



IRVINE ROYAL ACADEMY  
Ambition • Respect • Responsibility

# Irvine Royal Academy

## Health and Wellbeing Policy

### October 25



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## Introduction

Improving the health and wellbeing of our school community is a key objective at Irvine Royal Academy. We work collaboratively with key stakeholders to improve outcomes in this critical area.

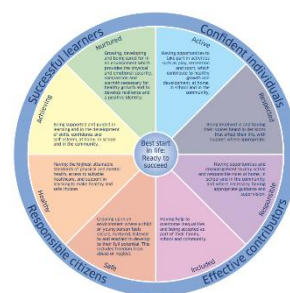
***“Getting it right for every child means nurturing the whole child – their health and wellbeing must come first, for without these, no learning can truly flourish.” (GIRFEC)***

## What is the health and wellbeing framework?

The framework describes the features of the environment for learning which supports and nurtures the health and wellbeing of children and young people, including a positive ethos and relationships, and participation in activities which promote a healthy lifestyle.

*The statements of experiences and outcomes are then structured into the following organisers:*

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood



## What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing both now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.



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## Health and wellbeing in practice at Irvine Royal Academy:



## The responsibility of all...

Across all Curricular areas within Irvine Royal Academy, there is a shared understanding of the responsibility of all, for creating a positive ethos and climate of mutual respect and trust.

Facilities Management staff within our School Canteen follow the Nutritional Requirement for food & drink in Scotland regulations 2020.

We conducted a mapping exercise to highlight the ways in which all staff contribute towards the wellbeing of each individual pupil. The outcomes gathered are outlined:



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# Across Irvine Royal Academy...

## Mental Wellbeing

- Practical and creative activities help relieve stress and pressures of school life.
- Support young people to balance workload by helping plan, schedule and prioritise.
- Safe spaces at interval and lunch and throughout the day
- Extra-curricular activities (both music & art)
- Cake Thursdays (staff)
- Partner services – Barnardo's; Megan's Space; Named Person directory; MCR; School Counsellor; NAC locality guides; AIW; ADP; NEST etc...
- MH Ambassadors & MVP opportunities in S5
- Within PSE lessons all staff have regular check ins with pupils, lesson breaks/chunked learning, reports to Guidance and follow up where required whilst knowing all pupils needs well.
- ASSIST trained staff
- Creating a calm atmosphere in the department
- Nurture soft starts
- Learning Reviews
- Promoting neurodiversity at a whole school level
- Sharing confidential information about a young person's wellbeing to relevant staff
- Champions for Change
- Modified timetables – intense access to 1:1 support on a bespoke basis both within and out with school
- WS PSE resources are delivered in a bespoke way
- Spending time in the garden; gardening – cutting the grass and planting seeds and potatoes.
- Daily Wellbeing Walks.
- Fidget toys, sensory lights and equipment.
- Regulation time.
- Wellbeing & brain breaks between double periods as appropriate.
- Mindfulness & nurture-based starters are used in classes.

## Emotional Wellbeing

- Positives relationships allow us to recognise unusual pupil behaviours and when support is needed.
- Support in navigating peer relationships and conflict.
- Safe spaces at interval and lunch
- Extra-curricular activities
- Cake Thursdays (staff)
- Check-ins with PTGs
- Time out passes & early exit passes
- Key adults identified from across the school community
- Partner services – Barnardo's; Megan's Space; Named Person directory; MCR; AIW; NAC locality guides; Redburn Community Centre; SSF; CLD; Champions for Change; Active Schools for residential and experiential inputs
- Cyber Safety – online safety delivered within the IT course.
- Classrooms within the department have adapted to ensure they are in line with the CIRCLE.
- Celebrations of pupil successes at all levels.
- Check-ins with Pupil Support staff and PTGs
- Modified timetables – intense access to 1:1 support on a bespoke basis both within and out with school
- WS PSE resources are delivered in a bespoke way
- Nurture soft starts
- Zones of Regulation
- Regulation time.
- Choice of text within Languages classes.
- Golden Time on a Friday.

