

CULLODEN ACADEMY

WELLBEING POLICY



1. Vision, values and context

Culloden Academy is a large, inclusive secondary school in east Inverness serving over 1,100 young people from a diverse catchment across the Highland capital and surrounding communities. The school aims to provide an “enviable secondary education” with strong sporting, musical, drama, enterprise and cultural opportunities that equip learners with skills, experiences and qualifications for their next steps in life.

At Culloden Academy, **Ambition, Community, Kindness and Respect** shape the wellbeing of every young person and adult in the building. The school community recognise that good health and wellbeing are essential for successful learning, positive relationships and life chances, and that wellbeing is the responsibility of all staff in partnership with parents, carers and other professionals.

Our wellbeing aims are to:

- Promote positive mental, emotional, social and physical wellbeing for all members of the Culloden Academy community.
- Ensure that all learners are safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).
- Embed a culture of high ambition, strong community and everyday kindness in all relationships, learning and decision-making.
- Support all staff to understand and fulfil their shared responsibility for wellbeing, equality and inclusion.

2. Policy framework and scope

This policy sets out how Culloden Academy ensures wellbeing, equality and inclusion across the life of the school and fulfils statutory and professional expectations, including:

- Curriculum for Excellence: Health and Wellbeing Principles and Practice and the entitlement that HWB is a responsibility of all.

- Getting It Right for Every Child (GIRFEC), using the My World Triangle and SHANARRI indicators to assess and plan.
- UN Convention on the Rights of the Child (UNCRC) and Highland Council's duties to promote children's rights.
- The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and related health-promoting school guidance.

The policy applies to:

- All pupils S1–S6, including those with additional support needs or care experience.
- All staff, including teaching staff, Pupil Support Assistants, office staff and visiting partners.
- All contexts of learning: curriculum, ethos and life of the school, personal achievement and partnerships.

This document should be read alongside Culloden Academy's Child Protection, Anti-bullying, Positive Relationships, ASN, Equalities and Mental Health/Wellbeing procedures, as well as Highland Council guidance.

3. Health and wellbeing across learning

Learning in health and wellbeing at Culloden Academy aims to build the knowledge, understanding, skills and attributes young people need for mental, emotional, social and physical wellbeing now and in the future. The school commits to embedding HWB across the curriculum and wider life of the school, not confining it to a single subject or department.

3.1 Key wellbeing areas

Culloden Academy has identified seven areas of HWB:

- Mental, Emotional, Social and Physical Wellbeing.
- Promoting positive relationships and restorative, respectful behaviour.
- Planning for Choices and Changes (including careers and transitions).
- Physical Education, Physical Activity and Sport.
- Food and Health and positive attitudes to nutrition.

- Making informed choices about risk-taking behaviours (including online safety, substance misuse and sexual health).
- Relationships, Sexual Health and Parenthood.

Every subject area identifies which HWB experiences and outcomes are most relevant to its curriculum and plans learning accordingly, so that pupils encounter HWB through both formal lessons and the wider ethos of the school.

3.2 Effective learning and teaching in HWB

Across departments, effective HWB learning and teaching at Culloden Academy will:

- Engage young people actively, taking account of their views, lived experiences and pupil voice, especially when learning relates to sensitive issues.
- Use a variety of approaches, including cooperative learning, peer education, digital tools and outdoor learning where appropriate.
- Provide safe, inclusive classrooms where pupils feel able to discuss sensitive aspects of their lives, ask for help and take considered risks in learning.
- Make explicit links to UNCRC, equality, diversity and anti-discrimination, and provide regular opportunities to develop resilience and a growth mindset.

4. Roles, structures and partnerships

4.1 Leadership and governance

Senior leaders ensure wellbeing, equality and inclusion are central to school improvement planning, self-evaluation and standards and quality reporting. Leadership for HWB is distributed through the Depute Head with responsibility for Pupil Support/Guidance, Principal Teachers of Guidance, the ASN team and key curricular leaders (e.g. PE, Home Economics, PSE).

Leadership responsibilities include:

- Maintaining and reviewing this policy, ensuring alignment with Highland Council and national guidance.
- Ensuring HWB, equality and inclusion feature prominently in the School Improvement Plan and are evaluated against HGIOS4 QI 3.1.

- Coordinating professional learning so all staff are confident in GIRFEC, trauma-informed and nurturing approaches, restorative practice and child protection.

4.2 Pupil Support/Guidance and ASN

Cullooden Academy's Guidance and ASN teams provide a coherent structure, so every young person has a named adult (Lead Professional) who knows them well and monitors their progress and wellbeing. These teams coordinate:

- Universal support through House/Guidance systems, PSE and tutor time.
- Additional targeted support for pupils with identified needs, including staged intervention, Child's Plans and multi-agency meetings.
- Close work with families, carers and external partners to plan and review support.

