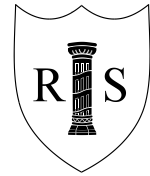


# ROSLIN PRIMARY SCHOOL



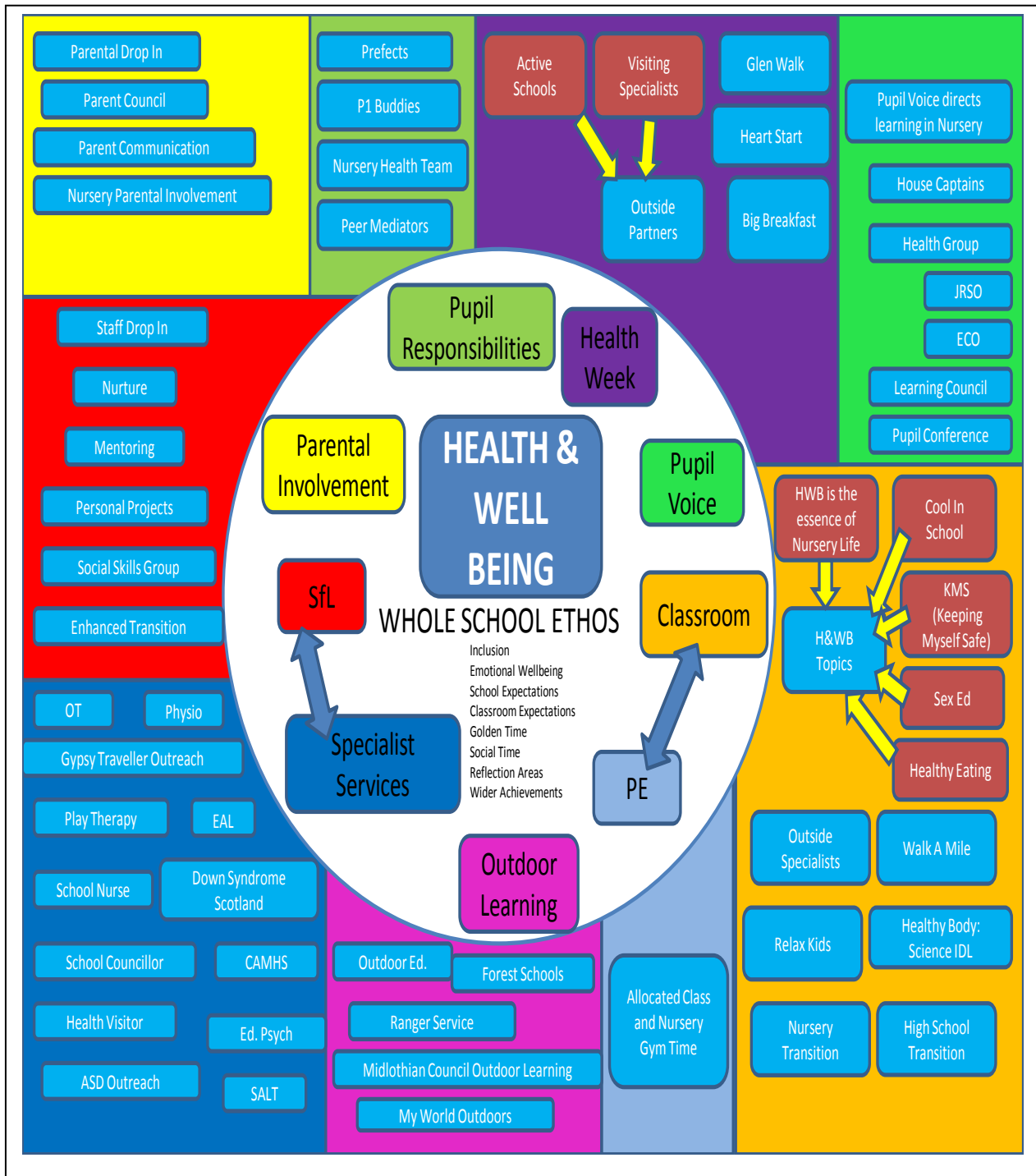
LEARNING AND GROWING

*to Achieve Success*



## Roslin Primary School

### Health and Wellbeing Overview Breakdown 2017



## Pupil Responsibilities

### Prefects

- Primary 6/7 pupils apply to become prefects on an annual basis.
- Primary 6 are prefects for Primary 2/3 and Primary 7 are prefects for P1.
- Children apply for the role based on their strengths and development needs with a key focus on responsibility, empathy and potential to be positive role models.