## Social Wellbeing

- Opportunities created for peer and group work to widen their social network.
- Trips run within department to provide opportunities to increase social circles.
- Safe spaces at interval and lunch
- Extra-curricular activities (both music & art)
- Cake Thursdays (staff)
- Partner services – Barnardo's; Megan's Space; Named Person directory; MCR; AIW; NAC locality guides
- Buddying for new pupils
- Modified timetables – inclusive of times in Pupil Support; SSR & SIR
- Enhanced transition with P7 pupils
- Peer relationships monitored – group work/peer work encouraged and supported.
- Musical Theatre clubs, Chess Club, DofE, Dungeons and Dragons, Craft clubs
- Offering a safe place during breaks and lunchtimes
- Enhanced transition with P7 pupils in tandem with AIW for smooth transition to SIR
- Partnerships working with EO & TS
- Active Schools – residential and experiential inputs
- WS PSE resources are delivered in a bespoke way
- Conversation Wheel
- Group games.
- Opportunities for socialising with peers out with the SSR eg, lunchtime clubs.
- Encouraging pupils from the mainstream school to visit during lunchtime to socialise with SSR pupils.
- Celebrate Success wall and certificates & positive praise.

- Irvine Royal Academy Believes in Better -



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# Across Irvine Royal Academy...

## Physical Wellbeing

- Practical nature of workshop activities encourages building of strength and hand-eye co-ordination.
- Planning with AIW for wellbeing walks
- Mindfulness input in PSE
- Study schedules discussed – sleep prioritised to ensure effective study.
- Planning with AIW for wellbeing walks
- Mindfulness
- Planning with AIW for wellbeing walks
- Mindfulness input in PSE
- Champions for Change
- Active Schools – residential and experiential inputs
- Litter picking
- Wellbeing walks.
- ASCPO organised trips.
- Castle Semple trip.
- ASN sports festivals.
- Time in the soft play.
- Challenging poor dietary choices.

## Planning for choices & changes

- Learner discussions regarding levels, subject choices and careers to guide pupils through school life.
- Pupil voice relevant in new course planning and structure.
- Personalisation and choice embedded throughout all courses
- CHAP input
- Careers Advisor input & PT DYW
- School Nursing Service support and input
- Finance education delivered from S1-6 to ensure skills for life, Option Choices discussed regularly, and pupils supported by staff at times of change to ensure they are making the right decisions
- CHAP input
- Transition support at all stages
- Retail group, Cyber Explorers and Languages for Life and Work offered to young people to help develop skills and achieve qualifications
- Outreach worker support
- WS PSE resources delivered in a bespoke way
- Supporting S2 and S3 pupils with subject choices.
- Input from DYW and Ayrshire College for parents.
- Choice of texts offered within Languages with pupils given the opportunity to vote on novel, film study etc.

## Physical Education

- Referral to small group PE input via Pupil Support
- Chance2Be
- Champions for Change
- BetterUFitness
- Active Schools – residential and experiential inputs
- PE input in tandem with PE department.
- SOR input was last academic session
- PE lessons delivered by the PE department including time in the fitness suite.
- Outdoor learning – reading outside, walk around the perimeter of the school.
- In Modern Languages the importance of sport to compliment a healthy lifestyle is discussed.





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# Across Irvine Royal Academy...

## Physical Activity

- Practical nature of workshop activities encourages building of strength and hand-eye co-ordination.
- Planning with AIW for wellbeing walks
- Referral to small group PE input via Pupil Support
- Referral to Pitchin' In
- Staff wellbeing activities on Inset days.
- Wellbeing walks
- Small group PE input
- Champions for Change
- Active Schools – residential and experiential inputs
- Litter picking
- Physically active brain breaks e.g. football; basketball; volleyball
- Soft play
- ASCPO trips
- Outdoor learning – reading outside, walk around the perimeter of the school.
- In Modern Languages the importance of sport to compliment a healthy lifestyle is discussed.

