

Supporting Young Person with Self Regulation Inverkeithing High School

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Rationale

The number of support timetable calls and SEEMis referrals being reported due to the pupil finding self-regulation problematic, was becoming a cause for concern. Often incidents were a result of the young person trying to gain acceptance and attention from peers which presented at times extreme and inappropriate behaviours, for example swearing at teachers. A key focus of this improvement work was to build on the positive relationship the learner had formed with a Pupil Support Officer (PSO) and opening up opportunities to support them with an infrastructure of support to aid self regulation. In response to COVID-19 schools re-entered lockdown on the 4th January. Consequently, the improvement focus shifted to engagement whilst learning from home.

Improvement Aim: By 18th December to reduce number of duty calls and referrals to less than 1 per week (baseline: 2-4 weekly duty calls & referrals a regular occurrence).

Improvement Aim 2: During Lockdown (January 2021) for YP to connect weekly with PSO (baseline: lockdown 2020 no contact with YP).

Method

- Attended Intensive Quality Improvement Programme (IQIP2) to develop our knowledge and skills of Quality Improvement Methodology.
- Reviewed available data (attendance, referrals, support timetable calls) to gain a better understanding of what was happening for this young person. Tracked subsequent data shifts.
- From the onset the learners opinion and voice was listened to and considered at every stage of the improvement journey.

Process Change

Building trusting relationships with young person and parent. Taking time to involve and ask for/listen to their perspectives, opinions and ideas.

| Change Ideas Tested | |
|--|--|
| In school | During Lockdown |
| <ul style="list-style-type: none"> • weekly 1:1 sessions with PSO • Daily check ins with PSO (break time) • PSO check ins with teachers • Pupil supported to identify coping strategies to support self-regulation e.g. fidget cube, stressman • Agreement for pupil to leave challenging classes for a 5-minute break with PSO when needed | <ul style="list-style-type: none"> • Phone call check ins • PSO engagement activities • Walk talk sessions • Phone calls with parent |

Achievements

During lockdown YP engaged weekly with activities set by PSO, this was a significant improvement from the last lockdown (baseline: contacts during lockdown 2020: 0).

