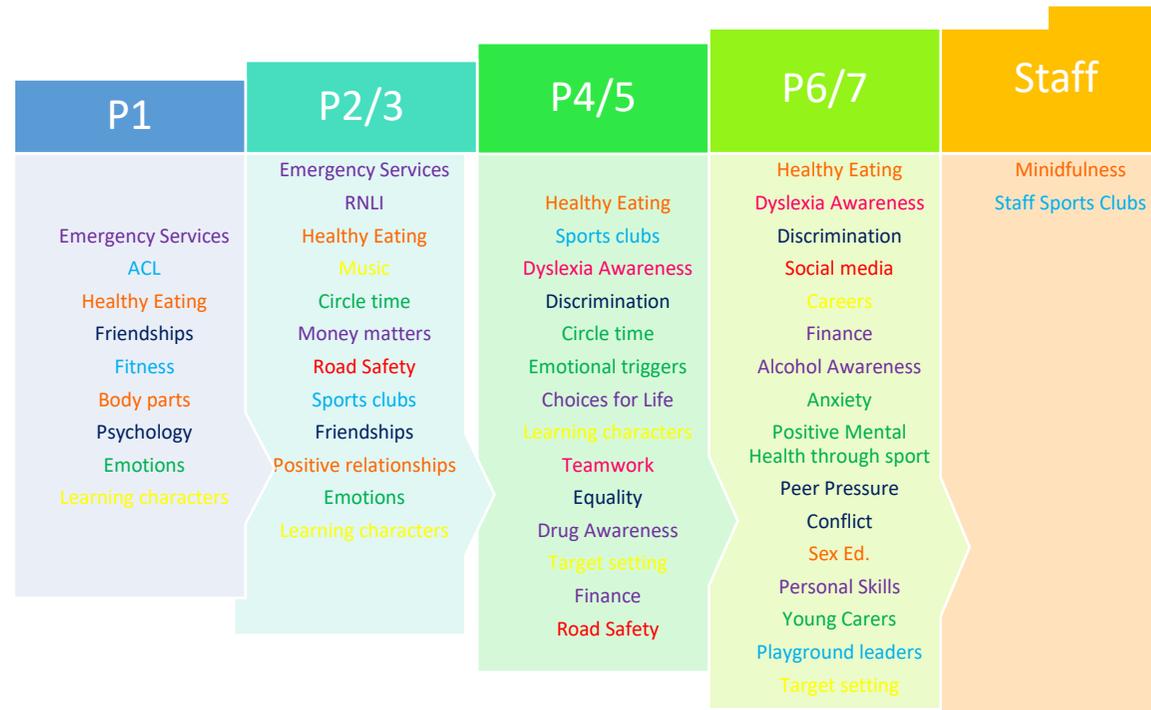
**Whole School Initiatives**  
 Choose Life – See Me Project  
 Arran Community Land Project  
 Mindfulness  
 Heartstart  
 Teenage Cancer Trust  
 Learning Conversations  
 Student Voice  
 S6 Mentor programme  
 Partner Agencies

**Whole School Focus Weeks**  
 Dyslexia Awareness Week, Show Racism the Red Card, Jeans for Genes Day, Sport/Comic Relief, Anti-Bullying Week, Active Girls Day, Promoting Cycling

# Lamlash Primary School Health and Wellbeing Overview

**Our Partners**  
 School Nurse  
 Pupil support  
 Inclusion Worker  
 GP's in School  
 CAMHS  
 Rainbow House

**Whole School Initiatives**  
 Turtle pathway programme  
 Sports clubs  
 Nurture  
 Fit 15  
 My learning questionnaire  
 Pupil committees  
 School Merit System (marbles and sticks)  
 Partner Agencies



**Whole School Focus Weeks**

Dyslexia Awareness Week, Internet safety week, Eco-savvy, Sport/Comic Relief, Anti-Bullying Week, Promoting cycling, Peer reading scheme

### ***Staff Health and Wellbeing***

Staff Health and Wellbeing is extremely important and must also be considered. NAC has a duty of care to ensure it provides support and preventative measures for its staff. At Arran High School and Lamlash Primary we have a small group who organise social events, along with the possibility to practise Mindfulness, 10% reduction on Auchrannie Membership, and so on. Staff supports for Health and Wellbeing can be found on NAC Connects.

Arran High School and Lamlash Primary is a supportive community where sound knowledge and application of positive Health and Wellbeing will drive improvement and support our children and young people to succeed.



Your family

Your friends

Trusted adult

Feel you have no-one?  
Try here too...