## Sport

- Chance2Be & SSF
- Referral to Pitchin' In
- Champions for Change
- Active Schools – residential and experiential inputs
- Physically active brain breaks e.g. football; basketball; volleyball
- ASCPO organised events.
- Barrington Stoke Boxing novel for literacy, sport poetry and sport-based assessments are utilised in Languages
- Modern Languages a topic of study focusses on French Pelanque cycling.

## Food and Health

- Referrals to Pupil Support for Soft Start
- FME check & support
- School Nursing Services and JumpStart
- Period products
- No cans/energy drinks in class, breakfast club to provide a health start.
- FSM allocation to support those pupils who need it.
- Soft Start
- Referral to Royal Resources
- Monitor deterioration in behaviours and appearance and provide support
- Life Skills-Health and Wellbeing.
- N3 English and Literacy Food and Health assessment used in Languages.
- Modern Languages have topics of study which includes healthy food.
- Modern Languages offered a French breakfast each academic session.



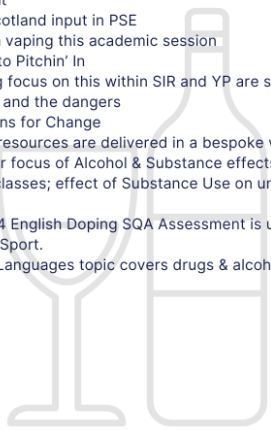
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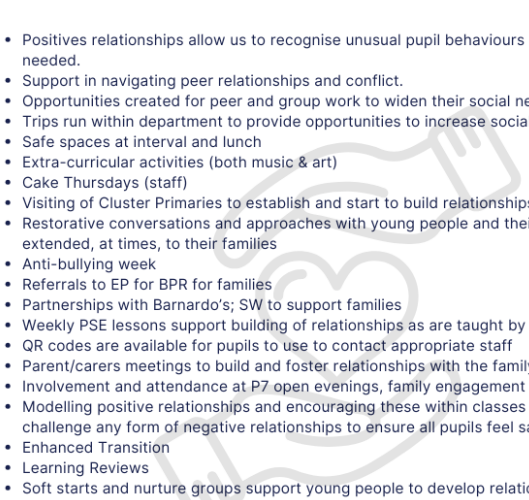
## Substance Misuse

- ADP input
- Police Scotland input in PSE
- Focus on vaping this academic session
- Referral to Pitchin' In
- On-going focus on this within SIR and YP are spoken to about this regularly and the dangers
- Champions for Change
- WS PSE resources are delivered in a bespoke way
- Curricular focus of Alcohol & Substance effects in Chemistry & Biology classes; effect of Substance Use on unborn babies in S2 Science
- Within N4 English Doping SQA Assessment is used with a focus on Drugs in Sport.
- Modern Languages topic covers drugs & alcohol.



## Relationships

- Positives relationships allow us to recognise unusual pupil behaviours and when support is needed.
- Support in navigating peer relationships and conflict.
- Opportunities created for peer and group work to widen their social network.
- Trips run within department to provide opportunities to increase social circles.
- Safe spaces at interval and lunch
- Extra-curricular activities (both music & art)
- Cake Thursdays (staff)
- Visiting of Cluster Primaries to establish and start to build relationships with P7 pupils
- Restorative conversations and approaches with young people and their peers – this is also extended, at times, to their families
- Anti-bullying week
- Referrals to EP for BPR for families
- Partnerships with Barnardo's; SW to support families
- Weekly PSE lessons support building of relationships as are taught by house PTG
- QR codes are available for pupils to use to contact appropriate staff
- Parent/carers meetings to build and foster relationships with the family
- Involvement and attendance at P7 open evenings, family engagement events etc...
- Modelling positive relationships and encouraging these within classes and peers. Staff challenge any form of negative relationships to ensure all pupils feel safe and loved.
- Enhanced Transition
- Learning Reviews
- Soft starts and nurture groups support young people to develop relationships with young people and staff
- Underpins all activities that are undertaken in SIR – time dedicated daily to build and foster; all staff are highly aware of importance of relationships building and restorative approaches are at the heart of all interactions with pupils and their families
- Open afternoons encourage engagement with parents/carers
- Informal budding is used with SIR between peers
- SIR young people are assigned most appropriate SIR PTG
- Parent/carers meetings to build and foster relationships with the family
- Group games.



