

REPORT TO: Education Committee

MEETING DATE: 16 June 2015

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Health and Wellbeing Strategy 2015-2018

1 PURPOSE

- 1.1 To seek the approval of the Committee for the Health and Wellbeing Strategy 2015-2018.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Approve the Health and Wellbeing Strategy (Appendix 1) and authorise me to distribute the Health and Wellbeing Strategy 2015-2018 to all educational establishments in East Lothian.
 - ii. Authorise educational establishments to implement the Activity Framework resulting from the Health and Wellbeing Strategy 2015-2016.

3 BACKGROUND

- 3.1 The Health and Wellbeing Strategy 2015-2018 was drafted in January 2015.
- 3.2 Consultation ran between January 2015 and 27 February 2015. Feedback from Head Teachers and others was very positive. The draft strategy was reviewed and amended in light of the feedback given.
- 3.3 The second draft was presented to the Senior Management Education Board (SMEB) in February 2015 and was approved by the SMEB.

4 POLICY IMPLICATIONS

4.1 All current and future strategies will take account of:

- The duties set down by The Children and Young People's Act 2014;
- The Professional Standards set out by the General Teaching Council Scotland (GTCS);
- Getting Right for Every Child (GIRFEC); and
- The United Nations Convention on the Rights of the Child (UNCRC)

5 EQUALITIES IMPACT ASSESSMENT

5.1 An Equality Impact Assessment has been carried out and no negative impacts have been found.

6 RESOURCE IMPLICATIONS

6.1 Financial – To be identified through consultation, although any additional expenditure will have to be met from existing budgets.

6.2 Personnel - None

6.3 Other - None

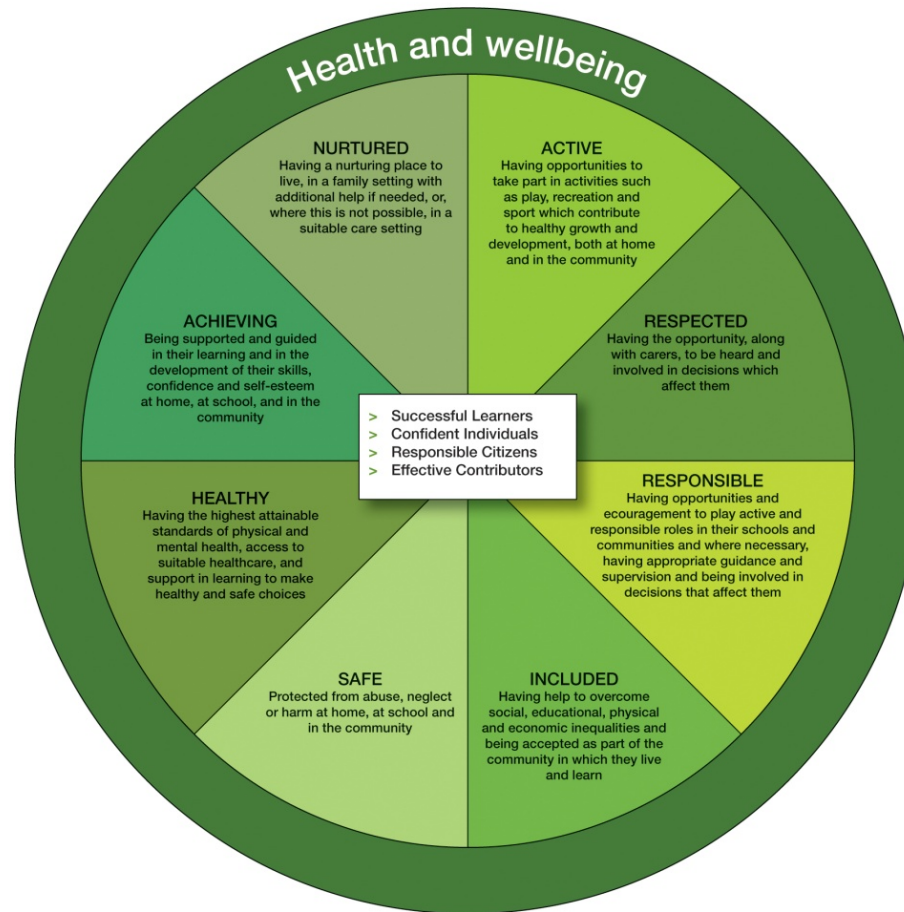
7 BACKGROUND PAPERS

7.1 Health and Wellbeing Strategy (Appendix 1)

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| DATE | 15 May 2015 |

Vision

To build capacity and confidence in all those who work with children and young people, to embed HWB Responsibility of All within their work and in their establishments.



