



**CARSTAIRS PRIMARY SCHOOL**  
Health and Wellbeing Position  
Statement

Carstairs Primary School, Green Avenue,  
Carstairs, ML11 8PT

## Rationale

A health promoting school is a school that promotes, values and is committed to healthy lifestyles for all.

Health and well-being, our mental, social, emotional and physical health, is inextricably linked to the quality of the environment in which we live. Lifestyle factors play an enormous part in influencing the health and well-being of the individual. Healthy eating, exercise, relationships, alcohol, tobacco and drugs in our environment, all influence our health as do wider influences, heredity and environmental factors, such as housing and employment. In Carstairs Primary, we strive to acknowledge these influences to provide our pupils with the ability to make informed decisions related to these influential lifestyle factors.

In 2019 a National Performance Framework report on Scotland's Wellbeing highlighted substantial ongoing challenges in the following areas:

- *Levels of in-work poverty and low pay for some groups and sectors*
- *The prevalence of food insecurity for some households in Scotland*
- *Employment gaps for people with a disability and in some ethnic groups*
- *Substantial differences in healthy life expectancy by deprivation*
- *Drug related deaths at the highest number ever recorded*
- *Declines in reported satisfaction with some public services*
- *A relatively low proportion of people who think they can influence decisions in their local area*

In further review of the [National Performance Framework \(December 2020\)](#) summary, which looks at the impact of the pandemic (after the first lockdown), we see that:

*'COVID-19 impacts have been (and are likely to continue to be) borne unequally, are expected to widen many existing inequalities and produce disproportionate impacts for some groups that already face particular challenges.'*

Following further tightening of restrictions and a second lockdown, we can see from the [Scottish Government's Strategic Framework Update \(February 2022\)](#) significant ongoing concerns that include issues around wellbeing, the cost of living, loneliness and social connection, obesity and achievement. The report highlights clearly that concerns for our communities, as we emerge from the pandemic, continue to be very prevalent and strongly reinforces a need for a focused attention on the health and wellbeing of our children and our whole school community.

It is imperative in these ongoing challenging times, that the health and wellbeing of our children, and school community, is given appropriately high priority, as we continue to recover and navigate our way ahead, together.

## School Vision Statement

In Carstairs Primary, we value every individual. We seek to provide effective teaching and learning for all pupils. We strive to provide a welcoming, safe and secure environment, where staff and the wider community work together to encourage our pupils to lead healthy lifestyles and to take responsibility for their own health and well-being.

We strongly and proudly promote our vision that we want to support our children to:

***Be Safe, Be Happy, Be All You Can Be***

In support of this, we strongly advocate, and actively encourage all to live, our school values:

***Effort - Respect - Confidence - Kindness***

We value the positive impact that good health has upon learning and the life of the school. We recognise and are committed to meeting the physical, mental, emotional and social health needs of all school community members. We value the expertise of other agencies and seek to promote health and well-being for all, through good partnerships. We are committed to the quality delivery of Curriculum for Excellence Health and Well Being expectations and our actions are underpinned by the principles of GIRFEC and the UNCRC.

Our school is committed to developing responsible attitudes to health, well-being and lifelong learning.

In order to achieve this, the school seeks to establish a whole school approach that:

- Is focused, warm, nurturing and inclusive
- Endeavours to meet the physical, social, mental and emotional well-being of all community members
- Works in partnership to identify and meet the health needs of the local community

## Aims

- To provide a safe and appropriately challenging and supportive ethos
- To implement the principles of GIRFEC by working to ensure that all children feel safe, nurtured, healthy, achieving, active, respected, responsible and included

- To encourage a strong sense of belonging and promote self-esteem and respect among all pupils and staff
- To use the curriculum effectively to enable all pupils and staff to
  - enjoy and succeed in a range of educational, social and cultural experiences
  - make informed choices and decisions that help ensure a healthy lifestyle
  - make positive contributions to the well-being of the school and the wider community
- To actively promote equity and equality of opportunity
- To meet the needs of all learners, working in partnership to identify and address any learning, social, emotional or behavioural needs, promptly
- To ensure rigour in tracking and monitoring and make best use of assessment information and relevant data
- To provide relevant resources, training and support, in order to best support all learners

#### Commitment to standards

We at Carstairs are committed to maintaining and continually enhancing high standards on:

- The school's nurturing ethos
- Leadership and management of the school's health and well-being
- Delivery of Curriculum for Excellence Health and Wellbeing experiences and outcomes and benchmarks
- Curriculum, learning and teaching
- Partnership working

#### The informal curriculum – school organisation, ethos and culture

Our school has a significant role to play in:

- Upholding clear and strong routines in a calm, orderly, safe, structured, warm, inclusive ethos, which values individuals, is fair and promotes respect for self, others, the wider community and the environment
- Promoting and creating a sense of responsibility in individuals for their own actions, health related behaviour and lifestyles
- Encouraging and empowering pupils and staff to give of their best and to build on their achievements
- Recognising that small day to day interactions, at all times within the school day, both in and out of the classroom, have a significant role to play in ensuring the high standards in the ethos we wish to uphold

Every effort must be made by all stakeholders – staff, pupils, parents, partners - to recognise the significance of their personal responsibilities in contributing with warmth and positivity, to the important aspects of school life noted above.