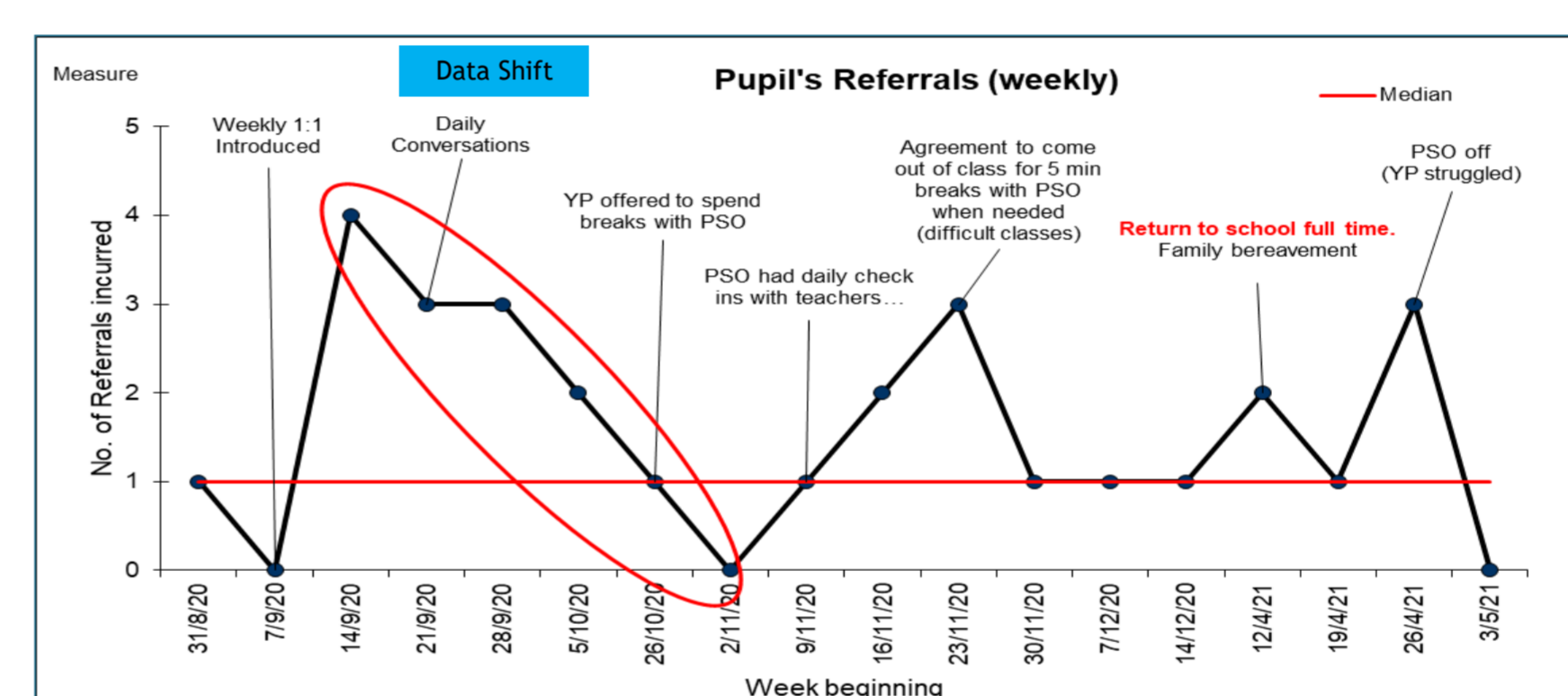
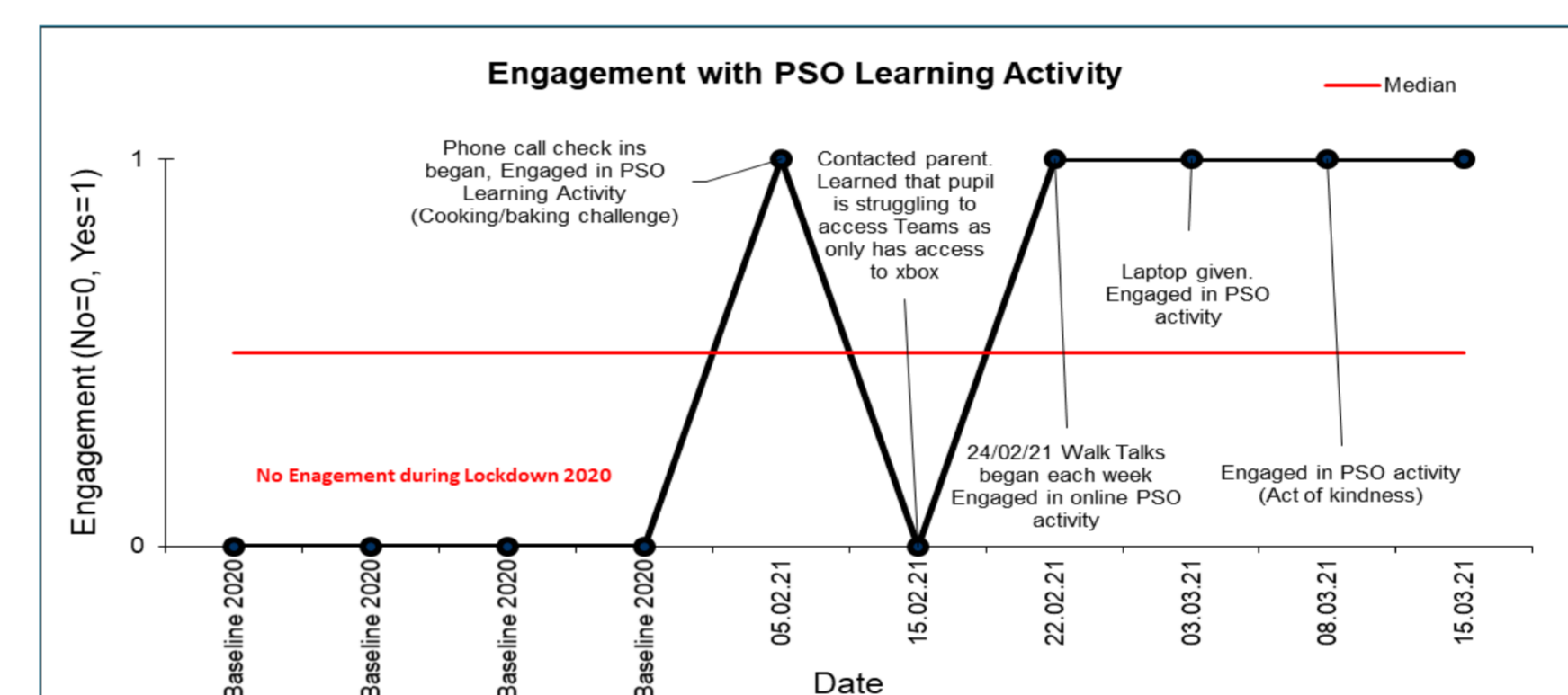
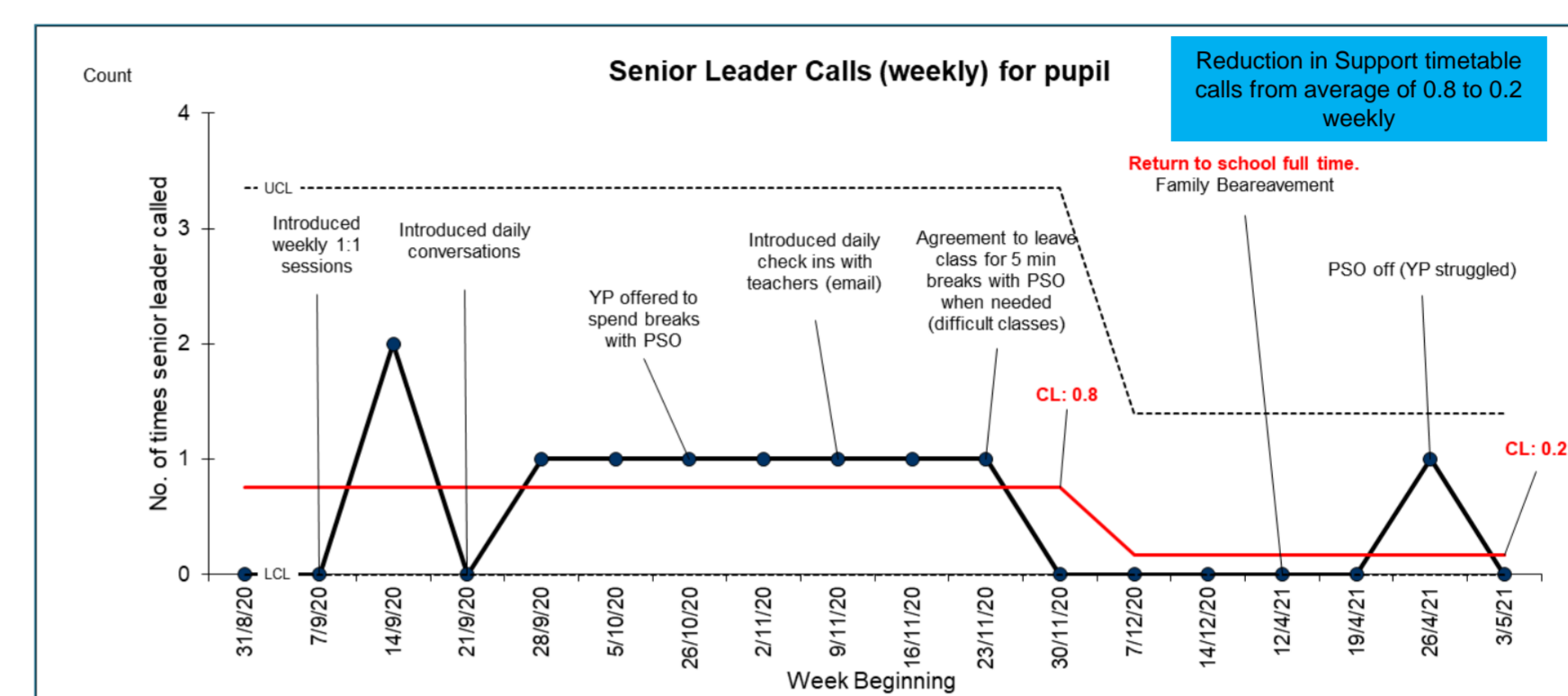
"The 121 sessions stopped me getting angry in school and I liked having them and having the privacy to talk."
(Pupil)