Purpose

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. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- 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 health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

Structure

Health and Wellbeing is structured into six 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

Those in bold are the responsibility of all.

Skills for Learning, Life and Work

All children and young people are entitled to opportunities for developing skills for learning, life and work. The skills are relevant from the early years right through to the senior phase of learning and beyond. At the heart of health and wellbeing is the capacity to form and sustain good

personal, social and working relationships. This promotes resilience; self-esteem and confidence with regard to learning. Skills in personal learning planning and career management, working with others, leadership and physical co-ordination and movement all relate closely to health and wellbeing as well as to enterprise and employability.

GIRFEC and Health and Wellbeing

Getting it right for every child (GIRFEC) is the national approach to reforming children's services to improve outcomes for all children and young people. It overarches all other policies for children, young people and families. GIRFEC is important for everyone who works with children, young people and families, as well as those who work with adults who look after children. It provides the strategic policy framework supporting other key policies and guidance, including Curriculum for Excellence.

United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) was produced in 1989 specifically for children, recognising the special care and protection they need throughout childhood. The Convention sets out these rights in 54 Articles and three Optional Protocols. Every child is entitled to the **protection, provision and participation** that these rights seek to uphold; it is the responsibility of every adult working with children to be effective **duty bearers** of these rights, and to ensure that children are able to claim their rights through opportunities for learning and participation.

The four core principles of the convention are:

- Non discrimination
- Devotion to the best interests of the child
- The right to life, survival and development
- Respect for the views of the child

Children's rights clearly relate to their wellbeing. If we value children and young people's rights then we must provide a learning community which makes them feel included, where their achievements are valued and celebrated and where their **voice is heard**. To ensure we take practical approaches to support children and young people, the UNCRC/GIRFEC approach would encourage practitioners:

- To consider each child as an individual with their own needs, risks and rights
- To engage and involve the child as far as practical in discussions and decisions which affect his or her future
- To seek out and consider the voice of the child
- To plan and review activity to improve outcomes based on wellbeing

Leadership

Leadership has the greatest impact on supporting the health and wellbeing of children and young people when:

- a strong, strategic lead makes links between policy, systems and practice;
- priorities are identified and agreed in partnership;
- a range of effective communication methods are in use;
- stakeholders feel included and know their contributions are valued;
- leaders, at all levels, have clear responsibilities and have accountability to deliver improvements;
- all leaders demonstrate the attitudes and behaviours which best support health and wellbeing;
- there are creative and meaningful opportunities for leadership at every level;
- support and training is available to develop leadership skills;

Practitioners' roles and responsibilities for health and wellbeing

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. Robust policies and practice which ensure the safety and wellbeing of children should already be in place.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. The diagram on page 1 illustrates this shared vision and common goal.

GTC Scotland Professional Standards

The suite of professional standards provides a framework for teachers to examine, inform and continually develop their thinking and practice. The core area of **Professional Values and Personal Commitment** highlights the following as fundamental to being a teacher:

- Social justice
- Trust and respect
- Integrity
- Professional commitment

These, along with many aspects of **Professional Knowledge and Understanding** and **Professional Skills and Abilities** also articulate well with the roles and responsibilities of practitioners for health and wellbeing.

Links to Health and Wellbeing Impact Review

This strategy is, in part, based around the areas found to be in need of most support as a result of the findings of the Education Scotland Health and Wellbeing Curriculum Impact Review;

- Learner voice
- Development of resilience
- Strong partnership working
- Progression and evaluating progress in health and wellbeing
- Impact of ethos and strong supportive relationships across establishments/clusters
- Effective use of 'tutor time' in secondary schools

Health and Wellbeing Framework Activity 2015-2018

The following is a framework which describes good practice and its impact on the individual, the school and society. All schools should use the framework to undertake a thorough audit current practice. It is recognised that most East Lothian schools have made progress in terms of developing many of the key outcomes detailed below. In recognition of this, the proposed timescale section has been left blank deliberately. It is acknowledged that schools need to sustain and build on current good practice and this section should be completed at establishment level. However it is expected that:

- an audit of current practice will have been undertaken by all schools by June 2016 and;
- significant progress across all outcomes will be achieved by June 2018.

A copy of the audit should be passed on to the school's QIO.

