

The Highland Health & Wellbeing Strategy

For Leaders of Learning

A guide for the practitioners



2012

Foreword

“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 Curriculum1

Positive health & wellbeing underpins the development of every child and is a prerequisite to learning. This strategy aims to provide staff with a framework to support the development of health & wellbeing. It details the essential elements for schools and includes practical examples of good practice.

The intention is for this strategy to be a dynamic document to be added to over time. We would therefore welcome and encourage contributions from all practitioners. The intention is to review and update the strategy on a quarterly basis. It should provide a valuable support for staff in their curriculum planning. The subtitle of the document ‘A guide for practitioners’ is an acknowledgement that health & wellbeing will be delivered by a range of professionals. Partnership working is crucial to the success of health & wellbeing in schools and the strategy encourages collaborative working.

A significant amount of time and effort has gone into producing the document and thanks go to the Highland health & wellbeing group for all their contributions. Thanks also to those schools who released members of staff to work on the strategy document.

Curriculum for Excellence identifies health & wellbeing as a key entitlement of all pupils. We hope that this strategy document will help schools in the delivery of this.

Introduction

To equip our children for life in the 21st century, it is vital that, as leaders of learning, we recognise the importance of health & wellbeing and its place in the curriculum. All teachers and establishments, working with partners, should take a holistic approach to promoting health & wellbeing, one that takes account of the stage of growth, development and maturity of each individual and the social and community context.

The purpose of this document is to highlight the essential elements which are required, in early years, primary and secondary schools, to support the development of health & wellbeing of all individuals and across the school community.

Some of the national initiatives directing our thinking through this policy are the Journey to Excellence (JtE), Schools (Health Promotion and Nutrition) (Scotland) 2007 Act and Curriculum for Excellence (CfE). The Strategy also supports the Council commitment to equality and contributes to the implementation of the Council's Fairer Highland equalities plan; including the general and specific duties of the Equality Act (2010) "to eliminate discrimination, victimisation and harassment, advance equality, and promote good relations"

The Journey to Excellence highlights five broad areas of excellence, these being:

- vision and leadership;
- learning and teaching;
- culture and ethos;
- people; and,
- partnership.

Curriculum for Excellence identifies that learners can expect their learning environment to support them to;

- develop their self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build their resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school communities have a responsibility to look after them, listen to their concerns and involve others where necessary
- 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 them to make informed choices when planning next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

In so doing, we hope to ensure that schools and centres take action in these areas to enable children and young people to develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Each of the sections of this health & wellbeing strategy has a linked folder of resources which provides support to schools and centres. For the ease of reading this Strategy the term school has been used to denote places where activities take place. This will include nurseries both local authority and privately run as well as all early years establishments. In the same way the term teacher is used broadly to cover all staff working in schools, early years centres and nurseries.

Vision and Leadership

Vision and Leadership focuses on developing a common vision and fostering high quality leadership at all levels (JtE)

Essential elements for every school in Highland

- Ensure a clear understanding of the importance of health & wellbeing by all staff to help all pupils acquire the ability to make informed choices for a healthy approach to life, learning and work.
- Establish a shared vision and plan of action for the place of health & wellbeing within your school curriculum; this should include an audit of health & wellbeing provision.
- Ensure everyone is a leader of learning and a role model for the promotion of health & wellbeing within their own classroom and beyond.
- Establish a health & wellbeing group [and, if possible, a health & wellbeing co-ordinator] to lead developments.
- Formulate a school health & wellbeing policy or strategy which clearly focuses on developing young peoples' capacities as successful learners, confident individuals, effective contributors and responsible citizens and gives consideration to the health & wellbeing of all staff.

Vision and Leadership: Establishing School Values at Carr-Bridge Primary

The value statement at Carr-Bridge was needing refreshed when I arrived in August 2009. However it was one of the things that we always meant to get round to. There had been wholesale change at Carr-Bridge Primary in 2009 with only one original member of teaching staff. This allowed us to develop a collegiate team from new. We have spent a great deal of time discussing how we wished to develop an aspirational environment for all our learners.

