

Health & Wellbeing Policy

Rationale

At Coatbridge High School good health and wellbeing is central to effective learning and preparation for successful independent living.

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Aims

Learning with health and wellbeing as a priority enables children and young people to:

- make informed decisions to improve mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of sustained health and wellbeing

Expectations

By expectations we mean the expectation that staff have of the way their pupils will behave and perform, and also the expectations that pupils have of the treatment they will receive from all staff.

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.

These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff and extended support teams.

Each individual practitioner must be aware of his or her roles and responsibilities.

How

The statements of experiences and outcomes are then structured into the following organisers:

- 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.

Staff Responsibility

Everyone at Coatbridge High School, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

The responsibilities include individuals' contributions to the features set out in the introductory statements, and experiences and outcomes in mental, emotional, social and physical wellbeing, planning for choices and changes, and relationships.

They include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modeling behaviour which promotes health and wellbeing, and encouraging it in others through using learning and teaching methodologies which promote effective learning, and by being sensitive and responsive to the wellbeing of each child and young person.

Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.