Dumfries & Galloway:

Glasgow Motivation and Wellbeing Profile (GMWP) Guidance

A guide to support tracking wellbeing using the GWMP in Dumfries & Galloway

Contents

This handbook has been adapted from the 'GMWP: A guide to support wellbeing in schools and education establishments with specific support linked to COVID-19' available [here](#)

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1 Introduction to the Glasgow Motivation & Wellbeing Profile (GMWP)

This guidance has been developed by Dumfries & Galloway to support education settings implement the Glasgow Motivation & Wellbeing Profile [GWMP] tracker. It provides: a background to GWMP; advice on setting up and using the questionnaire with children and young people; advice on how to analyse the GWMP wellbeing data; and strategies that can be implement at a whole school, class and/or individual level to effectively track wellbeing.

There are a number of national frameworks and policies including Getting it Right for Every Child [GIRFEC] that mandate the monitoring and support of pupils' wellbeing in Scottish education. Educational settings in Dumfries and Galloway are therefore encouraged to track children and young people's wellbeing to comply with these requirements. Further benefits to effective wellbeing tracking are noted below:

1. Early Identification
   Monitoring and tracking wellbeing can support schools pro-actively identify physical, mental and emotional barriers to learning, allowing for timely interventions that can prevent and/or minimise escalation.

2. Holistic Development
   Education is not just about academic achievements; Curriculum for Excellence emphasises the development of "*skills for learning, life and work*"[1]. Tracking wellbeing ensures that schools are supporting all aspects of a child or young person's development.

3. Improved Academic Performance
   There is a strong link between positive wellbeing and academic performance. Children and young people with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and higher achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.

4. Equity & Inclusion
   Regular monitoring of health and wellbeing can support schools pro-actively identify any areas of concern and/or disparities, ensuring that all pupils, regardless of background, receive the support they require to thrive.

5. Data Informed Decision Making
   Tracking wellbeing provides valuable data that can be used to inform policies and practices, leading to better targeted and more effective programs and resources.

6. Improved Parental and Community Engagement

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[1] Building the Curriculum 4: Skills for learning, skills for life and skills for work (education.gov.scot)

Regular monitoring and reporting can support ensuring parents/carers and the wider community are informed and involved in supporting child or young persons wellbeing.

The Glasgow Motivation and Wellbeing Profile (GMWP) is a 20 item questionnaire that supports practitioners elicit children and young people's views in relation to their motivation and wellbeing. It gathers children and young people's views of themselves, their emotions and provides them with an opportunity to reflect on their feelings and current experiences. It also encourages children and young people to consider how they can increase their own determination, motivation and sense of wellbeing.

It is well documented that children and young people's motivation and determination is increased through positive engagement with staff. Learners are more engaged in involvement when agreeing structures, stimulation through setting own goals and dialogue through constructive feedback. This Wellbeing Profile provides a vehicle to identify needs and suggests activities to improve those needs, potentially providing a baseline measure that can be tracked over time.

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2 BACKGROUND INFORMATION

2.1 Self-determination Theory

"Self-determination is an important concept that refers to each person's ability to make choices and manage their own life. This ability plays an important role in psychological health and well-being."

The Very Well Mind, Kendra Cherry[2]

The Wellbeing Profile is founded on self-determination theory. **The questions are designed to account for self-determination theory.** This theory suggests that people can become self-determined or motivated when their needs for *agency, affiliation* and *autonomy* are fulfilled. The theory of motivation suggests that people tend to be driven by a need to grow and gain fulfilment.

According to self-determination theory, people are deemed to have innate psychological needs and in order to foster wellbeing each of these needs should be satisfied:

- *Agency*: People need to gain mastery of tasks and learn different skills. When people feel that they have the skills needed for success, they are more likely to take actions that will help them achieve their goals. (*A sense of competence and skills*)

- *Affiliation*: People need to experience a sense of belonging and attachment to other people. (*A sense of belonging)*

- *Autonomy*: People need to feel in control of their own behaviours and goals. This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined. (*A sense of being capable, trusted and allowed to embrace responsibilities*)

- *Healthy and safe*: Although not specific to the self-determination theory, people need to have positive mental wellbeing and a sense of safety to fully engage in learning.