Over the last two years we have worked hard to develop leadership at all levels and have endeavoured to consult all stakeholders in any new venture. With this in mind we approached developing our Value statement in the same way. As a school we thought about "What would Carr-Bridge look like if it were a perfect school?" Children, staff, parents and visiting stakeholders were asked to describe what they thought made the perfect school. Many felt that the attributes they were suggesting were already in place in our school. This was reassuring as I had a vision for our school and felt we were travelling in the right direction. When we collated the information we realised that all groups had very similar hopes for school where we not only thought about the academic needs but also the health and wellbeing of our learning community.

We decided that we wanted a single statement that encapsulated our values in just a few words. The children were asked to think of a statement to describe our school. The statements were shared with our learning community and everyone who came into our school over the course of the week, which included a parents evening, had the opportunity to vote for our statement. I think the winning statement sums us up perfectly.... At Carr-Bridge we have "bright smiles and bright minds".

More information: Jillian Kean, Head Teacher- Carr-Bridge Primary
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Vision and Leadership: Establishing School Values at Dingwall Academy

Do pupils, parents and staff know what the school aims and values are? Do the existing values impact on the daily working of the school? Do the values underpin the school behaviour code, positive reward scheme etc?

On reflection, we could not answer yes to all of these questions and so the school set about establishing a new set of values.

It was important that these values were shared values, and that the whole school community was involved in the process. The very foundation of health & wellbeing is that pupils, parents and staff feel included and valued. Only then can a school grow and move forward, only then can pupils be ready to learn.

Teaching staff were first asked to identify those values that they considered important in school. The top ten values identified were taken to the next stage involving the pupil council together with non teaching staff and parent representatives.

The group was presented with a number of scenarios – each scenario included a dilemma and challenged people to reflect on their own core values and judgements. In smaller groups people were asked to consider how they would deal with each scenario and what values their decision demonstrated.

The groups were then given one of the ten values chosen by teaching staff and 5 minutes to present a definition of the given value. After listening to the definitions each group had to decide and vote for the values they considered to be the most important in school.

Choosing values is in many ways the easy part – the challenge now is to promote the values with pupils, staff and parents and to ensure that they permeate all aspects of school life.

More information: Karen Cormack, Rector - Dingwall Academy

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Learning and Teaching

Learning and teaching is the core business of schools (JtE)

The Highland Council Learning, Teaching and Assessment Policy sets out a route to engagement designed to help colleagues foster the CfE capacities and raise achievement, we believe that all work in Health & Wellbeing should have this policy as its starting point.

Essential elements for every school in Highland

- Promote the importance of health & wellbeing and a healthy lifestyle to all children and young people.
- Ensure consistent implementation of the Highland Council Learning, Teaching and Assessment Policy in relation to health & wellbeing across the school.
- Ensure staff include health & wellbeing within appropriate lessons [using CfE Es and Os as key framework for planning learning] and both share and review these intentions with pupils.
- Ensure clear agreement of the importance and approach towards health & wellbeing – within the school and within the ASG.
- Take account of prior learning and experiences so that we [including pupils] can decide what to do, how to do it and who is going to do it [groupings];
- Ensure that health & wellbeing needs are considered in all transitions at all stages.
- Ensure tasks and activities provide appropriate:
 - ✳ **breadth** of learning
 - ✳ **challenge**
 - ✳ **application**and offer opportunities to develop the seven principles of curriculum design (add link)
- Ensure children and young people have opportunities to learn discuss and explore health & wellbeing issues in meaningful and stimulating contexts.
- Ensure learners receive appropriate feedback and opportunities to act on this to enable them to agree next steps in learning and later life.
- Provide learners with a balance of activities which include opportunities for collaborative, co-operative and independent learning.

Learning and Teaching: Dingwall Academy – Stompers

It is our aim to equip every pupil on this elective with the basic skills to participate in regular, outdoor walking in the highland countryside. They will be given the opportunity to work on their own and as part of a team to develop their understanding of simple methods that can be used to navigate their way around a low level and more testing route. The aim is to develop and practice some basic map reading skills and introduce pupils to rudimentary Geographical methods and field work techniques. The pupils should also gain an enhanced understanding of their rights and responsibilities in accessing the outdoors in relation to their own needs and those of other land users. The elective will prepare pupils for a final group walk up Fyrish in the Summer Term. We hope that all pupils enjoy the elective and develop specific skills that will allow them to experience a lifetime of walking.