### P1 Buddies

- Primary 7 pupils are paired with a Primary 1 to help them settle into the Infant Area.
- This begins in Nursery to allow a smooth transition from Nursery to School.
- Within the first weeks of Primary 1 the Primary 7 children will help them in the dinner hall as well as model behaviour around the school.
- The Primary 7 pupils also offer support and encouragement with paired Reading and Maths Games; we find this helps to build the younger pupils self esteem.
- The Primary 7 offers a known contact for the Primary 1 throughout their first year.

### Peer Mediation

- Peer Mediation is being rolled out in the School following the creation of a programme in conjunction with the Education Psychologists.
- Primary 7 children will play a lead role in resolving problems within the playground environment using a clear set of rules to develop solutions between parties.

### Nursery Health Team

- Two morning and afternoon children are selected to form the health team for a week. They are given a lanyard with a badge and help with certain activities for the week - set up equipment, prepare snack, look after a child who is feeling lonely.

## Parental Involvement

### Parental Drop In

- Parents of children who are included in any support for learning groups are invited to attend weekly parent drop in to ask any questions they may have.
- There is also the opportunity to attend ad hoc meetings with support for learning where there appears to be an immediate or specific need. The Class Teacher can also be involved in these where there is benefit.

### Parent Council

- Parent Council meets on a quarterly basis; this includes keeping them abreast of events within the school.
- There is also regular dialogue with the Parent Council members who are actively involved in helping to maintain and develop our health and well being ethos throughout the school and into the community.

### Parent Communication

- Parents are kept updated through School Website, Twitter, Newsletters, Curriculum Evenings and Parent Consultations.

### Nursery Parental Involvement

- Parents are actively involved with the Planning Wall. They add their children's interests and their own ideas to enhance learning.
- Parent Helpers are involved in supporting Forest Schools and outings in the local community.
- We are now planning to have parents share their skills with the children. Forthcoming events include a parent leading a Fitness Session for children and parents. Other activities may include parent volunteers baking with the children.

## Support For Learning

### Staff Drop In

- Weekly drop in exists for staff to discuss support for learning issues with SfL teacher.
- Also offers opportunity to consider best emotional support for those children who are finding elements of school life challenging.

### Nurture

- Nurture groups run on a fortnightly basis for the Lower / Middle (P1-P4) and Upper School (P5-P7).
- Boxall Profiles are used to assess children to identify those with the highest needs, while also determining gaps that require to be bridged.

- Nurture Group children can be invited to 'Hot Chocolate Friday', based on their classroom behaviour over the week, where they are able to further develop social skills while playing games over hot chocolate and biscuits. This link with the classroom teacher is important as it encourages the children to implement and practise the skills that they are developing within the nurture group environment.

#### Mentoring

- Identified children are offered mentoring to allow them to discuss their feelings and also how their learning is progressing.
- Information is documented and provided to the class teacher.

#### Personal Projects

- Some individual children benefit from a Personal Project which they are allowed time out of class to focus on supported by a Learning Assistant.

#### Social Skills Group

- This group operates with a similar routine to nurture group but is led by a Learning Assistant. The focus within the social skills group is largely on developing socialisation of the children within the group.

#### Enhanced Transition

- Provides assistance and re-assurance to children identified as vulnerable or with extended learning needs for their move from Primary to Secondary.
- The enhanced transition programme is run at an ASG level.
- Children are given the opportunity to meet senior pupils, some of whom went through a similar programme, and take part in timetabled activities at both an individual and group level.

#### Specialist Services

##### OT

- Working in partnership with Occupational Therapists to support children with additional needs and with a range of gross and fine motor difficulties:- implementing exercise plans, utilising equipment which has been recommended or provided.

##### Physio

- Working in partnership with Physiotherapists where appropriate to provide support to children with additional needs.

#### Gypsy Traveller Outreach

- Patsy Bruce
- Gypsy Traveller staff member comes to school on a weekly basis to assist with pupil in school.
- They act as a liaison between school and home.

### Play Therapy

- A Play Therapist currently works in school with identified children on a weekly basis enabling children to communicate their thoughts and feelings through play.

### EAL

- EAL staff advise and support staff in school as necessary.

### School Nurse

- The School Nurse provides support and advice to staff and families with children with ASN.

### Down Syndrome Scotland

- Down Syndrome Scotland work with us in an advisory capacity.

### School Counsellor

- Drop in sessions are offered to pupils on a weekly (Thursday) basis.
- The school offers a 'post box' service to allow pupils to note their problems in advance of any meeting. Pupils will be offered a time slot during Thursday lunch time.
- This service is offered to all pupils, although there is an opt-out option that is offered to parents at the start of the school year.

### CAMHS

- We work in partnership with CAMHS to help children reach diagnosis and provide ongoing support for children with identified needs.

### Health Visitor

- The Health Visitor provides help and advice as required regarding children of nursery age.

### Ed. Psych

- The Educational Psychologist works in partnership with the school and families providing advice regarding individual pupils. Our Educational Psychologist has also helped us to implement a system of Peer mediation with Upper School children.