## Sexual Health

- Partnership working with School Nurse Services
- Partnerships working with Gatehouse
- RSHP resources are used in PSE
- Providing age/stage appropriate relationship advice if asked
- Promoting open and honest discussions where young people feel comfortable talking about any worries, concerns and questions they may have
- School Nurse talk on Puberty and Hygiene delivered within SSR.
- Within Languages there are choices of texts where sexual health would be discussed.



- Irvine Royal Academy Believes in Better -



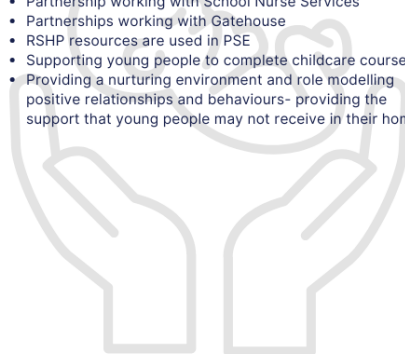
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## Parenthood

- Advice and guidance given on subject choice, career paths and general life experience.
- Partnership working with School Nurse Services
- Partnerships working with Gatehouse
- RSHP resources are used in PSE
- Supporting young people to complete childcare course
- Providing a nurturing environment and role modelling positive relationships and behaviours- providing the support that young people may not receive in their home



## Our Curricular Areas:

- Creative Arts
- Mathematics, Numeracy & Computing
- Languages & Literacy
- Health and Wellbeing
- Social Subjects and RME
- Science
- Technical

## PSE

Within our PSE curriculum lessons covering almost all HWB organisers are delivered to all learners in S1 - 4.

## NAC MWHB Supports

QR codes are on the back of PTG badges for young people to scan to access support – the support available via this is coordinated and updated by NAC and covers all organisers.





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## Safe Spaces

As a support for our young people, the following areas are available as **Safe Spaces** across the week:

	Interval	Lunch	Study Periods
<b>Monday</b>	Rooms 106, 104, 202, 111 Music Department Nail Bar HE Kitchen	Rooms 106, 104, 202, 111, 206 Music Department Nail Bar Haven HE Kitchen	Room 106
<b>Tuesday</b>	Rooms 106, 104, 202, 111 Music Department Nail Bar HE Kitchen	Rooms 106, 104, 202, 111, 206 Music Department Nail Bar Library Haven HE Kitchen	Room 106
<b>Wednesday</b>	Rooms 106, 104, 202, 111 Music Department Nail Bar HE Kitchen	Rooms 106, 104, 202, 111, 206 Music Department Nail Bar Library Haven HE Kitchen	Room 106
<b>Thursday</b>	Rooms 106, 104, 202, 111 Music Department Nail Bar HE Kitchen	Rooms 106, 104, 202, 111, 206 Music Department Nail Bar Library HE Kitchen	Room 106
<b>Friday</b>	Rooms 106, 104, 202, 111 Music Department Nail Bar HE Kitchen	Rooms 106, 104, 202, 111, 206 Music Department Nail Bar HE Kitchen	Room 106

## Partnerships across the system:





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### How do we promote health and wellbeing?

- Newsletters
- Bulletins
- HT Updates
- Social media
- Standards and Qualities
- Corridor displays
- Family Engagement events
- Charity days
- Assemblies
- PSHE
- Health and Wellbeing curriculum

### Assessment

Within Personal and Social Education, (PSE) all young people complete the PASS assessment tool twice per year.



The Pupil Attitudes to Self and School (PASS) measure takes the guesswork out of understanding why pupils may be reluctant, disengaged or even disruptive learners, by sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so you can start to address issues immediately.

This tool is used by PTs Guidance and the Integrated Support Team to plan and deliver interventions to support our young people, with a focus on building positive teacher/pupil relationships to improve attitudes to school and learning. This tool is also used in our Cluster Primaries and the high-level messages help to shape both our Transition and Enhanced Transition programmes.

