

## Ullapool High School Wellbeing Policy 2019

All members of Ullapool High School community should be encouraged and supported to attain the best possible wellbeing.

### **Background**

Wellbeing sits at the heart of the Getting It Right For Every Child approach and reflects the need to tailor the support and help that young people and their parents are offered to support their wellbeing. A young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives. To help make sure everyone - young people, parents, and the services that support them - has a common understanding of what wellbeing means, we describe it in terms of eight indicators.

Each young person is unique and there is no set level of wellbeing that young people should achieve. Each young person should be helped to reach their full potential as an individual. The wellbeing indicators help make it easier for everyone to be consistent in how they consider the quality of a young person's life at a particular point in time. Families and people working with young people can use the wellbeing indicators to identify what help a young person needs in order to help them access the right support or advice. All services working with young people, and those who care for them, must play their part to promote, support and safeguard young people's wellbeing.

The indicators connect and overlap. When considered together the different elements of wellbeing give the whole picture of a young person's life at a particular point in time. It is up to all of us to work together to promote, support and safeguard the wellbeing of all of our young people. Young people have different experiences and needs at different times in their lives. Understanding how this affects their wellbeing, and providing the right support when they need it, helps them grow and develop and reach their full potential.

### **The eight wellbeing indicators (SHANARRI)**

**Safe** Protected from abuse, neglect or harm at home, at school and in the community.

**Healthy** Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.

**Achieving** Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

**Nurtured** Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.

**Active** Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

**Respected** Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.

**Responsible** Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.

**Included** Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

### **Regular inputs**

Subject based work in particular those under the health and wellbeing banner.

Year group activity weeks.

Million metre challenge.

Achievement assemblies which refer to the school values.

Praise postcards.

Guidance staff have introduced reports focusing on the wellbeing indicators.

Therapist visits.

Extra curricular activities.

Wider achievement opportunities.

Growth mindset.

Gay Straight Alliance group.

Youth Philanthropy Initiative

School Pupil Council

Work with partners e.g. School Nurse, PMHW, active schools, youth workers.

### **Occasional Inputs we have had**

The whole school values exercise highlighted wellbeing as one of the schools priorities.

Using How Good Is Our School pupil council reps carried out focus groups and produced findings.

Rights Respecting Schools questionnaire carried out.

Parents completed a questionnaire following the chrome book roll out.

ACE training.

Mental Health First Aid training.

Listen well.

Josh Quigley presentation.

### **What we need to do**

Maintain/ Raise the profile of wellbeing as the responsibility of all, include this in the School Improvement plan.

Student councils follow up on focus group findings.

Rights Respecting Schools follow up.

Introduce a Mental Health and Wellbeing level 4 SQA group award in s3.

Develop time for Wellbeing in s5/6.

Promote British Nutrition Foundation Healthy Eating Week in June.

Encourage staff to use healthy foods for prizes and treats when rewarding pupils

Support and encourage outdoor learning

Consider staff wellbeing opportunities.