2.2 GMWP & Childs Rights

The GMWP articulates with UNCRC and the rights of the child as well as Getting it right for every child (GIRFEC), the national approach in Scotland to improving outcomes and supporting wellbeing. Each of the aspects, *Agency, Affiliation* and *Autonomy* link seamlessly with rights and the wellbeing indicators in a number of ways:

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[2] Nature vs. Nurture: Genetic and Environmental Influences (verywellmind.com)

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- It puts the child or young person at the centre of the 'thinking, planning and action' process in relation to their needs, by providing an objective and unthreatening means of eliciting their views.

- It creates a shared language with which to discuss issues of feelings, emotions and experiences - facilitating discussion between children and young people and the adults who work with or care for them.

- It empowers children and young people to take part in meetings about themselves and gives them a framework with which to express their views.

- The planning process is informed by a portrait of the eight wellbeing indicators:

Agency	competence & skills	*Achieving & Active*
Affiliation	belonging	*Nurtured & Included*
Autonomy	capable & trusted	*Responsible & Respected*

The fourth continuum within the questions is the extent to which a young person feels *Healthy and Safe* in school.

UNCRC Articles and the GIRFEC Well-being indicators
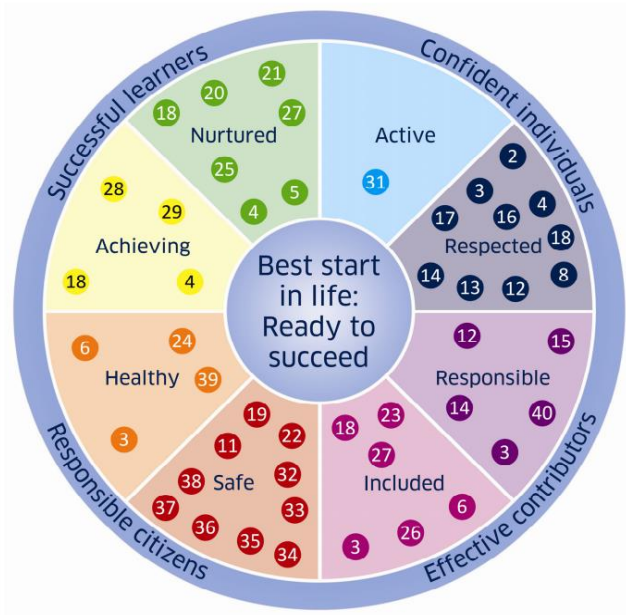
3 RAISING AWARENESS OF THE GMWP IN YOUR SCHOOL COMMUNITY

Prior to the implementation of the GMWP it is important that the school community is supported in gaining an awareness of the GWMP, the process for implementation and how the data will be used.

3.1 Children and Young People

Transparency about the rationale for a wellbeing assessment promotes a positive, trusting and supporting environment. It is therefore effectively practice to inform children and young people about a wellbeing assessment in advance of them providing a return.

1. Establish Trust

   When a child or young person understands the purpose behind an assessment and/or questionnaire, they are more likely to feel safe and supported, fostering an environment where they can be more open and honest.

2. Improved Engagement

   Pupils are more likely to engage with and respond thoughtfully to wellbeing assessments if they understand the relevance and importance. Knowing the *why* can therefore increase a child or young person's motivation to meaningfully participate.

3. Enhanced Self-Awareness

   Practitioners can support children and young people become more self-aware and reflective about their own wellbeing. This is an important step in developing emotional intelligence and personal growth.

4. Encouraging Responsibility

   Informing children and young people about the purpose of the wellbeing assessment encourages them to take responsibility for their own mental and emotional health. It emphasises the value of self-care and seeking support when required.

5. Reduce Anxiety

   Some children and young people may feel anxious and/or suspicious about being asked personal questions. Clear communication outing the rationale can alleviate these concerns and make the process less intimidating.

6. Fostering a Supportive Environment

   When children and young people understand that the focus on wellbeing is part of a broader commitment to creating a supporting and caring educational environment, it can enhance their overall sense of belonging and security in school.

7. Aligning Expectations

It helps align children and young peoples' expectations with the schools Vision Values and Aims. Knowing that their wellbeing is a priority can reassure students that their school cares about them as individuals rather than just their academic performance.

East Ayrshire have produced short video clips for pupils that can be used to raise awareness of the GMWP. Versions of this video can be accessed here:

- Video for secondary pupils; and
- Video for primary pupils.

