

Sgoil Lionacleit

Health and Wellbeing Strategy



Whole-School Health and Wellbeing Strategy

1. Vision and Rationale

Health and Wellbeing (HWB) is the responsibility of all. At our school, promoting positive mental, emotional, social and physical wellbeing is fundamental to enabling young people to learn, achieve and thrive. We aim to promote positive mental health and wellbeing for every member of our staff and all young people through nurturing relationships and the promotion of a positive establishment ethos. This strategy sets out a clear, coherent and values-driven approach to Health and Wellbeing which is embedded across learning, relationships, leadership and systems.

Our approach is inclusive, ensuring that every young person feels **safe, respected, supported and challenged** to reach their potential.

This strategy aligns with:

- *Curriculum for Excellence – Health and Wellbeing Experiences & Outcomes*
- *How Good Is Our School? 4 (HGios4)*
- *UNCRC* (particularly Articles 3, 12, 19, 24 and 28)
- Local authority guidance and national wellbeing priorities

2. Our School Values at the Heart of Health and Wellbeing

To ensure our values meaningfully drive practice, each value is underpinned by **explicit, auditable actions**. These actions allow leaders and staff to evaluate consistency, impact and alignment with **HGios4 core Quality Indicators**, and to link wellbeing directly to **attendance** and the **S.T.A.R (Support, Track, Achieve, Reflect) programme**. We recognise our learners' successes in living the school values through their actions and choices.

Our Health and Wellbeing strategy is rooted in our core values:

Integrity – An Fhìrinn

We act with honesty, fairness and transparency in how we support young people.

Key actions to support wellbeing

- Use reliable wellbeing and attendance data (SEEMiS, STAR) to identify need early and proportionately.
- Ensure concerns about wellbeing, safety or attendance are shared promptly and recorded accurately with relevant bodies.
- Use the STAR programme twice yearly (Term 1 and Term 3) to gather learner voice on wellbeing and review the feedback in staff meeting and identify patterns.
- Follow clear, consistent thresholds for attendance intervention, communicated openly with families.
- Ensure pupils scoring low in *Healthy & Safe* indicators receive timely 1–1 follow-up conversations.

- Apply policies consistently across faculties to ensure equity and fairness.
- Liaise with wellbeing officer regarding learners when appropriate.

What this looks like in practice (audit evidence)

- STAR analysis records and review proformas
- Attendance tracking and intervention logs
- TAC meeting notes and agreed plans
- Records of pupil safety and wellbeing conversations
- Head of year and PTGs informed

HGIOS4 alignment

- QI 1.3 – Leadership of change (ethical use of data)
- QI 3.1 – Ensuring wellbeing, equality and inclusion
- QI 2.7 – Partnerships

Ambition – Adhartas a Dhèanamh

We hold high expectations for wellbeing, attendance, engagement and achievement.

Key actions to support wellbeing

- Set clear expectations that positive wellbeing and regular attendance are essential for success.
- Use attendance thresholds (95% / 90%) as early indicators of potential wellbeing barriers.
- Use STAR data to identify whole-school, year group and individual priorities for improvement.
- Liaise with PTGs and Head of Years to support wellbeing.
- Promote aspiration, confidence and resilience through leadership opportunities and pupil voice.
- Celebrate effort, progress and perseverance through assemblies, recognition systems and feedback.
- Ensure wellbeing support enables, rather than lowers, expectations for learning.
- Continue on our Rights Respecting School Journey (currently Silver).

What this looks like in practice (audit evidence)

- Attendance reports reviewed fortnightly by SLT and PTGs
- STAR whole-school and year group summaries
- Records of interventions linked to attendance or engagement
- Evidence of learner leadership and participation
- UNCRC is embedded in our policies and practice

HGIOS4 alignment

- QI 2.3 – Learning, teaching and assessment
- QI 3.2 – Raising attainment and achievement
- QI 1.2 – Leadership and direction

Perseverance – Obair Chruaidh

We recognise that wellbeing improvement requires sustained, relational work over time.

