



# Knightsridge Primary School

## Health and Wellbeing Policy



### Promoting Positive Relationships



### *'Be The Best You Can Be'*

The National Improvement Framework tells us that 'improvement in children and young people's health and wellbeing' is of paramount importance and is one of our national drivers. In Knightsridge Primary School, we are passionate about placing Health and Wellbeing at the centre of our curriculum. To create a positive environment for effective learning and teaching, we ensure a deep understanding of wellbeing underpinned by children's rights and a focus on positive relationships. We are a nurturing, inclusive school where children's wellbeing is at the heart of *Getting it Right for Every Child*. We strive to foster this culture by ensuring a balance of high expectations and structure coupled with warmth and support. Ensuring equity and equality for all.

### Rationale

Health and Wellbeing is the '**Responsibility of All**'. All practitioners at Knightsridge Primary School are responsible for establishing and building supportive relationships across the school community where each child feels listened to and empowered to develop emotional literacy skills as well as a positive growth mindsets. We are responsible for creating an environment, where our children feel safe, secure and confident when discussing sensitive issues. It is the responsibility of all to model our school values '**Kindness, Perseverance, Success**' in our everyday behaviours and discussions, which promotes positive health and wellbeing for all.

### HGIOS 3.1 – Ensuring Wellbeing, Equality and Inclusion

We understand that we can improve the outcomes for our children by ensuring we have a shared strategy and approach to the wellbeing of each young person and their families. Relationships are fundamental to a supportive community in Knightsridge Primary, where our school values and respect are core to building a positive learning environment. Our Staff are responsive and sensitive to the wellbeing needs of each child, including those individuals with additional support needs. Children are included and supported in their learning to '**Be The Best They Can Be**'. Strategies are in place to improve learning behaviours, supporting all learners to attain and achieve their goals. We understand and celebrate diversity, children are provided with opportunities to explore equality and inclusion.

## GIRFEC and Children's Rights

We recognise the importance of promoting and protecting children's rights. As a 'Rights Respecting School' we create a community where children are valued and included, their achievements are celebrated and their voice is heard. Children's rights helps to shape our ethos and culture in school. Children's rights are linked to their wellbeing and class teachers plan and promote a rights-based curriculum each term, linking this to relevant learning and teaching.

We strive to provide the very best experiences and outcomes for all our children at Knightsridge Primary School. We are fully aware of the wider influences within and outwith school that impacts the developmental needs of each child. We build strong partnerships with families and multi-agencies to plan for children's wellbeing and intervene to provide targeted support when required. By putting the child at the centre of our approach, understanding their strengths and needs, we build resilience, and prepare our learners for learning, life and work.

## Wellbeing Indicators

Every child should feel be **safe, healthy, achieving, nurtured, active, respected, responsible and included**. At Knightsridge Primary we understand that each child is unique and their wellbeing can be influenced by personal circumstances and changing needs. We have established a common understanding of wellbeing. Effective teaching and regular tracking of the wellbeing indicators ensures that we understand the needs of each child and can provide the right support for individuals.

## Nurturing Principles

At Knightsridge Primary School, we use a whole school nurturing approach. This approach supports relationships, wellbeing, attainment and achievement. As a nurturing school, we strive to promote positive wellbeing and build positive relationships through the six nurturing principles:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of **nurture** for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.

*Education Scotland – 'Applying Nurture as a Whole School Approach' A Framework to support the Self-Evaluation of Nurturing Approaches in Schools and Early Learning and Childcare*

See Appendix: See Nurture Principals: A whole school approach 2020 and Nurturing Classroom Checklist

## Curriculum

We follow a whole school HWB programme to ensure breadth, progression and challenge across all stages and levels. There is a 'Programmes of Study' for each year to follow as well as a comprehensive, supplementary RSHP plan. Termly plans account for planning for the focused HWB Experiences and Outcomes, and these are tracked to ensure coverage across the year. We have focus health weeks, on-going emotional well-being and rights respecting learning and teaching in every class.

- Term 1 – Mental, Emotional, Social and Physical Wellbeing  
**Nurtured and Respected**
- Term 2 - Relationships  
**Safe and Included**
- Term 3 – Planning for Choices and Change / Sexual Health and Parenthood  
**Responsible and Achieving**
- Term 4 – Food and Health / Substance Misuse  
**Active and Healthy**

## Recognising Positive Behaviours

The promotion of positive behaviour is enhanced through the positive ethos of the classroom and playground. Positive relationships, effective classroom management and organisation and high quality learning and teaching are key to pupils feeling safe and ready to learn. Learners should have a clear understanding of what is expected of them in terms of both behaviour and learning.