Schools are able to use the data generated from the GMWP to empower their children and young people by taking a lead role in their self-evaluation of pupil wellbeing. For example, you may wish to share your findings with your student council who support staff in identifying strategies to address any areas of concern or empower them to take a key role in addressing any gaps i.e., leading year group assemblies. When exploring pupil participation it may be helpful to refer to these documents – How good is OUR school and Learner Participation in Educational Settings (3-18).

3.2   Parents / Carers

It is important that schools raise their parents/carers awareness of the GMWP prior to implementation. Possible approaches to this are noted below:

Universal Engagement	Targeted Engagement	Specialist Engagement
Parent/carer Information Evening	Parent / carer outreach	Therapeutic Interventions
School newsletter / blog / website / Letter	Pupil wellbeing reports	
Parent Council	Parental workshops / forums	
Whole school wellbeing reports	Parent Forums	
Information leaflet / flyer	1-1 meetings	
Parental workshops / forums		

It may be useful to refer to the Engaging parents and families: A toolkit for practitioners' which contains practical resources to support effective partnerships between education and parents/carers in all aspects of a child or young person's learning.

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3.3   Practitioners

Health and Wellbeing is both one of the eight curriculum areas and is also considered a Responsibility of All, alongside Literacy and Numeracy, i.e., there are aspects of Health and Wellbeing which are the responsibility of everyone in the learning community to deliver. These include each practitioner's role in:

- *"establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to;*
- *creating an environment where children and young people feel secure in their ability to discuss sensitive aspects of their lives;*
- *promoting a climate in which children and young people feel safe and secure;*
- *modelling behaviour which promotes health and wellbeing and encouraging it in others;*
- *using learning and teaching methodologies which promote effective learning; and*
- *being sensitive and responsive to the wellbeing of each child and young person"*

[Curriculum for Excellence: Health and Wellbeing principles and practice[3]]

There are different approaches to engaging and empowering staff in relation the GMWP. Some schools set up a core group of staff to prepare the questionnaire, gather the results, and/or analyse particular groups of pupils etc. A number of secondary schools have also created a satellite team of staff with representation in each curricular department to analyses class /department responses.

To assist the leads in East Ayrshire to provide GMWP awareness training for their staff a short practitioner video clip was produced. Versions of this video can be accessed here.

Similarly, Renfrewshire Council have created a presentation for staff introducing GMWP.

GMWP%20Renfrews
hire%20Intro%20for%

Gryffe High School have shared their teachers guide to GMWP and GWMP Staff information Booklet.

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nformation%20(Gryff:20(Gryffe%20High%2

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[3] Health and wellbeing: Principles and practice (education.gov.scot)

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4 HOW TO USE THE WELLBEING PROFILE

This section provides an overview on to how to use the Glasgow Motivation and Wellbeing Profile (GMWP).

4.1   Where to find the questionnaire:

The 20 questions have been set up for individual learners to complete in a number of ways:

- a paper copy;
- a paper copy with additional graphics to aid understanding; and
- a Microsoft GLOW form.

The preferred method promoted within Dumfries & Galloway is the use of the Microsoft GLOW form. One of the key advantages of using the Glow Microsoft Forms format is that the results – individual, class or whole school - can be viewed and discussed immediately. This is particularly important with regards to safeguarding – it is essential that when using GMWP that staff immediately review pupils responses to the questions covered under safe, specifically "I feel safe at school" responding as required in line with their own safeguarding/Child Protection procedures and policy.

The majority of pupils will complete this questionnaire in a relatively short time frame (on average 10 minutes). Learners who require additional support with their learning can and should be supported where and when appropriate however it is essential that the adult does not influence the child or young person's responses.

4.2   Setting up the questionnaire:

This short video provides an overview of how to set up the Microsoft GLOW form.

The master GLOW form is linked below.

WHOLE-SCHOOL-M
ASTER-ANALYSIS-GRl

A step-by-step guide is available below.

Step 1:	Open the Master Microsoft GLOW Form
Step 2:	Duplicate the form to make a version for your own school. This is done by clicking the button 'Duplicate it' on the top left hand corner.

Step 3:	Edit the title to add the name of your school or setting along with the date, e.g. *'Georgetown Primary 1: August 2022'* to allow for repeating the profile over time.
Step 4:	Create a Microsoft Glow Form for each of the classes within your school. See the section below ' adapting the questionnaire if you would like to add additional questions.
Step 5:	Click on 'Share' in the top right section
Step 6:	Click on *'Send and collect responses' 'Anyone with a link can respond'* This link can now be shared with staff & pupils – they will not be able to edit this version.

