

HWB Policy Statement (draft)

Key areas covered through HWB experiences and outcomes are:

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

The majority will be covered through the bundles and PE planners but to ensure a nurturing approach focused on positive relationships is embedded throughout the culture of our school, we will be using the following supports and strategies to help achieve the mental, emotional, social and physical wellbeing outcomes.

A WHOLE SCHOOL APPROACH TO WELLBEING

- 'Building Resilience- Promoting mental, emotional, social and physical wellbeing' - a whole school approach explicitly taught in class with assemblies to cover key aspects of the Health and Wellbeing curriculum. This approach also links to the wellbeing indicators and UNCRC articles.
- Role Model of the Week- celebrating achievements
- Wider achievement class books and assemblies
- Recognition boards- celebrating achievements
- Meet and Greet- ensuring a feeling of connectedness
- 3 consistent rules and shared language around learning and behaviour (scripts- Paul Dix)
- Restorative conversations- pupils and staff taught how to have one and why (future action point)
- Bubble Time in each class- do staff need time to learn about this?
- Clear structures in each class to support learners regulate their emotions- emotional check-ins, thinking time, time out spaces
- Together time to promote opportunities to play and build relationships
- Circle Time focused on wellbeing indicators and developing empathy
- Access to My Space
- P6s trained as Playground Buddies (?) and Mediators
- Positive playground plan- to be developed using ideas highlighted by pupils and staff