*'Promoting Positive Relationships in West Lothian Establishments May 2018'*

### Emotional Wellbeing – Class Check-in

It is the expectation that every class has an opportunity for children to check-in with their teacher as they begin their school day. This will vary from age to stage and physical or digital strategies. Class teachers will organise and explain their system to pupils. At a glance class teachers can capture how their pupils are feeling and can be responsive to their needs.

We use the '**Emotion Works**' cogs as a common approach throughout the school and we use commonality of language to reflect on the connection between how we feel, what has triggered our emotions and how we behave. Classroom, communal areas and the playground display the cogs to use as visual aids in guiding children through this process. We aim to develop the emotional literacy skills of each pupil.

### Main Trusted Adult

At Knightsridge Primary we have adopted a '**Main Trusted Adult**' approach. In school, all adults can be trusted but we recognise that for some pupils, they feel more comfortable speaking to a specific adult. Every child has a named adult who they can talk to, if they are worried or upset.

## Recognising Achievements

There are many opportunities to recognise and celebrate children's personal achievements. We celebrate achievements across the four contexts of learning, within school and outwith. Adults can praise with a word or written form of encouragement, praise publically in the classroom on classroom achievement displays or with a phone call home. Regular achievement assemblies are planned throughout the school year and across learning areas to promote children's achievements at school level. Children keep a record of personal achievements at the back of their HWB jotter as a reference.

## House Points

We have a whole school reward system in place. Every child is allocated a school house and throughout the school year they earn house points.

**Cameron House – Blue**

**Douglas House - Yellow**

**Mackenzie House – Green**

**Maitland House – Red**

House points are earned for recognising positive behaviours, upholding the school values and recognising successful learners, confident individuals, responsible citizens and effective contributors.

Certificates are awarded at different levels of achievement. These are presented by our Headteacher at assemblies.

**Bronze Certificate – 25 House Points**

**Silver Certificate – 50 House Points**

**Gold Certificate – 100 House Points**

**House Badge – 150 House Points**

## Health and Wellbeing Focused Weeks

Our well planned HWB curriculum provides opportunities for learners to explore wider wellbeing and diverse issues through focussed weeks. Anti-Bullying Week, Diversity and Equalities Week, Empathy Day and Children's Mental Health Week are some of the areas which allow our children to discuss key topics to further their understanding of the world around them and the inclusion of all.

## **Restorative Approach**

At Knightsridge Primary School we promote a climate in which children have the opportunity to understand the triggers and the consequences of their behaviours and accept responsibility through a restorative conversation. These questions use the common language of the Emotion Works cogs.

- What **triggered** this incident?
- How were you **feeling** at that time?
- What choices did you make?
- What **behaviours** did you display?
- What can you do to **restore** and **resolve** this situation?
- How can you **regulate** your emotions and behaviours in the future?

In certain circumstances this restorative conversation may involve other children

- Allow each child involved to share their version of events.
- Provide the opportunity to hear about the possible distress they have caused others.
- Allow children to see how the other person involved might feel and to understand the consequences of their choices
- Identify solutions to repair any damage caused and move forward

More serious incidents may require class teachers to hold a formal meeting and involve parents or families where appropriate.

## **Regulation**

At Knightsridge Primary we understand that some children can struggle to regulate their emotions. This might be due to worry, trauma, a change of events or other reasons. It is therefore important to teach regulation skills and to provide strategies for the children to help regulate their thoughts, feelings and behaviours. At times this will involve co-regulation through a trusting relationship.

We use the 'Regulation' blue Emotion Works cog to teach personalised strategies or techniques which may involve the support of others. Each classroom has a blue basket with a range of objects to help de-escalate, calm and focus. They are to be used in identified and agreed situations.

We will be using the 'Zones of Regulation' framework which is a cognitive-behavioural approach used to teach the children how to regulate their feelings and manage the social situations around them. Children will identify the zone they feel they are in and what strategies they need to move to the Green Zone.

## **Small class setting/Nurture Spaces**

We have two small class settings in school. The Rainbow Room is located in the Infant Area and The Sunshine Room is in the Middle Area of the school. These rooms are accessed by children who are supported with their learning and emotional wellbeing. We are currently in the process of developing a sensory space for our infants and a break out space in our Upper Area.