4.3   Adapting the questionnaire:

The 20 questions have been very carefully selected to link with the self-determination theory outlined above. **It is preferable to not edit the questions as this will allow you to compare and contrast results over time**.

It is possible for schools to create additional questions at the start of the questionnaire to allow them to sort the data as appropriate to their setting. For example, a secondary school may add an additional column asking which house group a pupil belongs to, or the name of the PT Pupil Support. Similarly, a primary school may add an additional question asking the pupils to provide their class teachers name allowing them later to identify specific classes data if there are composite classes. **It is important to note that these will need to be removed or accounted for before any data is transferred onto the Analysis Grid.**

4.4   Completing the questionnaire.

The Wellbeing Profile (Glasgow Motivation and Wellbeing Profile GMWP) opens as a list of 20 questions. The child or young person is invited to insert their name and then answer 'how true is this for you' on a scale of 1 – 10 to each of the 20 question. Pupils click on the number of stars they agree with the statement; 1 star *'not true at all'* to 10 stars *'really true'*. It would be good practice to spend time explaining this scale using other examples to ensure full understanding and consistent approach to scaling answers.

The following information provides a breakdown of the 20 questions and how they associate with each of the areas of *Agency, Affiliation, Autonomy* and keeping *healthy* and *safe*.

Agency Achieving and Active Trying hard / Giving up	I work hard in this school
	I am proud of the work I do / my work is good
	Teachers tell me what I am good at
	I keep trying even if I the work is hard
Affiliation Nurtured and Included Getting along / not getting along	I like this school
	I have friends in this school
	People in school can help me if I get upset
	I belong to this school / I feel important to this school
Autonomy Respected and Responsible Negotiating Sharing / getting own way	I am good at working with others
	I can wait until it is my turn
	I follow the school rules
	I stay calm even if I don't get what I want
Autonomy Respected and Responsible Expressing yourself / hiding	I like being chosen to do things in school
	I can stand up for myself in school
	People listen to me in school
	I would complain if I felt picked on by anyone in school
Safe Feeling Healthy / safe	Other pupils look out for me in school / make sure I am feeling ok
	Adults look out for me in school / make sure I am feeling ok
	I feel safe in school
	I feel good about myself in school

5 INTERPRETING THE RESULTS

Once the Microsoft Glow Form data has been transferred to the question analysis sheet, the GMWP produces a 'score' for each of the four sections linked to the wellbeing indicators.

Agency	Competence & Skills	Achieving & Active
Affiliation	Belonging	Nurtured & Included
Autonomy	Capable & Trusted	Responsible & Respected
Health & Safe		Healthily & Safe

The *Agency* section reflects the degree to which the child or young person feels they are Achieving and Active.

The *Affiliation* section reflects the degree to which the child or young person feels Nurtured and Included.

Autonomy has two sections linked to feeling Respected and Responsible:

- Negotiation: the degree to which the child or young person is able to have their own needs met whilst also respecting the needs of others.

- Expression: the degree to which the child or young person is able and willing to express themselves and their needs.

The fourth continuum is the extent to which a child or young person feels *Healthy and Safe* in the school or setting.

It is essential that the results are checked by the teacher soon after the children or young people have completed the survey in case any safeguarding concerns have been highlighted and require actions to be taken.

5.1   Transferring your responses onto the Analysis Grid.

This video provides a demonstration of how to transfer the date from your Microsoft GLOW form to the data analysis sheet.

A step-by-step guide is available below:

Step 1:	Open the Microsoft form and click on 'RESPONSES' tab on top right.
Step 2:	You can opt to view the responses or open click 'open in excel' which will allow you to view individual, group, class or whole school responses.
Step 3:	Copy the data
Step 4:	Open the 'Excel Analysis Grid'
Step 5:	Paste you date into the analysis grid
	Be careful is you have added any additional questions as these wont be accounted for in the analysis grid
Step 6:	Save your analysis grid(s)

Once class / group information on the analysis sheet is shared with the class teacher / practitioner, they can interpret the results on an individual basis, by group or class basis, or indeed results can be analysed by looking at the whole school results together.