### ASD Outreach

- The ASD Outreach service provides valuable advice based on classroom observations. They also work with children in class and where appropriate are the gateway to providing some time for children in a specialist unit.

### SALT

- Staff work to support children who have identified SALT needs, reinforcing SALT work which is taking place with the child.
- Speech and Language Therapists work in partnership with school and families to support children with Additional Needs in school.
- Signalong training is offered to staff and is actively taken up by both Teachers and Learning Assistants.

## Outdoor Learning

### My World Outdoors

- Free access to outdoors for Nursery Children. If a child requires outdoor play for the full nursery session this is acceptable.
- The nursery garden is currently being developed.
- The nursery plans to apply for the Tesco “Bags of Help” grant to develop a community garden plot for nursery children and their extended families. It is hoped that this will enhance the emotional wellbeing of all.

### Midlothian Council Outdoor Learning

- Team based at Penicuik High School.
- School is supplied with a list of potential activities at year end for the following year.
- Activities offered are progressive which will allow children to build on their skills each year.

### Ranger Service

- Alan Krumholds is the school contact within the local Ranger Service which is based in Roslin Glen.
- The group offer a range of outdoor activities in and around the Roslin Glen Area, including survival techniques and nature walks.
- The school develops an annual master list of dates in conjunction with the Rangers Service. Each class taking a minimum of one Ranger led activity.
- The whole school is also involved in a large Glen walk on an annual basis as part of Health Week.
- We also have access to the Ranger Service at the Pentland Hills location.

### Forest Schools

- Outdoor learning experiences during which children have the opportunity to develop a sense of wellbeing, problem solve and begin to learn to assess risk through appropriate challenge and exploration of their natural environment.

### Outdoor Ed

- Teaching staff take the opportunity to take children outside for curricular based activities, such as Art, Language and Mathematics.
- P7 are also involved in an ASG Transition camp at Benmore Centre on an annual basis.

## PE

### Allocated Class and Nursery Time

- Classes have timetabled space in the P.E. Hall on a weekly basis.
- Depending on weather and skills being undertaken P.E. will be indoors or outdoors.

## Classroom

### Health Well Being Topics

- HWB is the essence of Nursery life

The nursery is planning to incorporate a specific Health and Wellbeing focus each day for children who would like to participate e.g. Memory Monday (recalling the weekend's events), Tasty Tuesday (introduce an unusual food to broaden their horizons), Welly Wednesday (encouraging outdoor messy play), Thoughtful Thursday (meditation and yoga), Feelings Friday (children are invited to talk about how they are feeling and why).

- Cool In School

Progressive programme used across the school. The programme is based on personal and social development; including responsive behaviour to various situations and scenarios. For certain areas the programme can be used in its entirety but elements of the programme are also used as re-enforcement or in isolation to deal with specific issues that may have arisen within the school.

- KMS

Scenario based programme of learning looking at real life situations from a child's perspective. Scenarios covered include, for example, grooming, inappropriate touch and bullying. Largely discussion based and pupil led. Programme is run in Primary 6 and Primary 7. Parents are invited to school to see programme before it is taught. Parents are then supplied with dates when certain topic areas are being covered. This allows for parental involvement in discussions with children should the scenarios raise further questions.

- Sex Ed

Sex Ed is offered as part of the wider 'Relationship, Sexual Health and Parenthood' topic. The areas of learning are noted in the table below.

<ul style="list-style-type: none"><li>• Physical and emotional changes that take place in both boys and girls during puberty.</li><li>• Ways to take care of myself during puberty.</li></ul>
<ul style="list-style-type: none"><li>• Label and describe both male and female reproduction organs.</li></ul>
<ul style="list-style-type: none"><li>• Describe how human life begins at conception.</li></ul>
<ul style="list-style-type: none"><li>• Track the growth and development of a baby and understand how they are born.</li></ul>
<ul style="list-style-type: none"><li>• Describe the role of the parent/carer in looking after a baby.</li></ul>

Similar to KMS the parents are invited to the school to see the programme in advance of teaching. This allows the school to answer any parental questions and also gives the parents relevant information to answer any specific queries from their children.

- Healthy Eating

Within nursery healthy eating is encouraged. Children are allowed to help choose a healthy snack.

Across the rest of the school there has been a visible campaign to promote Healthy Snacks. A recommendation has been put to parents that children should only have one appropriate snack. Energy drinks are not allowed and juice may only be taken after break during 'milk and story'. Throughout the rest of the day the drinking of water is encouraged as it promotes a healthy brain.

Classes will also undertake their own discrete Healthy Eating topics and we will regularly work with outside partners, such as Tesco, to help re-enforce this.