## **Distressed Behaviours – Trauma Informed**

As a nurturing school, we recognise that all behaviour is communication and at times *‘One Size Does Not Fit All’* and some children need personalised support. We respect the dignity of each child and believe that staff should model calm, respectful communication and use of de-escalation skills where possible, to resolve a situation involving a distressed child. We take time to know our children as individuals and we work as a team to ensure that teaching strategies and learning environments are appropriate to their needs. A number of our children with additional support needs have an individual behaviour response plan which should be followed during times of distressed behaviour, these can include Social stories and personalised timetables.

We understand that children who have suffered from trauma may have troubled behaviours which can act as barriers to their learning. It is important to establish consistent and clear boundaries, explicitly teaching and re-teaching the expectations, through strong positive relationships.

*‘Research indicates that strong, stable and nurturing relationships foster a feeling of belonging that is essential for all students but is absolutely imperative for healing with students who have experienced trauma. Karen Treisman, a clinical psychology specialist, says, ‘Every interaction is an intervention.’ As educators we must understand the impact of daily positive interactions for our students. ‘*

*Understanding Trauma-Informed Education, Matthew Portall 2019*

## **Inclusion Support Record**

A folder containing positive trackers and restorative conversations can be found in the main office. It contains -

- **Inclusion Support Form**
- **Record Sheet**
- **Positive Behaviour Tracker – Infants**
- **Positive Behaviour Tracker – Middle/Upper**
- **Restorative Conversation – Infant (linked to Emotion Works)**
- **Restorative Conversation – Middle/Uppers (linked to Emotion Works)**

Class teachers can issue a ‘Positive Behaviour Tracker’ to encourage and highlight and support positive choices.

If a child continues to display disruptive behaviours in the classroom or playground a referral can be made to the SMT for support. Teachers are asked to complete an ‘Inclusion Support Form’ highlighting the supports and strategies which have already been implemented in the classroom. We work together to organise an individual plan to support the child and their family.

At Knightsridge Primary School we are committed to working in partnership with all our stakeholders to break down barriers for all. Inclusion is fundamental to work at Knightsridge as we aim to ***‘Be The Best We Can Be’***.

## Appendix 1

### Nurturing Classroom Checklist

#### **1. Children's learning is understood developmentally :**

Lessons and tasks are clearly differentiated to suit the needs of each learner	
Learners have access to a variety of resources to support their learning	
Regular E&E meetings held to identify further supports/interventions for our learners	

#### **2. The classroom offers a safe base:**

There are clear routines visible in the classroom, for example, welcome, visual timetable, class roles etc	
The classroom has designated safe areas that children can go to if they find the general classroom areas overwhelming or challenging. Children and young people have a choice in how they use these areas.	
The classroom is kept tidy and free of clutter for health and safety reasons, to ensure an aesthetically pleasing environment and to set a good example for children.	
Resources are clearly labelled and easily accessible to encourage independence and children are taught to tidy up after themselves.	
There is a clear furniture layout which allows an appropriate amount of space for activities.	

#### **3. The importance of nurture for the development of wellbeing:**

An emotional check-in system is available for children to use on a daily basis.	
Nurturing snack is timetabled daily.	
Every child has a designated trusted adult.	
Trusted adult booking system in place and time allotted for trusted adult conversations to take place.	
Children's HWB tracked through GIRFEC WBI self-reporting survey.	

#### 4. Language is a vital means of communication

Use of warm and welcoming language	
Opportunities for listening and talking regularly planned for	
Restorative conversations held after a conflict or incident to allow children a chance to communicate how they feel/explain what has happened	
Shouting is avoided. Calm, respectful communication and use of de-escalation skills employed where possible, to resolve a situation involving a distressed child. (A child who is shouted at is more likely to exhibit problem behaviour, thereby eliciting more shouting. It's a negative cycle.)	

#### 5. All behaviour is communication

De-escalation techniques put into practice during times of distress.	
Consider reasons for negative or distressed behaviour (see diagram below):	

#### 6. The importance of transition in children's lives

Talk about up and coming change and transitions in a positive and exciting way, and acknowledge and help children express their feelings and emotions about the change.	
Use stories as an opportunity to explore transitions.	
Think about the way the situations overlap, not just abrupt endings and beginnings. For example, moving from one activity to another involves getting resources ready, which children could be involved in as part of the transition process.	