Key actions to support wellbeing

- Use a clear *plan–do–review* model for all wellbeing and attendance interventions.
- Maintain ongoing engagement with pupils and families where concerns persist.
- Review attendance and wellbeing regularly through SLT/PTG meetings.
- Continue support even when progress is slow or complex.
- Escalate proportionately to TAC, Professionals Meetings or Multi-Agency support where required.
- Re-use STAR data to evaluate impact and adapt interventions.

What this looks like in practice (audit evidence)

- TAC plans and review notes
- Professionals and Multi-Agency meeting records
- Evidence of revised or extended interventions
- Comparative STAR data over time

HGIOS4 alignment

- QI 3.1 – Wellbeing and safeguarding
- QI 2.4 – Personalised support
- QI 1.3 – Leadership of change

3. What We Mean by Health and Wellbeing

Health and Wellbeing in our school encompasses:

- Mental and emotional wellbeing
- Social wellbeing and relationships
- Physical health and activity
- Behaviour, self-regulation and emotional literacy
- Feeling safe, included and valued
- Attendance, engagement and readiness to learn

Wellbeing is both **taught explicitly** through the curriculum and **experienced daily** through relationships, routines, expectations and school culture.

4. Whole School Approach

Our whole school approach explicitly connects **Health & Wellbeing, Attendance, and the S.T.A.R programme**, ensuring that data, professional judgement and positive relationships work together to support young people.

Attendance is recognised as both an **outcome of positive wellbeing** and an **early indicator of potential concern**.

The STAR programme provides structured learner voice and wellbeing profiling, while attendance tracking highlights **engagement, inclusion and access to learning**.

Alongside this, the school places strong emphasis on **community, belonging and positive school ethos**, recognising that informal, relational experiences play a vital role in supporting wellbeing and engagement.

4.1 Universal (Whole School) Practice

All staff contribute to Health and Wellbeing through:

- Positive, respectful and consistent relationships
- Trauma-informed and nurturing approaches
- Clear routines, boundaries and high expectations
- Consistent behaviour approaches aligned to the Relationships Policy
- Inclusive classroom practice and learner voice
- Promotion of Gaelic language, culture and identity as a protective factor for wellbeing

In addition, staff contribute to a positive whole-school ethos by:

- Supporting **inclusive, low-pressure social and community-building events** (e.g. seasonal activities, house events, staff–learner activities) that strengthen relationships and belonging
- Promoting participation in the **house system**, using house points to recognise effort, positive behaviour, contribution and engagement
- Encouraging learners to take pride in their school community and to support one another across year groups
- Promoting and showcasing the learners' contributions through the school newsletter and/or the school social media

Key universal supports include:

- Health & Wellbeing across learning in all curricular areas
- PSE / RSHP programmes
- Assemblies and values-based messaging
- Opportunities for pupil leadership and participation
- Consistent use of restorative approaches
- Positive recognition systems, including **house points, merit reports and postcards**, to

reinforce strengths and celebrate success

- Regular **positive communication with parents and carers**, strengthening partnerships and shared understanding of young people's progress and wellbeing
- Opportunities for pupils to **engage with and contribute to the wider community**, including local events and activities, supporting a sense of belonging and responsibility

4.2 Targeted Support

Where additional support is required, we:

- Identify concerns early through observation, data and professional dialogue
- Use a *plan-do-review* model for interventions
- Involve Guidance staff, Heads of Year and Faculty Heads as appropriate
- Engage parents/carers as partners
- Provide targeted supports such as check-ins, mentoring, small groups or adjusted timetables

4.3 Intensive / Multi-Agency Support

For a small number of young people with significant or complex needs:

- A Team Around the Child (TAC) approach is used
- Support plans are co-produced with families and partners
- External agencies are involved where appropriate
- Regular review ensures support remains proportionate and effective