More information: Muir Morton, P.E subject supporter – Dingwall Academy
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Learning and Teaching: Our Sustainable Garden, Park Primary School, Invergordon

“The things we have to learn before we do them, we learn by doing them.” Aristotle

At Park, the creation of a sustainable garden lies at the heart of our health and wellbeing vision. Our garden provides a living, outdoor learning context within school grounds. It is an outdoor classroom where children’s learning becomes real. Children can make connections, understand processes and apply new skills all in a meaningful, motivating and fun learning environment.

Working with a local gardener, the children have identified an appropriate location, designed the various gardening areas and helped in the construction of the different growing areas. Funding has been sourced both from a lottery grant and the support of parent groups in the school, while materials have been resourced locally.

The garden will provide a focus for health and wellbeing activities over the coming sessions. This will range from planning, planting and managing the garden, to harvesting the produce. The produce itself will be used within the school kitchen to provide a range of fruit and vegetables to the children. We plan on providing local residents with affordable vegetable boxes, while the children themselves will be involved with cooking. The garden is not just for growing, it will provide an eco-system on our doorstep, where children can experience and develop an understanding of both the plants and the animals that live there.

Finally, our outdoor learning area provides an ideal setting to ensure that pupil’s progress and development can be monitored and evaluated throughout the school. Assessment of Learning can take place in a practical context, where immediate and constructive feedback can be given.

Our garden provides active, hands on opportunities, supporting health and wellbeing in the Curriculum for Excellence and encouraging the four capacities throughout the whole school.



“I really enjoyed it, even though it was hard work. I’m looking forward to seeing the fun that we can all have by growing fruit and vegetables.” Primary 7 Pupil

“I think this garden will be really good, because the canteen will use the vegetables & each class will have a different patch to plant. It is going to be an exciting year.” Primary 7 Pupil

“It will make us a healthy school and I can’t wait until we plant things.” “I liked stamping on the bark.”
“It was fabulous and fun.” Primary 5 Pupils

Culture and Ethos

All schools need a vibrant and progressive culture and climate of continuous innovation. Good health & wellbeing is central to effective learning and preparation for successful independent living.

Essential elements for every school in Highland

- Promote a positive attitude to health & wellbeing amongst all staff, pupils and parents and the acceptance that this is a shared responsibility
- Make health & wellbeing relevant, stimulating and enjoyable across the school.
- Ensure health & wellbeing has a high profile throughout the school e.g. displays which show quality work.
- Ensure children have the knowledge, skills and opportunities to explore healthy lifestyle choices through health & wellbeing experiences and outcomes in class/school/ extra-curricular activity.
- Set appropriately high standards for all and celebrate achievement and pupils' strengths
- Give pupils responsibility for their health & wellbeing e.g. encourage and expect pupils make informed and reasoned decisions about lifestyle choices.
- The whole school community takes an active role in promoting the care and welfare of others.
- For all staff, pupils and parents to recognise that health & wellbeing can be developed through the four contexts for learning;
 1. Curriculum areas and subjects
 2. Inter-disciplinary Learning
 3. Ethos and life of the school as a community
 4. Opportunities for personal achievement

Culture and Ethos: promoting play @ home

Pre-school education centres offer all families the *play @ home Pre-school Book* when a child begins sessions. The aim of the book is to encourage children's all-round development and family communication by encouraging active fun games and activities. These games are designed to help children develop balance, co-ordination and motor skills alongside language and imagination. Research indicates the benefits to brain development of physical activity in the early years, particularly the impact of balancing on the growth of neural pathways.

Promoting early enjoyment of physical activity also contributes to children maintaining a healthy weight.

The programme was devised in New Zealand, when education authorities recognised that the lack of sporting ability in secondary school was linked to the lack of very early experiences of enjoyable physical activity. It was adapted for use in Scotland and books for the baby, toddler and pre-school stages have been rolled out to Highland families starting in 2002.