5.2   How can the data be used?

The raw data will provide an overview of areas of strength and identify potential gaps in each section, **Agency, Affiliation, Autonomy** and **Healthy** and **Safe** and there are a range of ways in which the information can be used.

- The data can be used to identify pupils requiring interventions whilst also specifying the area the intervention should target. The profile can be repeated at regular intervals to ensure that interventions are having the desired impact.

- The class teacher can use this data to inform professional dialogue at tracking meetings with the Senior Leadership Team and to identify targets at whole school, class, group or for individuals.

- The class teacher can share data with the class and engage in dialogue around the results, identifying strengths and needs along with agreeing next steps together.

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- The Wellbeing Profile empowers children and young people to take part in meetings about themselves and gives them a framework with which to express their views and help to identify next steps within their own learning, linking to the Getting it right for every child (GIRFEC) processes.

- The Wellbeing Profile can be repeated throughout the school year or at transition stages in order for the school or setting to track the impact of interventions at school level, class or group level or on an individual basis.

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6 STRENGTHS AND NEEDS

The analysis of the data will highlight areas of strength and areas of improvement at school, class, group or individual levels.

This data will provide the basis to collaborate with staff, children and young people to identify and agree goals or next steps and how these will be achieved.

Timescales for achieving goals and next steps should be identified, as well as timescales for repeating the profile to measure progress over time.

This video outlines how to interpret and analyse the data.

Below is an example of a whole school analysis from a secondary in Dumfries & Galloway.

Commented [JB1]: This possibly needs another section in previous part on how to analyse?

Over 75% (Most 75-90% Almost All 90%+)	50-75% (Majority 50-75%)	Below 50% (Less than half 15-49% Few up to 15%)
84.4% I have friends in this school	72.7% I like this school	32.5% I like being chosen to do things in schools
79.2% I work hard at this school	54.5% People in this school can help me if I get upset	45.5% I would complain if I felt picked on by anyone in school
74% I am proud of the work I do in this school / my wok is good	51.9% I belong to this school / I feel important to this school	
81.8% I follow the school rules	61% Teachers tell me what I am good at	
I stay calm even if I don't get what I want	67.5% I will keep trying even if the work is hard	
	53.5% I am good working with others	
	63.6% I can wait until its my turn	
	71.4% I can stand up for myself in school	
	57.1% People listen to me in school	
	50.6% Other pupils look out for me / make sure I am feeling ok?	
	67.5% Adults look out for me in school / make sure I am feeling ok	
	70.1% I feel safe in school	
	62.3% I feel good about myself in school	

PART 2

7 SUGGESTED ACTIVITIES TO IMPROVE WELLBEING LINK TO SELF – DETERMINATION THEORY

This section of the guidance includes *suggested* activities that can be used at whole school, class, group or individuals level across various stages. It provides hyperlinks to a number of resources, examples of effective practice and strategies implemented by schools within Dumfries & Galloway which you may find useful.

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Whole school approaches

	GMWP Questions	Whole School Approaches	Resources to Support
AGENCY: ACHIEVING AND ACTIVE	I work hard in this school I am proud of the work I do / my work is good Teachers tell me what I am good at I keep trying even if I the work is hard	Review how the school recognises and celebrates achievement, ensuring a consistent approach is agreed and shared at whole school level to promote positive connections e.g., warm welcomes, eye contact, check-ins etc. Ensure a wide range of extra-curricular activities that are accessible and available to all pupils. Achievement Awards System Development and implementation of a Readiness to Learn strategy. Effective monitoring and tracking of wider achievements. Whole school celebration of achievements/success (including out of school) Provide opportunities for children and young people to build their resilience. Provide them with opportunities to develop the required skills, capabilities and attitudes to prepare for, respond and recover for adverse and challenging situations.	Profiling Employability Skills & Wider Achievement Profiling skills & achievements in the context of career education CIRCLE Resources For creativity to confidence & wellbeing The Journey: Adventures in Resilience Compassionate & Connected Classroom Scottish Attainment Challenge self-evaluation resource | Self-evaluation | National Improvement Hub (education.gov.scot) Daily registration/check in for every learner | Sharing what's working well | National overviews | Supporting remote learning | National Improvement Hub (education.gov.scot) Introduction to inclusive education – Free online professional learning | Self-evaluation | National Improvement Hub Community Learning and Development (CLD) | Sector | Learning in Scotland | Education Scotland Monitoring & Tracking at Douglas Academy