On Island

GP (Doctor)  
01770 600516

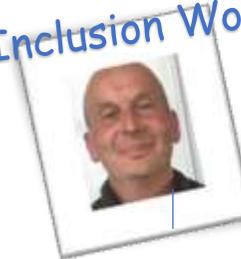
Listening Ear  
01770 600516

Religious Leaders  
Ask Moyra

Graeme & Holly  
(AYF)



Colin McDermott  
(Inclusion Worker)



Mrs Macbeth

Your  
**Close Circle of  
Support**

Peer Mentors

Shona Redmayne  
(Art Therapy)



Ann Reid  
(School Nurse)  
Drop-in clinic  
school



Beth Moon  
(School Counselor)

Wellbeing Centre

Ask Mrs Dick



### *Monitoring, tracking and evaluating*

As important aspects of health and wellbeing are the responsibility of all staff in educational establishments in partnership with others, and because of the importance of health and wellbeing to learning and development, everyone should be clear about their areas of responsibility and their roles in assessment. In health and wellbeing, assessment has to take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills. Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.

For example:

- ✚ To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- ✚ How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- ✚ Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- ✚ applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- ✚ developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- ✚ extending the range of their relationships within and outwith the school.

### *Leadership and management – we are*

Working to ensure we are exhibiting the best possible practice in providing a comprehensive, fit for purpose, Health and Wellbeing Strategy and Plan for Arran High School, Lamblash Primary and Early Years Class.

### *Learning provision – we intend to*

Identify what we are doing well and where gaps may exist through the use of the wellbeing wheel and GIRFEC. Through this, look to continually enhance our provision to ensure it is as thorough, relevant and challenging as is appropriate.

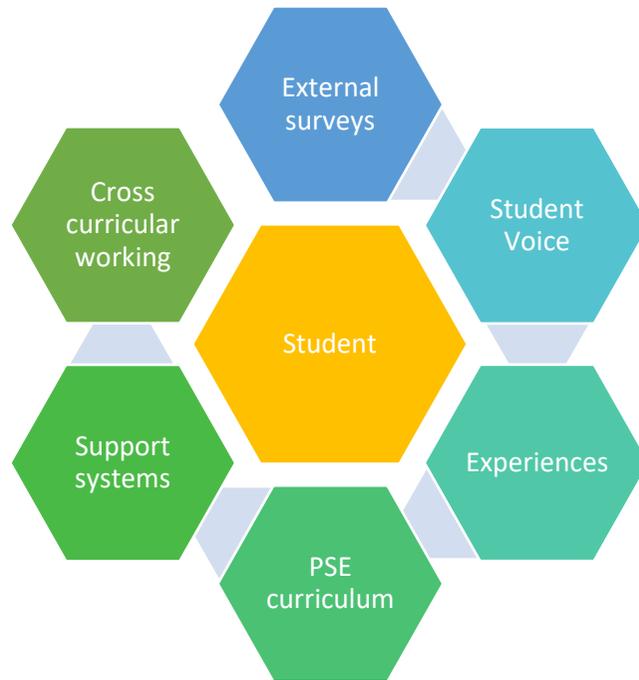
### *Successes and achievements – we will*

Recognise individual, group and faculty successes and look to share good ideas through professional learning and dialogue.

Expand our outreach to include the rest of the cluster, work with others in the local authority and to promote what we are doing at a national level.

Work with our families and community to share our learning journey in the pursuit of mental health and wellbeing for all.

*Our students – will have the opportunity to*



## Policies and plans

National Policy	Local policy	Other considerations
<ul style="list-style-type: none"> <li>• Education Scotland’s Making the Links , Making it work               <ul style="list-style-type: none"> <li>• The Curriculum for Excellence</li> </ul> </li> <li>• Getting It Right For Every Child (GIRFEC)</li> <li>• Child Poverty Strategy for Scotland: Our Approach 2014-2017</li> <li>• Children and Young People (Scotland ) Act 2014</li> <li>• Schools (Health Promotion and Nutrition) (Scotland) Act 2007               <ul style="list-style-type: none"> <li>• Equally Well</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• North Ayrshire Children’s Service Plan 2016-2020: Getting It Right For You</li> <li>• North Ayrshire Council’s Education Directorate Plan</li> <li>• Mental Health and Wellbeing Strategy April 2015-March 2027</li> <li>• Ayrshire Healthy Weight Strategy 2014-2024</li> <li>• Ayrshire and Arran Tobacco Control Strategy               <ul style="list-style-type: none"> <li>• North Ayrshire Active Communities Strategy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Schools (health Promotion and Nutrition Act( Scotland)</li> <li>• (Curriculum for Excellence, 2009)</li> <li>• GIRFEC (Getting It Right For Every Child)</li> <li>• (Health Promotion Guidance (2007) Scottish Government)</li> </ul>

## Health and wellbeing improvement plan

### Improvement Priority

3.1

#### Accountable

Mrs Dick

#### Responsible

HWB: Mrs Urquhart Dixon  
Guidance and PSE: Mrs Macbeth

### Working Group members

#### Start Date

Aug 2020

#### Review date

June 2020

#### Evaluation date

June 2021

#### Outcomes (what do you want to achieve)

1. A whole school approach
2. To establish new health and wellbeing working group
3. Faculty Leaders and teachers will carry out an ongoing audit of health and wellbeing provision
4. Ensure that everyone is a positive role model for others and promotes Health and Wellbeing

