



Health and Wellbeing Driver

At Beverley St Nicholas Primary School we are aware that some children are coming to school not ready to learn or have different starting points, socially, emotionally as well as intellectually from other children. Children's wellbeing has been identified as this may be a barrier to learning for some of our children. Research shows that a child is able to learn best when they have strong self-esteem, a sense of belonging, emotional intelligence and resilience. Children need self-awareness, social awareness, self-management and relationship management skills. As a consequence of this we believe that if the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child so we have set Health and Wellbeing as one of our drivers.

We have developed a nurture provision alongside nurturing classrooms to increase educational engagement, foster emotional wellbeing, reduce aggressive incidents and removing barriers to learning.

The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class.

Nurture provision has been endorsed by the UK government in numerous reports and policy papers: The Warnock Report (1978), Green Paper Excellence for All Children (1997), The Steer Report (2005), the Healthy Schools Toolkit (2012) the Mental Health and Behaviour in Schools Report (2014), and Ofsted's Supporting Children with Challenging Behaviour (2011)

Nurture provision increases the chances of having vulnerable and disadvantaged students remain in schools, nurture groups help break the cycle of intergenerational poverty by removing the barriers to learning and succeeding in schools. The Department for Education 2014 stated school should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. The role that schools play in promoting the resilience of their pupils is important, particularly so for some children where their home life is less supportive. We believe we need to get it right for every child.

“At the heart of nurture is a focus on wellbeing and relationships and a drive to support

the growth and development of children and young people...” A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing, attainment and achievement in Scottish schools in a number of policy documents including ‘Included, Engaged and Involved, Part 2’2 and ‘Better Relationships, Better Learning and Better Behaviour’.³ Local authorities have increasingly promoted a whole school nurturing approach in response to the needs within the school population, particularly with regard to closing the attainment gap, and have developed resources accordingly.

Nurture schools are developed around six principles of nurture:

1. Learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in the lives of children and young people.

At Beverley St Nicholas Primary School, we offer Jigsaw as a scheme of work for Health and Wellbeing. Jigsaw 3-11 offers a comprehensive Programme for Primary PSHCE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving our children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips Beverley St Nicholas Primary school to deliver engaging and relevant PSHCE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

At Beverley St Nicholas we believe all pupils should have the opportunity to live healthy and active lives. Sport and physical activity can improve our children's physical and mental wellbeing, and help them to develop important skills like teamwork and leadership.

This is supported by Department of Education School Sport and Activity Action Plan July 2019 which states:

The importance of daily physical activity has been known for decades, but the challenge we face in a world of fast food and sedentary screentime has never been greater. One third of children are overweight or obese by the time they leave primary school. Data from Sport England's Active Lives Children and Young People survey² ('Active Lives Children') show that only 17.5% of children meet the Chief Medical Officers' guidance for how much activity children should be doing (at least 60 minutes every day), and stubborn inequalities remain; children from some Black, Asian and minority ethnic (BAME) groups and poorer backgrounds are less active, and so are girls. Shockingly, the gender gap starts at just five years old. Too many children are losing confidence, understanding and enjoyment of sport as they progress through secondary school, with activity levels decreasing throughout education.

Physical activity is a key part of developing a healthy lifestyle and plays an important role in maintaining a healthy weight. Chapter 2 of the Childhood Obesity Plan⁴ set a bold ambition to halve childhood obesity by 2030 and significantly reduce the gap in obesity between children from the most and least deprived areas by 2030. This plan will build on the measures set out in Chapter 2, by further supporting schools to create environments which encourage pupils to lead healthy, active lifestyles.

The importance of physical activity in promoting children and young people's mental wellbeing is equally clear; one in eight 5-to-19 year olds has at least one mental disorder. Physical and mental health are inextricably linked; numerous studies confirm a positive association between physical activity and increased self-esteem, emotional wellbeing and future aspirations, and physical activity is also associated with lower levels of anxiety and

depression. Active Lives Children data show us that children who are physically literate are happier, more resilient and more trusting of their peers, and we need to ensure that the importance of physical activity for mental wellbeing is recognised and understood by all young people.

The Department of Education School Sport and Activity Action Plan July 2019 also says:-

A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government's ambitions for a world-class education system. Physical literacy (building physical competency alongside confidence, enjoyment, knowledge and understanding) and high quality, modern physical education (PE) lessons that engage boys and girls of different backgrounds and abilities should be a fundamental part of every child's school experience.

Ensuring young people have access to the right amount of daily activity can have wider benefits for pupils and schools, improving behaviour as well as enhancing learning and academic achievement. Sport has also been identified by the Department for Education as one of the five foundations for building character, helping young people develop resilience, determination and self-belief, and instilling values and virtues such as friendship and fair play. It can help children and young people to connect with their peers, tackling loneliness and social isolation and building stronger communities.

There is a growing body of research that links physical activity to improvements in achievement. Studies from the universities of Strathclyde and Dundee, for example, found that intensive exercise boosted the performance of teenagers in English, maths and science. This is partly because physical activity improves brain function. Games that are unpredictable and require problem-solving may also boost executive functioning (the skills that help the brain to organise and act on information), which can transfer to academic tasks.

In addition to academic improvements, PE can also have a positive impact on behaviour. The 2014 Youth Sport Trust National PE, School Sport and Physical Activity Survey found that 70% of schools feel sport makes a positive contribution to behaviour and truancy.

A 2009 study found that short breaks for physical activity between lessons improved classroom behaviour. Hoods-Truman says that since her school began providing at least two hours of PE a week, the children are more tolerant of one another and work better in groups.

PE and sport have also been shown to increase the sense of connection young people feel with their school.

PE can also be an opportunity to develop resilience and independent learning skills.

At Beverley St Nicholas Primary School we ensure pupils receive 2 hours of high quality PE provision each week to support the findings of the various research documents quoted.

All children participate in a daily 'Fit 15' activity. This is an initiative aimed to provide 15 minutes of vigorous activity to be used to compliment the daily mile or as an alternative when the track is being used by more than 2 classes. Our MUGA has an activity route that will ensure a structured and quality session.

<https://thedailymile.co.uk/wp-content/uploads/2019/09/The-benefits-of-physical-activity-How-The-Daily-Mile-can-help.pdf> says:-

Taking part in regular physical activity has lots of benefits for children's physical health, mental health and wellbeing, and their learning.

The effect of the daily mile on health and obesity is explained in the International Journal Obesity document:- <https://thedailymile.co.uk/wp-content/uploads/2020/02/InternationalJournalOfObesity.pdf>

Inter school competition in connection with the Schools Sports Partnership allows our school to participate in a wide range of competitive sports. Several of these events are aimed at less active children and in both cases helps to widen the children's experiences, developing pride in representing the school and a chance to shine.

Intra school competition operates on several levels. Extra-curricular clubs have a competition element and provide an opportunity to apply skills they have acquired over the course of the club. Wider school mass participation events give every child the chance to engage in competition.

Beverley St Nicholas School has been awarded the school's sports mark which is awarded for meeting numerical standards in the following areas: links with local sports providers, the number of children attending extra-curricular clubs, the number of children in leadership roles (playground leaders, sports crew, team captains, leading activities in PE lessons), inter school events attended, intra competitions, the engagement of children identified less active in targeted activity.

Our extra-curricular club provision is provided by internal and external providers. We endeavour to offer a wide range of sports. Football and badminton run throughout the year with Tiger Trust clubs varying each term.