	GMWP Questions	Whole School Approaches	Resources to Support
AFFILIATION: NURTURED AND INCLUDED	I like this school I have friends in this school People in school can help me if I get upset I belong to this school / I feel important to this school	Self-Evaluation of Nurture Approaches Whole School Approach to Nurture, ACEs & Trauma Informed Practice Review and/or refresh of VVA Development and/or review/update Positive Relationships Policy Encourage Leadership at all levels Pro-actively highlight named person and other opportunities for pupils to access a key adult Empowerment of pupils – provide meaningful opportunities of pupils' voice. Prioritisation of Staff Wellbeing	Applying Nurture as a whole school approach: A framework to support self-evaluation Nurture & Trauma Informed Approaches: A Summary of Supports & Resources Sketchnote – Developing Vision Value & Aims Whole School Approach to Mental Health and Wellbeing NES Early Intervention Framework for Children and Young People's Mental Health and Wellbeing Nurture, Adverse Childhood Experiences and Trauma informed practice: Making the links between these approaches	Self-evaluation	National Improvement Hub (education.gov.scot) Respect Me	Anti-bullying help, advice and resourcesrespectme Policy through to practice – Getting it right	Learning resources	National Improvement Hub (education.gov.scot) Equality and Equity Toolkit	Learning resources	National Improvement Hub (education.gov.scot) Rights, Reviews and The Promise	Self-evaluation	National Improvement Hub (education.gov.scot) Embedding health and wellbeing across a learning community	Practice exemplars	National Improvement Hub (education.gov.scot) The Rights Respecting Schools Award	UNICEF UK

	GMWP Questions	Whole School Approaches	Resources to Support
AUTONOMY: RESPECTED AND RESPONSIBLE	I am good at working with others I can wait until it is my turn I follow the school rules I stay calm even if I don't get what I want I like being chosen to do things in school I can stand up for myself in school People listen to me in school I would complain if I felt picked on by anyone in school	Have themed whole school activities or assemblies looking at things from a different viewpoint. Provide opportunities within teaching and learning for pupils to work with others. Be good role models of school values. Encourage leadership at all levels. Professional learning embedding of Restorative Practice Positive Relationship Policy	How good is OUR school? Part 1 (education.gov.scot) Learner Participation in Educational Settings (3-18) | Self-evaluation | National Improvement Hub Recognising and realising children's rights: A professional learning resource to promote self-evaluation and improvement planning | Learning resources | National Improvement Hub (education.gov.scot) An Empowered System | Learning resources | National Improvement Hub (education.gov.scot) #respectmeans – A learning resource that examines how developing respectful relationships can prevent bullying | Learning resources | National Improvement Hub (education.gov.scot) Resilience alphabet - building inner strength and wellbeing for kids - primary | Learning resources | National Improvement Hub (education.gov.scot) Better relationships, better learning, better behaviour | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland Renfrewshire's Nurturing Relationships Approach (RNRA) | Practice exemplars | National Improvement Hub (education.gov.scot) Restorative approaches - Peer mediation | Learning resources | National Improvement Hub (education.gov.scot)

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	GMWP Questions	Whole School Approaches	Resources to Support
HEALTHY & SAFE	Other pupils look out for me in school / make sure I am feeling ok Adults look out for me in school / make sure I am feeling ok I feel safe in school I feel good about myself in school	Ensure consistent messages are shared relating to personal hygiene. Find out from the children and young people what would make them feel safe in school and embed this in school values Whole school relationships policy Use the Learner Participation framework to ascertain areas for improvement Target setting for wellbeing Access a rich HWB curriculum reflective of pupils needs Social and Emotional programmes such as Emotion Works, PaTHs etc. embedded across the whole school Implementing Living Life to the Full, SQA Mental Health Awards	The Cycle of Wellbeing | Learning resources | National Improvement Hub (education.gov.scot) Safeguarding and child protection | Resources | Education Scotland Positive mental wellbeing - resources to support children and young people | Learning resources | National Improvement Hub (education.gov.scot) A summary of anti-bullying resources | Learning resources | National Improvement Hub (education.gov.scot) Mentors in Violence Prevention (MVP) - An overview | Practice exemplars | National Improvement Hub (education.gov.scot) Equally Safe at School | A whole school approach to preventing gender-based violence The LGBT Charter | LGBT Youth Scotland | LGBT Youth Scotland Addressing inclusion - Effectively challenging racism in schools | Learning resources | National Improvement Hub (education.gov.scot)