Supplementary to this, whole school HWB tracking forms part of our Learner Conversations within PSE. They happen throughout the academic year. Conversations are captured in Google Forms.



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### Health and Wellbeing Calendar

In addition to themed HWB days, the following activities support and contribute towards the wellbeing of all young people:

- Theatre Trips
- DYW trips and events including Top Up, UCAS and College groups...
- Theme of the Month
- MVP inputs at PSE
- HWB Events promoted by NAC

### Staff Wellbeing

Staff wellbeing is a central feature at our Faculty Departmental Meetings and is also a recurring item discussed at Link Meetings with DHTs as well as a standing agenda item at SLT meetings.

An annual staff Wellbeing survey is issued in June and the high-level messages are collated and shared with stakeholders. Action points are then formulated.

Staff health and wellbeing activities are planned in conjunction with our Cluster Primaries, as appropriate.

### The Irvine Star

The Irvine Star is an uplifting staff recognition initiative designed to celebrate kindness, teamwork, and the everyday actions that make our school a supportive place to work. A physical trophy is passed from one staff member to another each fortnight. The current holder selects a colleague who has been a “star” (someone who has offered support, gone the extra mile, or made a positive difference) and passes the Star on to them.

Each handover includes a short note explaining the reason for the recognition, and all recipients are logged throughout the year. The programme promotes appreciation, strengthens relationships, and contributes to a positive staff wellbeing culture.

### Women’s Health

Lead staff from the Staff Wellbeing Group facilitate a women’s health information session for all interested staff, using the EIS “Menopause and Menstrual Health at Work” guidance as the key reference. The purpose of the session is to raise awareness of how menstrual health, menopause, and related conditions can affect staff in the workplace, and to highlight the school’s responsibility to provide a supportive, inclusive environment.

The session covers:

- the importance of recognising women’s health as a workplace wellbeing issue.
- the impact of menstrual health, menopause, and related conditions on attendance, concentration, fatigue, and overall wellbeing.



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- examples of reasonable adjustments that can help staff manage symptoms effectively at work.
- strategies for reducing stigma and promoting open, respectful communication.
- the role of line managers and colleagues in supporting staff experiencing symptoms.

Participants have the opportunity to discuss practical scenarios to explore supportive responses and identify potential barriers. Staff can also contribute ideas for strengthening practice within the school, including; improved awareness, accessible information, and consideration of workplace adjustments where appropriate.

The session supports the development of a workplace culture in which health needs can be discussed without stigma and appropriate support can be accessed.

### CLPL

Our Learning & Teaching lead plans CLPL based on feedback from staff. An extensive catalogue is shared with staff which includes in-house opportunities, Professional Learning Academy sessions and sessions out with North Ayrshire.

CLPL sessions include:

- PPRB Policy
- Suicide Talk
- De-escalation Strategies
- MH Improvement – A Practical Approach
- Sleep & Dreams – Insomnia, The Body Clock, Brainwaves and Sleep, Food & Drink, Breathing and Relaxation Techniques...

### Key School Contacts



**Mrs Davidson**  
Arran House



**Mrs Marwick**



**Mrs Clifford**  
Bute House



**Mr Knox**



**Mrs Gibson**  
Cumbrac House





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### School Nurse – Katrina Moffat

- Support or input can be requested by parents, young people, Pastoral Care or Teaching staff.

**HAVE YOU HEARD ABOUT THE NHS SCHOOL NURSING APP?**

Whether it's mental health, puberty, or sexual health and relationship information, this app has you covered with trusted information and resources.



**DOWNLOAD IT FOR FREE ON THE APP STORE OR GOOGLE PLAY!**

Search NHS Ayrshire & Arran and look for SNAP - School Nursing Ayrshire Provision



Scan me! Android



Scan me! Apple

### School Counsellor – Lucy Lewis

- The school counselling service provides a confidential support to our young people who may be experiencing difficulties that they feel unable to work out on their own or that they feel unable to discuss with parents, teachers or friends. The school counsellor is someone pupils can talk to in a different way, someone who listens in a very careful way, who will not judge you or tell you what to do. It can help pupils to work things out for themselves, by exploring things in an open and honest way. It can help with the way pupils feel about themselves, relationships with others, low mood, anxiety, sexuality and stress.
- Pupils can access counselling by speaking to a member of staff they trust who can make a referral through the Pastoral Care team or pupils can self-refer by talking to the counsellors directly.