4.3 Partnerships for wellbeing

The school works proactively with partners such as school nursing, educational psychology, social work, CLD, Active Schools, youth work, mental health services and third-sector organisations to improve wellbeing outcomes. Partners contribute specialist programmes (e.g. mental health interventions, substance misuse education, mentoring and employability programmes) and are integrated into the school's staged intervention and child planning processes.

5. Ethos, relationships and inclusion

Cullooden Academy is committed to a positive, nurturing ethos where all young people and adults feel safe, valued and respected. The daily lived experience of Ambition, Community, Kindness and Respect is as important as formal programmes.

The school will:

- Promote respectful, restorative relationships, high expectations and a calm, purposeful climate for learning.
- Challenge all forms of bullying, discrimination, bigotry and harassment, with clear anti-bullying procedures and accessible reporting routes for pupils and parents.

- Celebrate diversity through curriculum content, events, pupil leadership opportunities and visible support for equalities (e.g. LGBT+ inclusion, anti-racism and disability awareness).

Pupils are supported to contribute positively to the school community through leadership roles, peer support, mentoring, extra-curricular activities and community projects, strengthening their sense of belonging and responsibility.

6. Identifying need, providing support and safeguarding

6.1 Universal and targeted support

Culloden Academy operates a continuum of support:

- **Universal support:** all learners experience high-quality teaching, a nurturing classroom climate, a planned HWB curriculum and access to Guidance staff.
- **Targeted support:** pupils with emerging or significant needs receive proportionate, time-limited interventions (e.g. small-group programmes, mentoring, counselling, time-out/quiet spaces, check-in/check-out).
- **Specialist support:** for complex needs, the school coordinates a multi-agency response through Child's Plans and GIRFEC processes.

Staff use wellbeing indicators, attendance and attainment data, behaviour records, Boxall or other profiling tools, and pupil/parent feedback to identify pupils who may require additional support.

6.2 Child protection and safeguarding

Safeguarding is paramount and sits alongside wellbeing, equality and inclusion. Culloden Academy follows Highland Council and national child protection guidance, ensuring that:

- All staff receive regular training and know how to recognise, record and report concerns promptly.
- Designated Child Protection Co-ordinators are clearly identified and accessible.
- Procedures for information-sharing, chronology and record-keeping are robust and integrated with wellbeing and child planning processes.

7. Curriculum, PSE and wider opportunities

The formal curriculum, particularly PSE/Health and Wellbeing, contributes significantly to QI 3.1 while being complemented by the wider life of the school.

Culloden Academy will ensure that:

- PSE programmes are age-appropriate, rights-respecting, inclusive and responsive to local needs, covering mental health and resilience, relationships and sexual health, online safety, substance misuse, study skills, careers education and financial education.
- PE, Physical Activity and Sport provide regular, high-quality opportunities that promote healthy lifestyles, teamwork and perseverance, drawing on the school's wide range of sporting activities.
- Extra-curricular and leadership opportunities in music, drama, enterprise and culture build confidence, identity and sense of achievement for all learners.

8. Staff wellbeing and professional learning

Culloden Academy recognises that staff wellbeing is essential to sustaining an excellent wellbeing culture for pupils. Leaders will promote a supportive working environment, open communication and access to wellbeing support services for staff.

Professional learning priorities include:

- GIRFEC, SHANARRI and UNCRC in practice.
- Nurturing and trauma-informed approaches, de-escalation and restorative practice.
- Inclusive pedagogy, differentiation and meeting ASN.
- Understanding mental health, self-harm, suicide prevention pathways and referral routes.

9. Pupil and parent voice

Wellbeing systems and curriculum are designed and refined with strong input from pupils and parents/carers. The school will:

- Use surveys, focus groups, pupil councils and targeted groups (e.g. equalities groups, care-experienced learners) to gather views on wellbeing, equality and inclusion.
- Involve parents through consultations, workshops and information events, using accessible language and formats.

- Provide clear information about supports, contacts and resources via the school website and Guidance digital platforms.

10. Tracking, self-evaluation and improvement

Culloden Academy will take a systematic approach to evidence and improvement.

The school will:

- Track HWB indicators for individuals and groups (e.g. attendance, exclusions, participation, attainment of vulnerable groups, wellbeing survey data) and use these to identify gaps and plan interventions.
- Undertake regular self-evaluation of wellbeing, equality and inclusion using HGIOS4 and Highland Council tools, involving staff, pupils and partners.
- Report on impact and next steps through Standards and Quality reporting and the School Improvement Plan, highlighting successful practice and areas for further development.
- Review this policy at least every three years, or sooner if national or local guidance changes, ensuring that it remains current, evidence-informed and co-produced with the school community.