Classroom Approaches

	GMWP Questions	Classroom Approaches	Resources to Support
AGENCY: ACHIEVING AND ACTIVE	I work hard in this school I am proud of the work I do / my work is good Teachers tell me what I am good at I keep trying even if I the work is hard	Choose activities that link to current and local issues, therefore helping to provide purpose. Review the structure of the class timetable over the day and week – does it include active / play based learning throughout? Are there opportunities for learning outdoors? Focus on specific and clear goals: work out where you are now and where you want to go, make this visible in the classroom and where possible, set out and share your intention and progress with the rest of the school/setting. Promote pupil voice within the curriculum and learning & teaching. Growth Mindset lessons and culture/ethos.	A summary of outdoor learning resources	Learning resources	National Improvement Hub (education.gov.scot) Sketchnote - Wellshot Primary School - Implementation of playful pedagogy - May 2019	Practice exemplars	National Improvement Hub (education.gov.scot) Better Movers and Thinkers classroom activities	Practice exemplars	National Improvement Hub (education.gov.scot) The Daily Mile, Scotland	Research	National Improvement Hub (education.gov.scot) Resilience alphabet - building inner strength and wellbeing for kids - primary	Learning resources	National Improvement Hub (education.gov.scot) The Journey: Adventures in Resilience	Health and wellbeing activities	Scotland Learns	National Improvement Hub (education.gov.scot) Poverty and Schooling: Where Mindset Meets Practice (2015)	Resources	National Improvement Hub (education.gov.scot) Promoting positive relationships and behaviour in educational settings	Resources	Education Scotland

	GMWP Questions	Classroom Approaches	Resources to Support
AFFILIATION: NURTURED AND INCLUDED	I like this school I have friends in this school People in school can help me if I get upset I belong to this school / I feel important to this school	Consult with pupils their thoughts around the current classroom environment to check how safe and welcoming it feels for them. Adapt different types of praise, reinforcement and feedback dependent on the needs of the pupils. Take time to share interests and opinions. Encourage a culture of it being okay to ask for help. Be proud of your class and the people in it. Encourage a climate of compassion. Teach and model the language of emotions, ensuring language used reflects child's emotional stage and cognitive level. Self Regulation. Always seek the hidden meaning behind behaviour – all behaviour is communication! Consequences should be appropriate and not shaming or excluding.	The Compassionate and Connected Classroom: A health and wellbeing curricular resource for upper primary | Learning resources | National Improvement Hub (education.gov.scot) #respectmeans – A learning resource that examines how developing respectful relationships can prevent bullying | Learning resources | National Improvement Hub (education.gov.scot) A summary of anti-bullying resources | Learning resources | National Improvement Hub (education.gov.scot) I Am Me Scotland | Learning resources | National Improvement Hub (education.gov.scot) Restorative approaches - Peer mediation | Learning resources | National Improvement Hub (education.gov.scot) Attachment Theory and Practice | Practice exemplars | National Improvement Hub (education.gov.scot) Self-Regulation: What it is and Why it is so Important in the Early Years - Thrive Nurseries, Thrive Childcare and Education in the UK Promoting positive relationships and behaviour in educational settings | Resources | Education Scotland Restorative approaches to support positive relationships and behaviour | Resources | Education Scotland Involving children and young people | Preventing and responding to bullying | Bullying | Resources | Education Scotland

	GMWP Questions	Classroom Approaches	Resources to Support
AUTONOMY: RESPECTED AND RESPONSIBLE	I am good at working with others I can wait until it is my turn I follow the school rules I stay calm even if I don't get what I want I like being chosen to do things in school I can stand up for myself in school People listen to me in school I would complain if I felt picked on by anyone in school	Focus on establishing positive relationships with pupils and attempt to attune to them as and when they need it. Model respectful and positive interactions with pupils. Ensure your class has a climate encouraging for good listening and taking turns. Ensure learner voice is listened to and actioned upon. Discuss and agree strategies to stay on task. Encourage a climate where learners can express their needs, feelings and emotions If someone is frustrated, give them time to work out what it is they want or need Use of de-escalation & co-regulation strategies	Promoting Positive Relationships and Behaviour in Educational Settings	Learning resources	National Improvement Hub The Journey: Adventures in Resilience	Health and wellbeing activities	Scotland Learns	National Improvement Hub (education.gov.scot) Emotional check-ins (youtube.com) Relationships (youtube.com) SLF online 2021 Relational and restorative approaches to support positive behaviour (youtube.com) Promoting positive relationships and behaviour in educational settings	Resources	Education Scotland

