

Earlston High School

Wellbeing Policy



Getting it right for every child is the national approach to improving outcomes for young people. It recognises the rights of young people, focusses on promoting, supporting and safeguarding wellbeing.”

Scottish Government

Good health and wellbeing is essential for successful learning and happy lives for our young people at Earlston High School. How our young people feel about themselves and others influences everything they do. We must endeavour to nurture pupils to help them develop the knowledge and skills they need for positive mental, emotional, social and physical wellbeing and in their everyday lives which will be sustained into adult life.

Earlston High School is committed to providing a caring environment that enables our young people, including those who are mentioned in the Equality Act 2010 in relation to the protected characteristics, to develop confidence and positive **relationships** based on mutual respect and to gain knowledge to make healthy lifestyle choices. Learning through health and wellbeing at EHS promotes confidence, independent thinking and positive attitudes and dispositions. It is the shared responsibility of everyone in our school community to create this supportive environment to aid learning and foster good health and wellbeing.

At Earlston High School our learning covers areas such as physical education, food and health, substance misuse, relationships, sexual health, parenthood, social and life skills and the learner journey.

At Earlston High School we are committed to:

1. Considering each young person as an individual with their own needs, risks and rights, especially in relation to the protected characteristics detailed in the Equality Act 2010): age, race, disability, religion and belief, gender reassignment, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. In addition, our school also provides support for pupils who experience poverty, young carers, non-binary pupils, care-experienced pupils and those who have English as an additional language.
2. Having a shared understanding of wellbeing and valuing the dignity and worth of every individual.
3. Ensuring our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
4. Ensuring all staff and partners feel valued and supported.
5. Ensuring relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
6. Promoting positive relationships in our school community.
7. Ensuring young people are active participants in discussions and decisions which may affect their lives.