

## Excellent Experiences

The first page of this document identifies the aspects of the School Improvement Plan that our Health & Wellbeing plan will feed into.

The HWB plan is detailed from p2 onwards.

### Excellent Experiences

<b>National Priorities:</b> <b>Improvement in young people's health and wellbeing – physical, mental, personal, social, emotional, academic</b>		
<b>NIF Drivers</b>	<b>Expected Outcome / Impact (what we will measure and report on)</b>	<b>Activities (what we will do to bring about improvement)</b>
Assessment of Children's Progress	<ul style="list-style-type: none"> <li>The curriculum's ability to enable all young people to be successful, confident, responsible, effective</li> <li>Opportunities for pupils to develop knowledge, understanding and skills for life, learning, work and participation in a global multicultural society</li> <li>Experiences that support pupil's to develop their personality, talents, mental, spiritual and physical abilities to their fullest potential</li> </ul>	<ul style="list-style-type: none"> <li>PL on meeting the needs of diverse learners to ensure pupils get the right help at the right time by the right people and support services on delivering our expectations within <i>Getting it right for every child</i>.</li> <li>PLL for staff involved in the delivery of wellbeing, health, DYW, Equality</li> <li>Use tracking to evaluate progress, wellbeing, engagement, participation</li> <li>Ensure for pupils the areas of need are identified and provision put in place to support those most at risk of underachieving</li> </ul>
Teacher Professionalism	<ul style="list-style-type: none"> <li>PL opportunities promoting inclusive practices to meet the diverse needs of pupils</li> </ul>	<ul style="list-style-type: none"> <li>Embed a culture of safeguarding throughout the school &amp; departments</li> <li>Ensure policies and procedures promote excellent behaviour and that sanctions are implemented effectively and consistently</li> </ul>
School Improvement	<ul style="list-style-type: none"> <li>Teacher and pupil digital technology confidence</li> <li>The culture of wellbeing experienced using the wellbeing Shannari indicators</li> <li>The number of young people reporting their experience of bullying and/or racist behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Use HWB Tracking tool to identify interventions for pupils at risk of disengagement, analysing data across cohorts and identifying trends</li> <li>Promote wellbeing across the school with identified inputs by depts.</li> <li>Promote mental wellbeing through prevention and early intervention</li> </ul>
School leadership	<ul style="list-style-type: none"> <li>PLL for MHFA/Mental Health activities</li> </ul>	<ul style="list-style-type: none"> <li>Promote equality and respect through Social Justice teachings</li> </ul>
Parental Engagement	<ul style="list-style-type: none"> <li>Delivery on the Govt's. equality outcomes 21-22</li> <li>Partnership working to ensure smooth transition; primary to secondary, secondary to positive and sustained leaver destinations</li> </ul>	<ul style="list-style-type: none"> <li>PLL on equality &amp; diversity issues, and support for addressing inequity</li> <li>Develop parental awareness of health and wellbeing through parent engagement and targeting of support for mental health and ASN.</li> </ul>
Performance Information	<ul style="list-style-type: none"> <li>Pupil contribution to reviewing and evaluation of our work and priorities in our SIP</li> <li>Teachers understand what ASN are, clear about role in supporting the identification of ASN and need to adapt teaching to ensure a meaningful learning experience for pupils</li> </ul>	<ul style="list-style-type: none"> <li>Develop parental awareness of health and wellbeing through parent engagement and targeting of support for mental health and ASN.</li> <li>Signpost pupils to tailored resources to encourage positive mental health</li> <li>Advance equity and equality between people with different protected characteristics, including those disadvantaged by poverty, and background</li> <li>Evaluate the quality of provision bringing together our quantitative and qualitative evidence base, including observing learning at first hand</li> <li>Data to be analysed to ensure that our outcomes are delivered in an effective and efficient manner and our impact can be readily determined</li> <li>Practice to include where &amp; how to access specialist expertise and support.</li> </ul>