#### Success criteria

- Creation of a HWB strategy document pulling together all that is happening and our intentions.
- A sustainable, representative group is formed and agreed actions undertaken, minuted meetings held
- Q.I machine used effectively with agreed actions being implemented at a faculty level
- All staff knows what this could look like for them as a teacher and within their subject

<p>5. To become signatures to the Mental Health Charter with the Sport and Recreation Alliance.</p> <p>6. Expand the use of monitoring and tracking to include Health and Wellbeing</p>	<p>School signs the charter</p> <p>Consistent approach taken in PSE and through the pastoral system to monitor and track health and wellbeing.</p>
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### The challenge questions in brief

<i>Questions</i>	<i>What we do</i>	<i>What we could do</i>
How well do staff know GIRFEC, wellbeing indicators and UNC on rights of child?	Have key posters displayed around the school. Regular training reviewing these key areas at INSET Online training made available to new members of staff	Have small card packs for each staff member highlighting the key messages of each policy  Enhance the promotion of the local authority and national training calendar promoting events available.
How well do staff understand their role in promoting HWB	Through staff questionnaires, knowledge is gauged and awareness raised. Specific INSET activities offered with HWB focus in conjunction with current school aims.	Include specific HWB questions as part of the observation process and staff learning conversations.
How well do we know and take into account local/national documents and guidance	Latest guidance reviewed in conjunction with school priorities and strategy.	Look at how other schools have responded to the guidance documents and schedule a review of own policy when we know when government and LA reviews are being published
How well do we ensure students feel (wellbeing indicators)	Regular pastoral and learning conversations with each student. Introduction through PSE of HWB targets to increase student awareness of the indicators and how they experience school is integral to the school's success	Consult more with the student voice and enable them to take the lead in reviewing HWB in the school and taking forward actions

How well do students show consideration for others, positive behaviour	The majority of behaviour in the school is positive the majority of the time and incidents are low. Strong promotion of working with others in the community and of restorative practices. Introduction of a reward system for all students.	Increase recognition of positive behaviour and contributions to the school community. Continual enhancement of the promotion of positive behaviour for learning in the BGE and upper primary.
How well do we listen to students and involve them in making decisions	Meetings weekly with the school captains to gauge their views in secondary and weekly in primary. Monthly meetings with the student voice and additional meetings with active schools sports leaders and senior prefects where relevant. SLT operate an open door policy.	Increased involvement of student voice in creating, running and analysing surveys, and ensuring they are an integral part in the review of, and subsequent creation of policy and strategy for the school.
How well do ensure staff undertake professional learning around legislation, codes of practice	Relevant legislation reviewed through network meetings at the local authority and in discussions with their link faculty leader and DHT.	Schedule regular reviews of legislation and codes of practice, including building it into faculty meeting agendas. Look at all faculty leaders attending a LA or national training on relevant legislation and policy within the next 18 months.
Can we be sure that all staff guidance is fully relevant and up to date	Staff guidance reviewed at the start of each year, and as and when guidance is changed or updated at a local and national level. Guidance also reviewed at local authority level between heads of schools and their senior managers.	Have all guidance in one place for staff to find and to be referred to in the staff handbook.

How well do we communicate with parents and partners	The schools have regular meetings with a wide range of partners, both from within the local community to support health and wellbeing, learning and social responsibility, and outwith. Parents have regular opportunities to engage through the parent council and at parents' night.	At parents' evenings provide more opportunities for parents to feedback on future strategy. Greater use of technology to gain parental views. Seek parental input and dialogue for students HWB targets.
How do we know the steps we have taken have improved outcomes	Through student surveys and PASS survey year on year comparison. Through observation and positive feedback and a reduction in the number of logged incidents.	Greater use of the student voice and family learning hub to create a joined up approach to tracking and monitoring.
How well can we demonstrate improved attainment for groups/individuals facing barriers?	All distinct groups are monitored for any differing trends on a continual basis, with additional monitoring carried out for those with ASN.	Look at our area specific barriers i.e those to do with remote rural communities. Further discussions with cluster schools on this issue.
How have we successfully established an inclusive learning environment	Through both schools we work hard to promote inclusivity and the importance of being an individual and also working successfully in a community. We have a range of cross year group opportunities, including paired reading (primary) and mentoring (secondary).	Listen to the student voice on issues around inclusivity and their thoughts on barriers to learning and how to continually move forward. Look for examples of best practice elsewhere in the authority and country.
To what extent does our school celebrate diversity	School takes part in many different events from Chinese New Year to LGBTQI+ month to promote understanding of diversity.	A review to be undertaken each year on where discussions around diversity can take place and create a list of outside guests and speakers that can be invited to run

		workshops and speak at school events.
How well does our school ensure that the curriculum is designed to promote equality and diversity? How do we ensure there is an ethos and culture of inclusion, participation across the whole learning community?	During curriculum reviews and termly faculty leader meetings with link DHT, curriculum is reviewed to ensure that it is equal and diverse and where further opportunities and ideas can be included.	Work with others in the local authority to compare curricular design, share ideas and discuss best practice.