### MCR Pathways Coordinator – Lisa Campbell

- MCR Pathways is a school-based mentoring programme that connects young people who need additional encouragement and support, with a caring, adult mentor. We recruit, train and support volunteer mentors who meet their mentees weekly, in school, for a minimum of a year under the Young Scottish Talent Programme.





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- Mentoring is at the core of the MCR Pathways Programme. Mentors are matched with a young person who they meet for an hour a week to listen and provide encouragement. Mentors help their young person engage with their education and build the self-belief they need to leave school to a positive destination.

### Campus Officer – PC Gareth Brown

- Our campus Police Officer's role is to positively engage with pupils and staff, respond to situations which may include restorative conversation/informal chat/ or more formal police procedures. Support is also provided in general for staff and pupils whether that be advice or working in partnership with Social Work/CAMHS/Education/NHS etc. Presentations are delivered within PSE classes eg. Drugs and Alcohol, Anti-Bullying and online safety...

### Area Inclusion Worker – Hollie Moore

- **Key roles and function:**
- To promote the value of inclusion and encourage and support pupils to attend and to stay in school
- To develop and maintain links between home and school focusing on maximising attendance and providing support to young people and their families by being a key point of contact
- To promote a strength-based approach and a focus on improving resilience, empowering young people and their families
- To develop and deliver programmes in groups or on a 1:1 basis that build on resilience
- Support and offer advice to young people and families with all their well-being needs
- Carry out home visits to assess and support identified needs of the young people and parents/carers
- Maintain contact with young people and parents in relation to self-esteem, improving social skills, developing peer relationships, attendance and behaviour
- Supporting transition - promoting Irvine Royal Academy with pupils moving from P7 to S1 or who are new to our area
- Assessing pupil needs and identifying the most appropriate services. Liaising between services and families and continuing to support throughout.

### Barnardo's Worker

- The Barnardo's approach to achieving better outcomes for children, young people and families is built on relationships and working holistically to meet their needs. Barnardo's can support young people on a 1-1 basis within the school and out with the school gates, working with the whole family.
- Support offered will focus on mental health and wellbeing, substance use, domestic abuse, poverty...
- Barnardo's can facilitate group work, either our own bespoke groups based on the needs of the young people or programmes such as Seasons for Growth, LIAM, Mellow etc. There are no timescales on support, each young person/family circumstances are different and will be



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looked at on an individual basis. Support is delivered where possible throughout the year including school holidays as we recognise the impact on children, young people and families when school is not available.

### Accreditation

As a school, we are committed to providing all senior phase pupils with the opportunity to achieve the SQA level 4, 5 and 6 Award in Mental Health and Wellbeing. This award supports young people to develop a deeper understanding of factors that influence mental health, build strategies to manage stress and emotions and reduce the stigma often surrounding mental ill health. Through reflective learning, practical activities and peer discussions, learners will strengthen key skills such as resilience, empathy, emotional literacy and decision making.

These courses, delivered through PSHE, reflects our ongoing commitment to promote positive mental health, foster emotional resilience and ensure that our young people feel valued, supported and equipped with the skills needed to maintain good mental health and thrive both within school and beyond.

### Support links

#### North Ayrshire Council – Mental Health & Wellbeing Community Mapping Irvine Locality

[Irvine Mental Health and Wellbeing Community Mapping - A2 \(Landscape\)](#)

#### North Ayrshire Council Wellbeing Support Blog

<https://blogs.glowscotland.org.uk/na/mhwbpandc/>

#### Young Minds

<https://www.youngminds.org.uk/young-person/blog/what-to-do-if-you-re-anxious-about-coronavirus>

#### Parent Club

<https://www.parentclub.scot/>

#### Young Scot

<https://young.scot/get-informed/mental-health-support-2/#Young%20Scot%20Mental%20Health%20Support>