**Transcript: Health and wellbeing across the learning community - Eastbank Primary School**

**Gayle Minnis - Head teacher**

At Eastbank Primary School we pride ourselves on encouraging our children and their parents to develop healthy hearts and healthy minds.

**Fiona Haggarty - Depute head teacher**

Healthy minds because they are being nurtured, they are not being nurtured just by teachers they are being nurtured by each other. Healthy hearts as well, the children cannot function if they are not happy.

**Gayle Minnis**

It all began a few years back when we decided to take a closer look at our school mission statement and our school rules. So we then embarked on what turned out to be a rather lengthy journey of educating our whole school community on values.

**Pupil 1**

Over 10 weeks we learned about ten different values. Everybody that came into the school picked a value. We all picked the five values we liked the best. Then everybody in the whole school made a design and then the five best ones got picked.

**Pupil 2**

The names of the values that we came up with were: Robin Respect, Harry Honesty, Fiona Fairness, Rebecca Responsibility and Peter Politeness.

**Gayle Minnis**

We then created value statements to go along with each of the values, for example fairness is showing an awareness of other points of view and the children very cleverly weaved them into various school raps and assembly chants.

**(sample rap)**

**Fiona Haggarty**

Every assembly we have that the children lead, it is followed up by a workshop where the parents come and it's an interactive workshop between the child and the parent in the class room. It's fun, it's learning together but it's bring them onto the team too.

**Teacher**

On your desk you will find a bit of paper that's got an image of burns face but it's all jumbled up in different bits.

**Fiona Haggarty**

A lot of parents have come into the school and said that they can see a difference, they can feel a difference in the school environment, they can see a difference in their own child.

**Parent**

You get to see what the kids are doing in the school, you get to meet the teacher, you get to interact with the other parents and I think it's a great idea.

**Gayle Minnis**

When we are talking to the children about their behaviour and about the attitudes at times then we have got a common language we can use in school and at home and many parents have commented that it's not the first time that Harry Honesty has stopped by in the Kitchen to help out in what could have potentially been a challenging situation.

**Fiona Haggarty**

This in itself grew from foundations and now these parents have interest in being part of the team. It is helping the schools emotional and Health and Wellbeing curriculum develop so it's very much "we are all in this together".

**Gayle Minnis**

There are many examples of distributed leadership among our children, quite naturally they have formed themselves into various play time and lunch time social groups including "Looms A Million" and "Movie Magic" and things like that.

**Fiona Haggarty**

In one part of the playground you will have the cheer leading team happening not because we want a cheer leading team but because they want a cheer leading team. They have led it, they promote it at the assemblies, children have bought into it and it's happening out there. Round in another part of the playground you might have a little group of children who are not so good at taking turns so these are our golden gamers, they are out there learning to take turns with our PSAs being part of that group and showing them the right way to go and then they are taking that onboard.

**Gayle Minnis**

It has been a lot of work but I'm not doing it on my own, I'm really fortunate here to have really hard working support staff, teachers who have bought into it, lots of different partner agencies that we have tapped into and resources in the east end that have helped to keep it alive.

It really is the foundation of everything that we do, everything stems from them and everything that has resulted has come from that. When we were talking about the value of responsibility the children themselves identified that we have got an eco-council and they take responsibility, we have got a pupil council, they take responsibility but we could do more but only if we all had the chance to be part of some things. So I know that the process of being involved in creating the values and creating that frame of mind and pride in their school has developed their confidence.