5. Roles and Responsibilities

All Staff

All staff have a shared responsibility for promoting positive wellbeing, belonging and engagement across the school. This includes:

- Promoting **positive, respectful relationships** and emotional safety in all interactions
- Modelling the **school values** consistently with young people, colleagues and families
- Noticing and responding to changes in behaviour, attendance or engagement
- Sharing concerns **promptly and professionally** through agreed systems

In addition, all staff contribute to whole-school ethos by:

- **Actively recognising and celebrating success**, including good news, effort and outstanding achievements
- Contributing to the **positive visibility of school life**, including highlighting events, opportunities and achievements through agreed social media and communication channels
- Valuing and supporting the **informal and relational elements of school life** (e.g. community events, house activities, staff-pupil activities) as a core part of wellbeing practice

- Using praise, recognition and encouragement to reinforce positive behaviour, engagement and contribution

Guidance / Pastoral Staff (PTGs)

Guidance staff play a key role in ensuring wellbeing is understood and supported holistically, with each young person being allocated a Guidance Teacher, who is the young person's first point of call. Their role includes:

- Providing a **wellbeing and safeguarding lens** to support early identification of need
- Building **strong, trusted relationships** with young people to support engagement and resilience
- Supporting early intervention and targeted planning using a **plan–do–review approach**
- Liaising with families and partner services to ensure coordinated support
- Supporting the effective use of **house systems and recognition frameworks** to strengthen belonging and motivation

Faculty Heads

Faculty Heads are responsible for embedding inclusive, nurturing practice within curricular areas and supporting consistent approaches. This includes:

- Leading and modelling **positive, inclusive and nurturing practice** within faculties
- Supporting staff with behaviour, engagement and wellbeing strategies
- Monitoring patterns of behaviour, engagement and attainment that may indicate wellbeing concerns
- Working in partnership with Guidance and Heads of Year to support early intervention
- Actively supporting and promoting the **house system**, including recognising achievement and contribution within faculties
- Reinforcing the importance of positive relationships, recognition and celebration within everyday classroom practice

Heads of Year / Senior Leadership

Heads of Year and Senior Leaders provide strategic leadership for wellbeing, relationships and inclusion. Their role includes:

- Ensuring young people **know who their Head of Year is**, understand their role and feel confident seeking support
- Using their **visibility and relationships** to strengthen trust, consistency and positive culture across year groups
- Overseeing wellbeing, behaviour and attendance systems and data to inform targeted support

- Chairing key review meetings and Team Around the Child (TAC) processes
- Actively recognising and celebrating success within year groups, including **awarding merits and acknowledging positive contribution**
- Using recognition, presence and communication to strengthen relationships and engagement across the year group
- Ensuring consistency, equity and accountability across policies and practice
- Evaluating impact and driving continuous improvement

6. Learner Voice and Participation

Young people are active partners in their wellbeing and in shaping the life and culture of the school. We:

- Seek and act on pupil voice through surveys, focus groups and regular dialogue, ensuring learners' views inform decision-making at classroom, faculty and whole-school level
- Involve pupils, where appropriate, in planning and reviewing the supports that affect their wellbeing, learning and engagement
- Promote **rights-respecting practice** in line with the UNCRC, ensuring pupils feel heard, respected and supported
- Provide a wide range of **leadership and participation opportunities** that build confidence, responsibility and agency

These opportunities include:

- Participation in **assemblies**, including pupils leading and contributing to whole-school and year-group assemblies
- Leadership roles such as **House Captains, Sports Captains and Gaelic Ambassadors**, supporting inclusion, participation and school identity
- Opportunities for **senior pupil leadership**, including S6 leaders acting as role models and supporting school events, transitions and ethos
- **Peer and pupil mentoring**, supporting positive relationships, belonging and peer support
- Opportunities for pupils to represent the school, contribute to decision-making and lead activities within the wider school and local community
- Structured opportunities to develop leadership skills, communication and responsibility across all stages