It is the role of all staff to establish positive, supportive relationships, promoting an ethos in which learners feel secure. Anti-bullying, anti-discrimination and Child Protection policies should be fully understood and implemented by all staff.

### Whole School Nurture

In keeping with our Nurture Award (March 2022), it is important that all stakeholders are aware of, and strive to take consistent cognisance of, the six principles of Nurture (Nurture UK).

Our Team are committed to upholding our recent accreditation and will seek to keep the accreditation live, in the improvement cycles ahead. [Click here for further details of our whole school nurture approach](#) (Nurture UK Feedback, March 2022).



We are committed to attachment informed practice, in keeping with South Lanarkshire Council's Attachment Strategy.

## The formal curriculum

In delivering health and well-being education the school will endeavour to:

- Make appropriate use of active learning, whole class teaching, multi-sensory approaches, individual work, small group discussion and role play / simulation activities
- Ensure teaching approaches are based as far as possible on an understanding of pupils' previous learning and health needs
- Consult and involve parents appropriately in approaches to learning and teaching, especially in relation to sensitive health needs
- Take account of any significant health issues in the school's local community
- Ensure that learning and teaching take place in a context where pupils can explore health issues safely and openly
- Emphasise healthy routines and responsible decision-making for healthy living
- Make best use of core programmes and resources, with clear recognition of the need for flexibility
- Ensure appropriate ongoing assessment and action on outcomes, acting upon to pupil need and pupil voice

## Classroom based learning

The school is committed to Curriculum for Excellence (2009) Health and Well Being Principles and Practice and strives to educate learners to a high standard in the following areas:

- Mental, emotional, social and physical well being
- Planning for choices and changes
- Physical education / Physical activity and sport
- Food and health
- Substance misuse

- Relationships, sexual health and parenthood

All practitioners have responsibilities for the development of aspects of mental, emotional, social and physical well-being, planning for choices and changes and relationships.

Following on from changes observed following lockdown periods, we are committed to whole school use of Emotion Works to provide a consistent approach to supporting our children to understand, manage and regulate their emotions.

### Community links and partnership

Carstairs Primary School endeavours to foster good partnership working, our school aims to foster collective responsibility that endeavours to reflect the views of pupils, staff, parents, the wider community and key outside agencies.

The school seeks to:

- Strengthen the links with parents and carers, and take full advantage of the benefits of seeking advice and support from a range of partners
- Encourage the participation of pupil voice and pupil leadership, peer support (buddying, paired reading, peer learning) and links with the wider community through, for example, Enterprise Education, STEM and DYW business partnerships, links with our local community and local church and through varied cultural and social activities
- Foster a whole school approach to curriculum development and encourage staff to work as a team and take on leadership roles
- Work with other schools in the Learning Community where appropriate, to enhance continuity and progression for all pupils

### Informing parents

Parents should be informed of the content of courses, which involve sensitive health related issues, such as sex education.

## UNCRC

Our school has achieved Rights Respecting Schools accreditation and SLC's Rights Made Real recognition. We are committed to children's rights and ensure that these feature as a core part of our daily work in our classes, for example, through our class charters, as well as our programmes of study.

## Getting It Right For Every Child

### SHANARRI / Wellbeing Indicators

The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children and young people in Scotland. The Act is wide ranging and includes key parts of the Getting it Right for Every Child approach. Wellbeing sits at the heart of the GIRFEC approach. The wellbeing indicators help us to consider children's wellbeing at a particular point in time. These are often referred to as the 'SHANARRI' indicators (acronym), or the 'Wellbeing Indicators'.



These indicators feature as a strong part of our ongoing whole school self-evaluation processes and we are fully committed to the principles of GIRFEC.

## Working with other agencies and specialist services

The school seeks to make use of specialist services and a range of partners across the curriculum, where appropriate, to support the learning and social, emotional and behavioural needs of individuals.

We recognise the key role that physical activity has to play in our children's overall wellbeing and we are strongly committed to offering a range of school clubs / after school activities that help promote active lifestyles. We continue to actively seek the support of Active Schools colleagues, other agencies and parental volunteers to support us to this end.



### Health and Wellbeing Support and Review

The Head Teacher and Health Co-ordinator will support the work of all staff and the school in health promotion and will regularly lead reviews of progress and standards. Reviews will include supporting all to maintain high standards in health promotion and fully uphold the awards / accreditations received to date (Sport Scotland – Gold Award, Rights Respecting School / Rights Made Real – SLC, NNSP Nurture UK Award).

Our provision and whole school approaches will be kept in line with Curriculum for Excellence requirements and the strong, positive school ethos that exists.

This position statement will be revised biennially and as and when self evaluation highlights that particular action is necessary.