Appendix 1- Health and Wellbeing Framework Activity 2015/18

| What do we want? | How are we going to do it | Impact | Proposed Timescale |
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| Culture | | | |
| <p>Learners' views are valued and they contribute regularly to planning improvements in health and wellbeing. A strong culture of recognising the 'learners' voice in terms of content, methodology and approaches to health and wellbeing</p> | <ul style="list-style-type: none"> • We are going to regularly ask children and young people regularly about what they would like to learn within health and wellbeing • We will be sensitive and responsive to the wellbeing of each child and young person • We will continue to use and develop Formative Assessment strategies which engage our learners in their learning. | <ul style="list-style-type: none"> • Children and Young People believe they can exert a positive influence in shaping the school's work in relation to health and Wellbeing. • High quality approaches in learning and teaching are in evidence in all classrooms | |
| <p>Approaches to managing behaviour are restorative and/or solution oriented in nature</p> | <ul style="list-style-type: none"> • We are going to continue to develop staff understanding of what constitutes high quality behaviour management. Procedures will be put in place to ensure consistency across the school. | <ul style="list-style-type: none"> • The school has a supportive and nurturing ethos, positive and supportive relationships and a climate for learning where learners are not afraid to voice their concerns | |
| <p>School based programmes to develop self-confidence, resilience and coping skills.</p> | <ul style="list-style-type: none"> • We will develop school based programmes which use a variety of approaches including active, cooperative and peer learning and | <ul style="list-style-type: none"> • The school engages children and young people and takes account of their views and experiences, particularly where decisions are to be | |

Appendix 1- Health and Wellbeing Framework Activity 2015/18

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| | <p>effective use of technology</p> <ul style="list-style-type: none"> • We will develop programmes which take account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse | <p>made that may impact on life choices</p> <ul style="list-style-type: none"> • The programmes and activities lead to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable. • Staff have a clear and shared strategy for the development and health and wellbeing to ensure smooth progression and achievement across the curriculum. • A high priority is given to the development of health and wellbeing across the four aspects of the curriculum. | |
| <p>Health and wellbeing well referenced in personal learning planning and approaches</p> | <ul style="list-style-type: none"> • We will ensure there is ongoing reflection by the child/young person • We will ensure that there is ongoing observation and dialogue • We will schedule protected time for one-to-one dialogue with all learners • We will implement consistent school based | <ul style="list-style-type: none"> • Children and Young People are actively involved in their learning, • They can identify what their next steps are and recognising when they have been successful. • Improvements in self esteem • Children and young people becoming <i>confident individuals</i>. Children and | |

Appendix 1- Health and Wellbeing Framework Activity 2015/18

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| | recording procedures | <p>Young people taking more responsibility for setting learning targets</p> <ul style="list-style-type: none"> • More positive attitudes to learning that will provide a firm foundation for lifelong learning. | |
| Processes in place to evaluate, record and communicate success and progress in health and wellbeing | <ul style="list-style-type: none"> • We will use information gathered through existing whole school approaches which may include: profile, e-portfolio; PLPs; learner's self-reflection; comments and pastoral notes. • We will gather from parents/carers; information gathered from other partners, such as: community planning partnerships; agencies active in the learner's local area | <ul style="list-style-type: none"> • A clear focus on the process of children and young people moving from where they are in their learning towards their desired goals. • Staff clarify and share learning intentions and success criteria and appropriate experiences for achieving these. • Learners are involved in reporting activities in order to promote their ownership of their learning. • On-going reporting activities are closely linked to learners' reflection and dialogue about progress. | |
| A high level of understanding and awareness about the importance of mental, emotional and social wellbeing | <ul style="list-style-type: none"> • We will ensure the development of Health and Wellbeing is a constant feature in School /Cluster Improvement plans | <ul style="list-style-type: none"> • Health and Wellbeing is valued and viewed as a priority in school and cluster work. | |
| Where appropriate, family-based support given, in particular to help | <ul style="list-style-type: none"> • We will provides clear, positive and constructive | <ul style="list-style-type: none"> • Children, young people and their families at all levels are | |

Appendix 1- Health and Wellbeing Framework Activity 2015/18

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| <p>young parents in order to improve their health and wellbeing.</p> | <p>feedback about children's and young people's learning and progress, looking back on what has been achieved against standards and expectations.</p> <ul style="list-style-type: none"> • We will create an agenda for discussions between learners and those teaching and supporting them about their next steps in learning. | <p>seen as key drivers in increasing achievement and reducing inequality.</p> | |
| <p>The delivery of health and wellbeing is not just a programme of one off events without sufficient opportunities to follow-up. It is embedded in the life and work of the school.</p> | <ul style="list-style-type: none"> • We will ensure that children and Young People will experience certain aspects of health and wellbeing through focused programmes such as personal and social education programmes • We will ensure that these programmes will draw on the expertise of others. • We will plan Health and wellbeing initiatives systematically throughout the session, moving beyond reliance on an annual 'health week' approach | <ul style="list-style-type: none"> • Programmes and activities lead to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable • Specialists within and outwith the learning community working together are able to ensure that children and young people learn in the most effective ways. • Subject teachers, including teachers of home economics and physical education, playing a very important role in the teaching and learning of health and wellbeing | |

