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If we don't have health and wellbeing, if we don't have good mental health, if we don't have good physical health, everything else is such a greater challenge."

Key tags

2-18 campus; Scotland; ▲ above average number of students eligible for FSM; ▼ below average number of students speaking EAL; ▲ above average number of students with additionally supported needs.

Intent

The school is situated in an area affected by social deprivation and social challenges outside of the school environment. It was therefore important to adopt a whole school culture that supports the health and wellbeing of its pupils and staff, but also seeks to extend its reach by offering support to parents and the community. This motivation aligned with the Well School philosophy, encompassing a "well culture" where home engagement and wider pastoral support beyond the school domain is an integral part of a positive school environment and successful teaching and learning.

Implementation

Well Led:

Prioritising and supporting staff wellbeing was key to embedding Well Schools into school ethos and culture. The school used a number of approaches to promote staff wellbeing, including regular monitoring of staff wellbeing and continuously consulting with staff on how the school can support them better; giving the staff a voice and allowing them to have a say in the culture and ethos of the school; and employing an external Wellbeing Co-ordinator who focuses on staff wellbeing.

Well Prepared students:

Pupil wellbeing is a long-term approach - targeting needs on an individual level and supporting the learner in understanding themselves and who they are as individuals. The school recognises the link between physical health and wellbeing:

- There is a strong focus on outdoor learning and two dedicated and different outdoor learning spaces.
- Staff are comfortable taking learning outdoors and there is a planned timetable boasting various outdoor activities across the 2-18 campus.
- A physical activity element of outdoor learning promotes positive physical health and provides "high quality sport enrichment".
- They encourage pupils to get involved in team sports and provide equipment for individual exercise.
- They support pupils to get active by getting them outside to take part in the "daily mile" running activity.
- The timetable incorporates two "movement breaks" per day, which aim to get pupils active.
- Staff and leadership team all receive regular training and attend CPD programmes for mental health and wellbeing support.

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Staff and head teacher wellbeing is actively supported and championed".



Well Equipped students:

The school offers extra-curricular opportunities and qualifications that develop pupils' wider personal development. One of the challenges that the school has faced is younger pupils *"not being able to regulate their emotions and understand their emotions"*. The school therefore puts a lot of emphasis on teaching their early years and primary cohort about emotional understanding, what are the physical feelings, what triggers these, how are they linked to behaviour and how to regulate and communicate emotional responses appropriately. This involves giving *"youngsters the language of their emotions so that they can articulate that in situations where they may be feeling stressed"*.

Impact

After the COVID-19 pandemic, it was identified that pupil and staff physical health and wellbeing was something that the school needed to prioritise. The school used the Well School approach and the three pillars as a framework to work towards. The Well Schools framework has provided a guide and reference point for staff and pupils that has supported cohesion and consistency across the whole school campus with regards to positive wellbeing and physical health.

Multiple new initiatives have been recently introduced to Scottish Schools. As a result, the school used these approaches alongside the Well Schools approach which has led the school into using Well Schools as a framework that absorbs and incorporates the other approaches.

The future plans for the school:

- To continue holding physical health and wellbeing at the centre of the school ethos with the view that it becomes embedded into the everyday life of pupils and infiltrates into the wider community.
- To continue to support and monitor staff wellbeing. The school has recognised that positive staff wellbeing reinforces whole school wellbeing and has also helped to reduce staff absence.
- To continue supporting pupil wellbeing by targeting wellbeing needs on an individual level and supporting the learner in understanding themselves and who they are as individuals.
- To further the schools use of outdoor learning with the potential employment of a full-time outdoor educator and to expand the activities and resources available to pupils in the outdoor areas.
- To continue to use the Well Schools framework as a way of monitoring wellbeing across the whole school and ensuring consistent approaches are being used amongst staff and that the concept of wellbeing is held and practiced with high value across the whole school.



We are a Well School and we know we're a Well School by looking at the three pillars, and our evidence. So, for me that's the potential of the self-evaluation framework."