The *play @ home Pre-school* book provides an outline for each game and explains the benefits and notes any precautions. Songs and rhymes are included in the books, suitable to accompany the activities and there are recipes for playdough, paint and bubbles and instructions for making simple toys. English and Gaelic song CDs are available and a booklet of matched Gaelic songs and rhymes.

Pre-school centres are able to include *play @ home* ideas in their sessions and are provided with a leaflet which explains the links to the curriculum. Another valuable outcome of centres using and promoting *play @ home* is the modeling that this offers to parents/carers and that is provides an informal way of encouraging parents to try the games themselves at home.

More information: Julia Nelson, Health Development Officer – Early Years
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Culture and Ethos: Case Study Highland E-safety Cyberbullying

Cyberbullying(P7 and Secondary pupils)

Cyberbullying is an issue which has certainly touched the lives of many pupils and staff in Highland due to the increased usage and phenomenon of the Internet and particularly mobile devices. Many schools have built Cyberbullying education into their Health and Wellbeing / PSE approaches. All secondary schools in Highland have been provided with a DVD resource called 'Let's Fight it Together'. This resource produced by Digizen shows the far reaching consequences of an incident of Cyberbullying based in a school. The story is based on real life experiences.

Through PSE lessons in Farr High School, pupils were shown the 'Let's Fight it Together' resource. The DVD resource contains a 7 minute film revealing how the incident unfolded and then a series of separate character interviews with Joe, the main character, his mother and his peers. There are also question sheets available in the resource which allows groups of pupils to look at the film from different angles and link to feelings, emotions of the characters and also the morality of the different viewpoints of the incident.

PSE Teachers found the resource to provide an excellent basis for on-going discussions, also looking at the procedures for managing incidents and what more they can do to support pupils in their school. The resource also became a tool for a literacy / health and wellbeing cross-curricular activity looking a presentation skills and storytelling as pupils devised their own scenarios.

Where can you find information about E-Safety Resources?

All secondary schools in Highland should have received a copy of the DVD, however all resources contained within this case study can also be found on

<http://old.digizen.org/cyberbullying/default.aspx>

This website contains resources for children, young people, parents /carers and professionals. All of the resources are approved by the Highland E-Safety Strategy. Another useful site which has been approved for use is www.thinkuknow.co.uk

The Highland E-Safety Group has devised a hand out and support for managing incidents of Cyberbullying in Highland, the guidance can be found on www.highlandesafety.wordpress.com

People

Health Promoting schools involve their whole community in reflecting on their life and work, and in seeking challenges for the future.

Essential elements for every school in Highland

Staff

- Give equal consideration to each person's role in being a role model for health & wellbeing in the school community
- Provide opportunities for and encourage staff to engage in continuing professional development and dialogue within and outwith their school.
- Involve staff within the school and the wider ASG in professional dialogue where they share and reflect on practice, including methodology, experiences, practical examples and attitudes towards health & wellbeing.
- Encourage staff to fully involve other professional colleagues such as subject supporters, the Health Promoting Schools Manager and Officers as appropriate.

Pupils

- Encourage pupils to use knowledge and information when making lifestyle choices
- Encourage pupil reflection about health & wellbeing, the lifestyle choices they make and take account of their views.

People: School Meals at Dingwall Academy

- S2 pupils have recently compared their "Street lunch" and school canteen choices in Health and Food technology at Dingwall Academy. They are able to compare the different effects of these on their health, wellbeing and learning.
- The vast majority of street food choices made by pupils at lunch time were not appropriate for health and wellbeing, learning or behaviour, and are substantially less healthy than the average choices made when the same pupils visit the school canteen (which are regularly analysed and reported on by the school meals service)
- It is important that school staff engage young people in promoting the school meals service, and ensuring that school food is presented in a way that makes it the most attractive option at lunchtime.
- To find out more about lunch time food surveys (both from the school canteen and competing food outlets), visit:

www.highland.gov.uk/learninghere/schools/schoolmeals.htm

People: Highland Lifestyle Survey



Pupils having their say on the Lifestyle Data

In Highland in 2009 and 2011 a survey was conducted with over 5,000 pupils in P7, S2 and S4. The survey looks at areas of lifestyle including bullying, happiness, being a young carer, smoking, drinking and substance misuse. The purpose of having this data is to not only demonstrate improvements in health and wellbeing but provide an accurate picture of lifestyles in Highland to inform Health and Wellbeing lessons. The final results of the data have been made in to a bright Infographic with comparisons with each of the years and provide a fun and more user friendly way of presenting the information rather than just endless charts and tables.