Appendix 1- Health and Wellbeing Framework Activity 2015/18

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| | | <p>through the experiences and outcomes for food and health, and physical education, physical activity and sport.</p> <ul style="list-style-type: none"> • Sports specialists play an important part in physical activity and sport provision. | |
| Resources are effectively targeted for those who most need it. | <ul style="list-style-type: none"> • We will use Quality Assurance mechanisms which include reference to addressing health and wellbeing priorities, especially in areas of perceived need. | <ul style="list-style-type: none"> • Health and other needs of all children and young people are effectively met, but specifically those most vulnerable and their families. | |
| A strong culture of partnership working with other agencies exists. | <ul style="list-style-type: none"> • We will promote a shared approach which allows practitioners across all services for children and adults meet the needs of children and young people • We will ensure that colleagues such as home link staff, health professionals, educational psychologists and sports coaches who can make complementary contributions through their specialist expertise and knowledge. | <ul style="list-style-type: none"> • The recognition across all agencies that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help • Strong ethos of fostering health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship • The school and cluster | |

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| | | harness the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills. | |
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| Systems | | | |
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| <p>A strong system across all schools to build on children's and young people's knowledge and skills at points of transition, within establishments and across clusters and learning communities</p> | <ul style="list-style-type: none"> We will ensure that transition arrangements including within schools as well as from school to school include a focus on health and wellbeing and are supported by information within pupil profiles and records which progresses with the child and young person as they move from stage to stage. | <ul style="list-style-type: none"> Children and Young People report that they make good pastoral and curricular transitions from school to school and stage to stage. Teachers report that accompanying transition documentation is relevant, accessible and allows them to make good decisions about next steps in learning. | |
| <p>A strong focus on creating opportunities for young people to apply their health and wellbeing skills in practical situations and real life contexts.</p> | <ul style="list-style-type: none"> We will develop experiences which allow children and young people to apply their knowledge, understanding and skills in different learning contexts. For example, looking at food practices and choices in terms of availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media. | <ul style="list-style-type: none"> Children and Young People can demonstrate their breadth of learning across the experiences and outcomes Children and Young People can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects Children and Young People can apply what they have learned in new and unfamiliar situations | |
| <p>All pupil committees are effective in gathering and responding to</p> | <ul style="list-style-type: none"> We will ensure that Children and Young People have an | <ul style="list-style-type: none"> Children and Young people believe they can positively | |

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| <p>children's and young people's views.</p> | <p>opportunity to express their views in a supportive context.</p> <ul style="list-style-type: none"> • We will ensure that children's and young people's views are taken seriously • We will ensure that feedback is provided in a timely manner • We will ensure that any actions which are agreed are undertaken | <p>influence aspects of the school environment and their learning.</p> <ul style="list-style-type: none"> • The school encourages children and young people to act as positive role models for others within the educational community | |
| <p>Approaches to evaluating and measuring success within health and wellbeing reflect on the impact of programmes and planned interventions.</p> | <ul style="list-style-type: none"> • Our quality assurance procedures are robust and rigorous and give confidence in teachers' judgements. • We will provide the opportunity for teachers to collaborate and participate in professional dialogue and collegiate working. • Our procedures ensure fairness for all children and young people and are open and transparent to all staff, parents and learners. • Our quality assurance is fit for purpose and proportionate with processes articulating across stages and sectors. | <ul style="list-style-type: none"> • Staff work well across different stages or departments. • Staff work well with colleagues in associated schools/colleges or with schools within the local authority. • Staff are involved in local professional learning activities. | |