7. Partnership with Parents and Carers

We recognise parents and carers as key partners in supporting wellbeing, engagement and attendance. We will:

- Communicate **openly, early and respectfully**, ensuring parents and carers are well-informed and confident in how to engage with the school
- Use **positive, strengths-based home–school communication**, including sharing good news and achievements, alongside addressing concerns
- Share concerns with a **clear focus on support, collaboration and solutions**, rather than blame
- Work collaboratively with parents and carers to **agree next steps**, using a plan–do–review approach where appropriate
- Commit to providing **family learning opportunities and events** that strengthen understanding of learning, wellbeing and support approaches
- Encourage parental participation in school life, helping families feel **welcomed, valued and part of the school community**
- Signpost additional supports and partner services where appropriate, ensuring families know how and where to access help

8. Monitoring, Evaluation and Improvement

The impact of this strategy will be monitored and evaluated through:

- Analysis of **attendance, behaviour and wellbeing data**, including trends over time and patterns across cohorts
- **Learner, staff, parent/carers and partner feedback**, gathered through surveys, meetings, reviews and ongoing dialogue
- Review of interventions and supports using a **plan–do–review approach**, ensuring actions are timely, proportionate and effective
- Ongoing **self-evaluation against HGIOS4**, with particular reference to **Quality Indicators 2.3 (Learning, Teaching and Assessment)** and **3.1 (Ensuring Wellbeing, Equality and Inclusion)**

Findings from monitoring and evaluation will be used to:

- Inform **ongoing improvement planning**
- Strengthen consistency, equity and impact across the school
- Ensure the approach remains **responsive, rights-respecting and aligned to school values**

9. Our Commitment

By placing **Integrity (An Fhìrinn)**, **Ambition (Adhartas a Dhèanamh)** and **Perseverance (Obair Chruaidh)** at the heart of our Health and Wellbeing strategy, we commit to:

- Doing what is right for young people
- Holding high expectations with compassion
- Persisting in support until every learner feels safe, supported and able to succeed

Health and Wellbeing is not an add-on — it is the foundation of learning, achievement and flourishing.

General Support For Young People

Organisation	Main Contact Details	Topic Addressed
Samaritans	Call free on 116 123 (UK) E	Confidential support service and are open 24 hours a day, 7 days a week.
ChildLine	0800 1111: www.childline.org.uk	Get help and advice about a wide range of issues, talk to a counsellor online.
Breathing Space	Call for free on: 0800 83 85 87 www.breathingspace.scot	Advice and support if you need someone to talk to. Their phone line is open 6pm-2am on Monday to Thursday and 6pm-6am on Friday to Monday.
Beat	The Beat Youthline is open to anyone under 25. Youthline: 0345 634 7650 www.b-eat.co.uk/	UK's leading charity supporting anyone affected by eating disorders, anorexia, bulimia, EDNOS or any other difficulties with food, weight and shape.
Aye Mind	www.ayemind.com/	Making a digital toolkit for all who work with young people too, to boost their ability to promote youth wellbeing.
Young Scot	Call 0808 801 0338 www.youngscot.org/	It has information on a range of topics including mental health.
7 Cups of Tea	www.7cupsoftea.com	An online emotional health and wellbeing service
LGBT Youth Scotland	Call us: 0131 555 3940 Text us: 07786 202 370 https://www.lgbtyouth.org.uk/ Email us: info@lgbtyouth.org.uk	Here to help support lesbian, gay, bisexual and transgender young people.

AN FHÌRINN

ADHARTAS A DHÈANAMH

OBAIR CHRUAIDH

SAMH	www.samh.org.uk/	SAMH is the Scottish Association for Mental Health. SAMH believe there is no health without mental health.
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INTEGRITY

AMBITION

PERSEVERANCE