Activity	Actioned by
1.4	2.1
1.5	2.3
2.4	2.5
2.6	2.7

Quality Indicators:	1.1	1.2	1.3	1.4	1.5	2.1	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3
---------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Area	Activity	Actioned by	Intended outcome
Tracking Wellbeing	<ul style="list-style-type: none"> <li>Review of current wellbeing tracking               <ul style="list-style-type: none"> <li>Consult pastoral support</li> <li>Review and develop PSHE lessons exploring the SHANARRI indicators</li> <li>Review and modify PSHE booklet tasks</li> <li>Explore additional tools such as the Glasgow Wellbeing model</li> <li>PL for pastoral staff</li> </ul> </li> <li>Record and analyse interventions put in place following wellbeing tracking</li> <li>Track JST data and input from external organisations</li> </ul>	<p>D Downie/C McCallum/Pastoral</p> <p>M McKean</p>	<p>Establish a comprehensive and robust tool that allows for successful tracking and monitoring of pupil wellbeing and for intervention to be put in place.</p> <p>Increase pupils ability to assess and articulate their wellbeing and therefore support pupils to understand their wellbeing and seek support wear required</p> <p>Analyse the interventions put in place to monitor success and impact</p>
Mental Wellbeing	<ul style="list-style-type: none"> <li>Regular positive mental Health Input in PSHE</li> <li>Comprehensive Mental wellbeing plan in place eg               <ul style="list-style-type: none"> <li>Bespoke programmes</li> <li>1 to 1 counselling</li> <li>MHFA</li> <li>Mental Wellbeing ambassadors</li> <li>Signposting resources</li> <li>Upskill parents</li> </ul> </li> <li>Professional learning activities for all staff to improve their</li> </ul>	<p>Pastoral</p> <p>C McCallum</p>	<p>Support pupils to achieve positive mental health with a view to ingrain a culture of strong and resilient young people who are capable of self-help and accessing support where required</p> <p>Increase skillset of parents and staff to promote mental wellbeing through prevention and early intervention</p>

	<p>confidence to promote wellbeing across the school</p> <ul style="list-style-type: none"> <li>• Mental Wellbeing SCQF award</li> <li>• Establish partnerships with different organisations and invite to assembly/RE/PSHE</li> <li>• Promotion of the support available to pupils</li> </ul>	E Ward/M McKean/Pastoral Support M McKean	
Physical Wellbeing	<ul style="list-style-type: none"> <li>• Physical Wellbeing Ambassadors</li> <li>• Re-launch and build back co-curricular clubs</li> <li>• Track engagement</li> <li>• PE and HE department to work in partnership to develop positive eating/lifestyle information</li> <li>• Establish partnerships with different organisations and invite to assembly/RE/PSHE</li> <li>• Wellbeing award in PE</li> </ul>	G Capuano C Lynch	<p>Increase the engagement of Physical activity. Build on the positive outcomes achieved during lockdown and encourage those who have become disengaged.</p> <p>Increased awareness about the positive impact of good physical health</p>
Relationships	<ul style="list-style-type: none"> <li>• Laudato Si' School</li> <li>• Rights Respecting School – achieve Bronze and works towards Silver</li> <li>• Raise awareness of the UNCRC across the school</li> <li>• Equality Ambassadors <ul style="list-style-type: none"> <li>○ Anti-bullying</li> <li>○ Anti-racism/Semitism</li> </ul> </li> <li>• Establish partnerships with different organisations and invite to assembly/RE/PSHE</li> <li>• Social opportunities for pupils (dictated by COVID-19 restrictions) <ul style="list-style-type: none"> <li>○ Consult pupils</li> <li>○ Pupil Forum members to take a lead role in planning activities</li> </ul> </li> </ul>	M McCoy F Kennedy	<p>During lockdown, pupils spoke of holding onto peer support (learning and mental health) and sense of community between staff and pupils and the working in collaboration and connectedness with all stakeholders. The aim would be to develop this further and to encourage involvement from those who have become isolated</p> <p>Increase the sense of community and inclusive environment where all are supported.</p> <p>Reduce inequity</p> <p>Increase pupil voice and peer support.</p>

	<ul style="list-style-type: none"> <li>• Celebrate Achievement</li> <li>• Gain feedback from pupils, parents and staff following HWB inputs</li> </ul>	PT Developments C McCallum/G Capuano/F Kennedy Pastoral	Pupils have the opportunity to evaluate their support and suggest ideas/improvements
--	--	---	--