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| <p>Our schools building on existing effective models of local moderation to develop staff confidence in evaluating learners' progress within health and wellbeing.</p> | <ul style="list-style-type: none"> • We will provide opportunities for staff to work together to share their understanding of standards and expectations of performance through participation in professional discussion and moderation activities. • We will provide opportunities for sharing and reflecting which will promote collaborative working across pre-school, primary, secondary, college and other settings to share practice and expertise. • We will encourage staff to engage with National examples which illustrate progress and achievement and will inform teachers' reflections alongside their own sampling evidence of learning and reviewing their own and colleagues' judgements. | <ul style="list-style-type: none"> • Staff have a clear understanding of standards and expectations of performance • Staff are aware about the variety of ways in which learners may respond to an assessment task. • Staff are confident in their ability to make judgements. • Staff develop shared understandings that enhance classroom practice and support alignment of curriculum and assessment. • Moderation practice is leading to improvements for learners. | |
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| Practice | | | |
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| <p>Practitioners who use learning and teaching methodologies which promote effective learning</p> | <ul style="list-style-type: none"> • We will promote teaching which takes account of the views and experiences of children and young people. • We will promote learning and teaching that takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse • We will promote the teaching of knowledge, skills and attitudes identified within the various aspects of the health and wellbeing experiences and outcomes as being interrelated. • Teachers and other practitioners will plan and present learning in ways that enable learners to see them as closely linked. • | <ul style="list-style-type: none"> • Effective learning through health and wellbeing which promotes confidence, independent thinking and positive attitudes and actions | |
| <p>Effective communication between school and CLD professionals to ensure that out-of-class learning is more effectively taken into account</p> | <ul style="list-style-type: none"> • We will ensure that CLD colleagues play a significant role in cluster working, especially in relation to | <ul style="list-style-type: none"> • Health and Wellbeing is valued and viewed as a priority in school and cluster work . | |

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| <p>as part of broader health and wellbeing experiences.</p> | <p>planning for improvement</p> | | |
| <p>Consistent and progressive approaches to outdoor learning across clusters, in order to avoid establishments' reliance on individual enthusiasts to provide opportunities.</p> | <ul style="list-style-type: none"> • We will ensure that all children and young people a participate in a range of progressive and creative outdoor learning experiences which are clearly linked to health and wellbeing • Schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond • Teachers and educators embedding outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people. • We will make good use school grounds .Younger children, in particular, can explore, and develop a sense of ownership of their school grounds in their own time on a daily basis. | <ul style="list-style-type: none"> • The schools and clusters actively encourage and capitalise on the potential to experience learning and new challenges in the outdoor environment • Schools are encouraging and capitalising on the potential to experience learning and new challenges in the outdoor environment' • Opportunities for outdoor learning exist within the Health and Wellbeing Curriculum | |
| <p>The appropriate level of resources</p> | <ul style="list-style-type: none"> • We will use Quality | <ul style="list-style-type: none"> • The school uses a variety of | |

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| <p>for staff to address key areas of mental , emotional and social wellbeing such as body image, inappropriate sexualised behaviours, bereavement counselling, suicide prevention and the abuse of technology and social media.</p> | <p>Assurance mechanisms which include reference to addressing health and wellbeing priorities, especially in areas of perceived need.</p> <ul style="list-style-type: none"> • We will ensure that schools use the skills and expertise of partners and specialists, where appropriate | <p>high quality resources to support learning and teaching</p> <ul style="list-style-type: none"> • These resources are relevant, accessible and up-to-date • Good use of partnership working to deliver high quality learning experiences. | |
| <p>Our schools build on learners' existing skills and abilities, place a greater emphasis on self reporting of progress in health and wellbeing by children and young people</p> | <ul style="list-style-type: none"> • Our staff have a clear and shared strategy for the development and health and wellbeing to ensure smooth progression and achievement across the curriculum. • We have robust tracking and monitoring procedures are in place to track progress in Health and Wellbeing. • A high priority is given to the development of health and wellbeing across the four aspects of the curriculum. • We will ensure that Health and wellbeing well referenced in personal learning planning and approaches | <ul style="list-style-type: none"> • Staff , children and young people have sound understanding of where they are in their learning and can identify next steps • Approaches to personal learning planning is leading to positive outcomes for learners. | |
| <p>Young people are given appropriate</p> | <ul style="list-style-type: none"> • We are going to regularly ask | <ul style="list-style-type: none"> • The school engages children | |

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| <p>input into the content and approach taken in delivering personal, social and health education.</p> | <p>children and young being regularly about what they would like to learn within health and wellbeing</p> <ul style="list-style-type: none"> • We will continue to use and develop Formative Assessment strategies which engage our learners in their learning. | <p>and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices</p> | |
| <p>Children and Young People are given high quality personal support</p> | <ul style="list-style-type: none"> • We will ensure that each child has an identified member of staff who knows and understands them • This member of staff will support them in facing changes and challenges and in making choices. | <ul style="list-style-type: none"> • Children and young people feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support. | |