During a recent session with nearly 80 senior pupils, views were ascertained to the different aspects of the data. The approach utilised Co-operative Learning techniques, splitting the larger group into smaller groups. Each member of the group had a role including, reporter, writer, time-keeper, resource manager and questioner. The 'questioner' was provided with question cards with the following questions.

- What do you think of the data, do you think this represents an accurate picture?
- Are there any surprises?
- How can this data be best presented?
- What can we do to improve this aspect of Health and Wellbeing?

The groups fed back their answers to form an overall picture of ways in which to improve areas of Health and Wellbeing. This approach can be replicated with any group of pupils. The pupils felt that the data helped to dispel negative myths often presented in the media about young people, it also gave them the opportunity to suggest ways in which bullying could be tackled in their school and ideas for transition events.

Where can you find the Highland Lifestyle Survey information?

Within the CfE Health and Wellbeing Glow Group there is a Documents section, this contains a folder with two versions of the Highland Lifestyle Survey Infographic poster / hand out. A separate folder also contains all the little images of the various bees so that these can be used in any presentations.

Two reports which were presented to the Joint Committee for Children and Young People and Education Culture and Sport Committee outlining the process and summary results can be found here:

www.highland.gov.uk/NR/rdonlyres/52B7ED63-6AC3-4E93-B43F-880385B7296F/0/Item8CYP3511.pdf

www.highland.gov.uk/NR/rdonlyres/E091CAF7-83C5-4C60-8473-5B306BDE33B4/0/Item13ECS4711.pdf

Partnership

Partnership makes most of the opportunities for schools to work with other agencies, the community and parents/carers to improve learning and teaching and to appreciate the role of health & wellbeing

Essential elements for every school in Highland

Parents

- Keep parents/carers informed of health & wellbeing, initiatives, activities, resources and developments.
- Consider how best to inform parents/carers on each pupil's involvement in health & wellbeing activity e.g. how best to summarise information about the development of the four capacities.
- Encourage parents/carers involvement with the school in taking an active role in forming a holistic view of the health and wellbeing of every child
- Improve parental/carer support and knowledge of health & wellbeing in order to encourage and help their children in making healthy lifestyle choices.

Wider community

- Be proactive in looking for opportunities within the local community to be involved in healthy activities e.g. encouraging children to take part in local fun runs.
- Promote real-life contexts for learning by involving different community members and businesses e.g. invite local 'high achievers' to share their experiences and reinforce health & wellbeing messages.
- Make use of the outdoor environment to promote and enhance healthy approaches and lifestyles e.g. promoting walk/cycle to school initiatives.
- Schools, parents/carers and outside agencies use varied and creative ways of working together to benefit pupils. They identify their individual and shared roles in ensuring that children are safe, healthy, active, nurtured, valued, successful, respected and included.
- Recognise the importance of having Partnership Agreements in place to define shared interests and working to improve/promote health & wellbeing.

NB. – Outside Agencies must be recognised and included in the Highland Council register, please follow the link to check registrations.

Partnership: Lochaber High School working with Women's Aid

Lochaber High School has excellent links with Lochaber Women's Aid which results in greater awareness amongst their S1-S4 pupils of domestic and dating abuse and the effects that this has on all concerned. Initially, there is a meeting between the teacher responsible for the PSE curriculum and the Senior Practitioner in LWA to discuss the content of the sessions that are to be presented to the pupils by LWA, to ensure that they reflect experiences and outcomes of CfE and that they involve active learning methods.

Once the content has been agreed /modified, a timetable of presentations is drawn up so that every pupil (S1-S4) has the opportunity to experience one period of PSE when the topics of domestic and dating abuse are covered.