### Healthy Body: Science IDL

- Discrete topic that can be undertaken at various age and stage across the school. Focus on the body, how it works and how it can be maintained.
- This can be tied in to Healthy Eating topics and also Fitness within P.E.

### Relax Kids

- Whole School staff took part in training taster session.
- Programme is based on 'Mindfulness' techniques and personal well-being.
- Feedback from staff resulted in programme being undertaken within school for Primaries 1-7.
- A Specialist provides the programme for the School with Primary 3 taking an in class approach.

### Walk A Mile

- Government based initiative undertaken by classes across the school.
- There is no need to walk a mile, with a target of fifteen minutes activity also deemed acceptable.
- There is no set timetable for this with teachers deciding appropriate times for brain breaks during the working day.

### Outside Specialists

- Swimming lessons at Penicuik Centre for Primary 4 (10 week block).
- Skiing at Hillend Centre for Primary 5 (6 week block).
- Rugby Specialists from Midlothian Rugby Development provide training for Primary 4, 5, 6 and 7 pupils. This culminates in an inter-school Rugby Festival.
- The school also actively approaches other sports specialist who are able to offer taster sessions; recently this has included basketball and infant gymnastics.

### Nursery Transition

- Nursery transition will begin during the third term. There will be joint activities with primary 1 including shared play times.

### High School Transition

- Three full days transition are offered in June with the ASG cluster. This allows children not only to become aware of their new Secondary surroundings, but also with their new peer group.
- This is usually preceded by ASG Transition Camp at Benmore, although diary availability can lead to school camp being after this date. This event again allows children to interact with their new peers in challenging and problem solving scenarios.

### Pupil Voice

#### Pupil Voice directs learning in Nursery



- All nursery learning is child centred. It is responsive to the child's interests. The children's opinions are sought on everything.

#### House Captains

- House Captains are chosen from P7 nominations on an annual basis by way of application and House Vote; the vote is driven by the pupil's campaign speech.
- There are four House Captains for the school.
- Their role includes modelling behaviour, leading their House at various in-school events and promoting the school through engagement with external parties.

#### Health Group

- The Health Group was formed in the end of 2016/2017 to promote healthy eating across the school. This was driven through observations on playtime snacks.
- This is now expanding to encompass wider areas across the school, such as Health (both physical and mental), sports ambassadors and the proposed introduction of a Healthy Tuck Shop.

#### JRSO

- JRSOs promote safe and environmentally friendly travel to school.
- JRSOs are responsible for promoting Walk To School Week as well as seasonal campaigns that tie in with surrounding travel routes, i.e. 'Be Safe, Be Seen' in Autumn and Winter.

#### ECO

- Maintaining our Green Flag Award by ensuring we are continuing to deliver on our Eco commitments.
- Key areas within the school include milk carton recycling, recycling and food waste.
- Gardening and vegetable growing is done in conjunction with a parent from the local community.
- Produce is used within the school for cooking.
- The Group are also involved in the new playground design and are keen to develop a meadow area.

#### Learning Council

- Act as primary lead in developments in learning
- Create and carry out their Learning Council Improvement Plan
- Hold dialogues with visitors in reference to learning
- Share developments at school assemblies
- Demonstrate, to the best of their ability, the qualities of a Midlothian Learner
- Liaise with other school pupil groups
- Carry out class observations

#### Pupil Conference

- Ensures ALL pupils have a voice
- We organise an event where children work in houses to feedback/contribute ideas on 4 or 5 key questions
- Questions are directly related to the School Improvement Plan priorities
- Feedback is collated and fed directly into the SQIP for next session

## Health Week

### Outside Partners

- Visiting Specialist

During Health Week the School is visited by specialists that are linked to the Health Week theme, for example: -

- Emergency Services specialists, such as the Police and Fire Brigade.
- Sports Coaches, for example Karate, Cricket, Basketball and Dancing.
- Community Champion from Tesco to talk about Healthy Eating and Farm to Fork.

- Active Schools

The School has developed an Active Schools contact list, which is used proactively to contact specialists for Health Week. This has included Rugby, Football and KIC Dance.

### Glen Walk

- Takes place annually during Health Week.
- This is led by the Ranger Service but is actively supported by the community Rotary Club who provide safe traffic crossing spots and guides along the route.
- The Glen Walk is a whole school event for all Primary aged children.
- The Parent Council are also actively involved in the event, buying fresh fruit for the walk finish.

### Heart Start

- School Staff took part in British Heart Foundation Heart Start training allowing them to deliver basic life saving skills to pupils.

### Big Breakfast

- As part of Health Week.
- Big Breakfast is a whole school event celebrating the successes of Health Week.
- This includes sharing of learning, as well as any Healthy food stuffs that classes may have prepared; in the last year the School made Overnight Oats.