	GMWP Questions	Classroom Approaches	Resources to Support
Healthy and Safe:	Other pupils look out for me in school / make sure I am feeling ok Adults look out for me in school / make sure I am feeling ok I feel safe in school I feel good about myself in school	Have clear routines that everyone can adhere to Provide safe spaces in their class to support emotional regulation Set clear and consistent boundaries with pupils to establish a sense safety Ensure the staff working with the class are self-aware and self-regulate in order to support pupils	A summary of anti-bullying resources	Learning resources	National Improvement Hub (education.gov.scot) Due regard for learner wellbeing and safeguarding	Sharing what's working well	National overviews	School and ELC inspection findings	HM Chief Inspector reports and guidance	Inspection and review	Education Scotland Safeguarding and child protection	Resources	Education Scotland The Cycle of Wellbeing	Learning resources	National Improvement Hub (education.gov.scot) DigiLearn (glowscotland.org.uk)

Approaches for Individuals

	GMWP Questions	Individual Approaches	Resources to Support
AGENCY: ACHIEVING AND ACTIVE	I work hard in this school I am proud of the work I do / my work is good Teachers tell me what I am good at I keep trying even if I the work is hard	Select and choose activities that make you feel good Don't give up – find another way of doing things Tell people about things you do outside of school Select and choose activities that give you a sense of purpose Get advice from people who have achieved the goals you are aiming towards Keep reminding yourself of your own strengths and achievements Take part in a wide range of activities, particularly sport Concentrate on doing your best rather than getting focussing on who is the best Accept the areas you need to work on and believe you can change Focus on specific and clear goals: work out where you are now and where you want to go	Information for Young People	Get Informed	Young Scot My World of Work | Resilience toolkit : Mentally Healthy Schools

	GMWP Questions	Individual Approaches	Resources to Support
AFFILIATION: NURTURED AND INCLUDED	I like this school I have friends in this school People in school can help me if I get upset I belong to this school / I feel important to this school	Ask for support from others when you need it Think of things you are proud of about your school and share these with others Make an effort to show an interest in others Respect others' opinion even when it is different to your own Try to understand different beliefs and cultures	Respect Me | Children and Young People | Anti-bullyingrespectme Friends | Tips and Advice about Friendships | YoungMinds

	GMWP Questions	Individual Approaches	Resources to Support
AUTONOMY: RESPECTED AND RESPONSIBLE	I am good at working with others I can wait until it is my turn I follow the school rules I stay calm even if I don't get what I want I like being chosen to do things in school I can stand up for myself in school People listen to me in school I would complain if I felt picked on by anyone in school	Make an effort to be a good listener and contributor when you are working in a group Try to see things from other peoples' point of view Accept that you can't always get your own way Try to ask really good questions Be a positive role model for others Work out what you would like teachers to say about you Accept responsibility for your own learning Seek opportunities to help others Be prepared to take the lead when you can Keep a sense of humour Resist other people's attempts to distract you Work on holding others' attention Learn to express both positive and negative emotions Find activities that let you express yourself Don't let criticism stop you expressing your ideas and opinions	Information for Young People | Get Informed | Young Scot The Compassionate and Connected Classroom: A health and wellbeing curricular resource for upper primary | Learning resources | National Improvement Hub (education.gov.scot) Young people's mental health (seemescotland.org)

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	GMWP Questions	Individual Approaches	Resources to Support
Healthy and Safe:	Other pupils look out for me in school / make sure I am feeling ok Adults look out for me in school / make sure I am feeling ok I feel safe in school I feel good about myself in school	Talk to someone you can trust if you are not feeling okay or safe Remind yourself of things to be grateful for each day	Keeping children safe | NSPCC Childline | Childline SAMH Information Service | SAMH YoungMinds | Mental Health Charity For Children And Young People | YoungMinds HandsOn (handsonscotland.co.uk)

For further information and details relating to the Wellbeing Profile, please contact enquiries@educationscotland.gov.scot or call 0131 244 4330.

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