These presentations allows pupils to gain a greater understanding of what is involved in healthy and unhealthy relationships and of what support and advice is available to those that are affected or could be might be affected by domestic and/or dating abuse.

It is a significant undertaking and commitment from Lochaber Women's Aid to give presentations to so many classes in a large secondary school but the impact of good presentations, the co-operation of the school and the high priority given to such an important topic ensures that this takes place.

Quote "Women's Aid Groups across Scotland took part in a 24 hour Census on 20 September 2011. Of the 1267 women, children and young people who contacted Women's Aid on this day 557 were looking for emotional support, 441 required practical support with housing, safe contact arrangements for their children, and access to legal protection and 193 sought general information about domestic abuse or Women's Aid Services."
(Lochaber Women's Aid)

Partnership: Parents' Information Evening

In the Highlands, we are developing a Highland Parenting Support Framework so that parents can access help with their childrearing responsibilities, at different stages and levels. How can schools/centres and parents find ways to connect and share their knowledge and understanding about children and childhood with parents and carers, particularly at transition points?

Sessions on 'keeping safe' topics often prove popular and to extend this idea to look more broadly at child development, an informal evening was held for parents of first-year pupils at Inverness Royal Academy in September 2011. This evening event focused on professionals coming together to recognise and address the questions that parents might have about this stage in their child's life. The aim was to pilot a simple format that offered key facts to parents whose child was new to secondary school and who would soon encounter the major physical, emotional and mental changes that take place in adolescence.

Three short sessions, delivered by professionals connected to the school, gave information about: 'health & wellbeing', communication & relationships' and 'supporting learning'. About 60 parents attended and their feedback was positive, with most scoring their sessions 8 or above, on a scale 1 (low) -10 (high). Parents showed particular interest in learning about the impact of sleep, changes in the teenage brain and how they could support homework.

A report outlining the planning process, the content of sessions, feedback of parents and session leaders and the costs of running the evening is available on GLOW, in the health and wellbeing section.

Other examples of working with parents are at www.ltscotland.org.uk/parentzone/getinvolved/sharingideas



Parent information evening quotes in response to 'What was helpful?':

"...Thought the homework diary was just homework and didn't realise about 'traffic lights'. Will now be spending more time each day going over this."

"...Meeting other parents and hearing concerns."

"...Finding out about the scientific reasoning's behind certain behaviours my child displays and they might be thirsty rather than hungry."

Appendix I

Health and Wellbeing National Policies

Schools (Health Promotion and Nutrition) (Scotland) Act 2007 builds on the earlier work of schools and their approaches to become recognised as 'Health Promoting Schools'. The Act ensures that health and health promotion will have a central and continuing focus in education.

www.scotland.gov.uk/Topics/Education/Schools/HLiv/foodnutrition

The Early Years Framework This framework is about giving all our children the best start in life and the steps the Scottish Government, local partners and practitioners in early years services need to take to start us on that journey.

www.scotland.gov.uk/Publications/2009/01/13/095148/0

Education (Additional Support for learning) (Scotland) Act 2004 and 2009 provides a framework for local authorities and other agencies to support all children.

www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Health and Wellbeing Highland Policies

For Highland's Children is the Integrated Children's Services Plan for children, young people and families in Highland. The plan is linked to all relevant local planning arrangements and aligned to NHS Highland's Health Improvement Targets and Single Outcome Agreements with the Scottish Government (SOA).

www.forhighlandschildren.org

Your Choice to Healthy Living is the partnership approach to plan health and wellbeing improvement activities that support Highland Learning communities. The Your Choice Implementation Plan demonstrates the breadth of activities planned to across partner agencies.

www.highland.gov.uk/learninghere/childrenservices/healthyliving/

Highland Practice Model (formerly known as GIRFEC) everyone has a responsibility to do the right thing for each child and we must all work towards a unified approach, with less bureaucracy and more freedom to get on and respond to children. This will mean earlier help and the child getting the right help at the right time packaged for their particular needs. This document sets out the guidance for Highland practitioners.

www.forhighlandschildren.org/5-practiceguidance/