"Key member of staff gave him a safe space to calm down and to help him manage his emotions."
(parent)

Key Learning Points

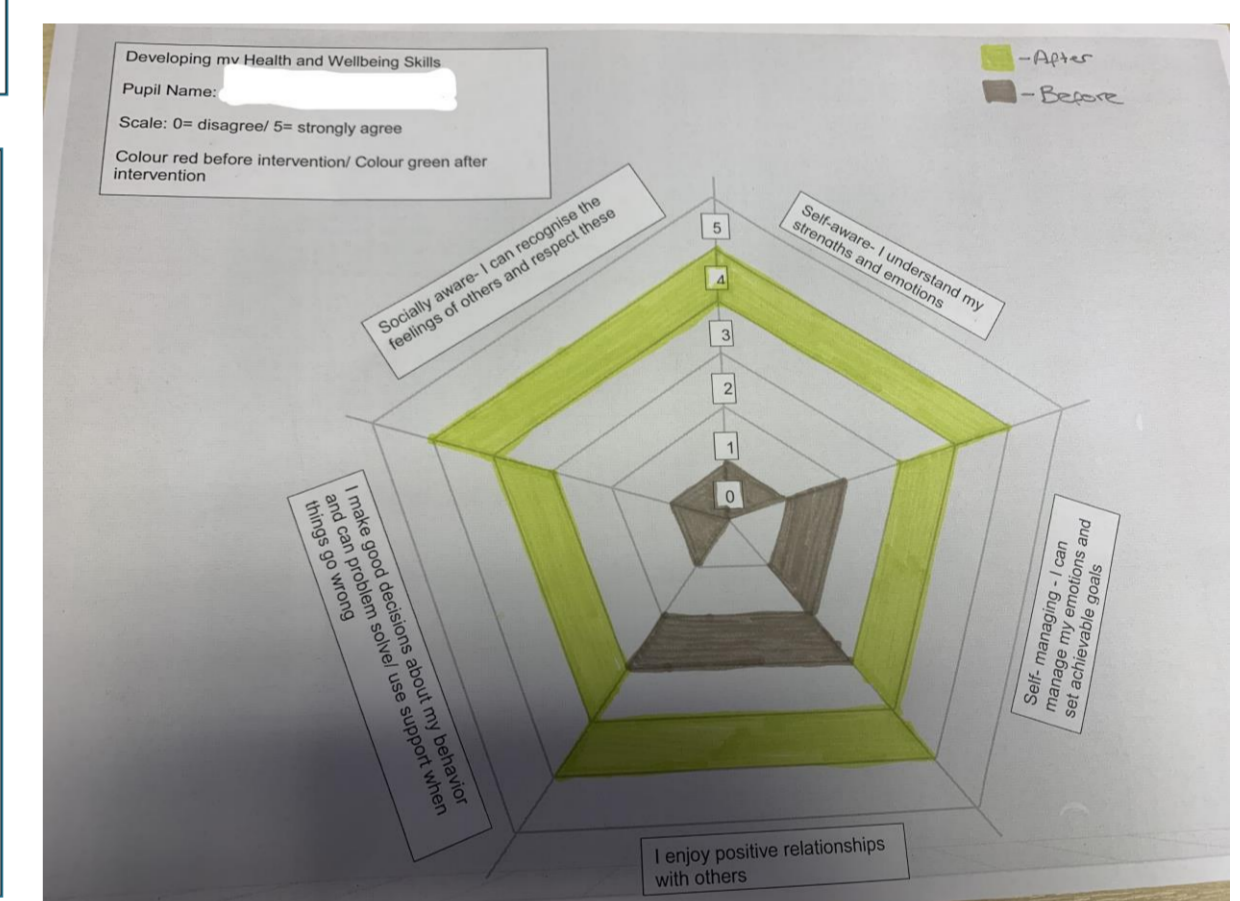
- Missing out on the normal transition period from primary to high school (impact of Covid-19) resulted in a detrimental impact on learner's S1 transition and experiences.
- Young person thrives from having a trusted relationship with a key attuned adult that shows interest in them and their individual strengths, interests and talents.
- PSO support has strengthened home-school relationship. Parent has been grateful of school support and open to ongoing dialogue, something they would not have engaged in prior to this project.
- A poor experience in one class was enough to send learner into a downward spiral in other classes. Pupil self-reporting daily updates to PSO during break time check-ins encouraged pupil agency, provided an effective way of gaining insight into their day and highlighted what was going well and any anxieties.
- The data does not show some of the wins that we have had with the young person. For example the resilience of the learner in challenging situations. Learner would have reacted in quite an extreme way at the start of the year when things went wrong, compared to a more self-regulated approach currently.

Results



"YP's presence in school is completely different."
(PSO)

Health & Wellbeing Web Capturing YP's perspective on their behaviour change!



Conclusions

- Relationship building between a key attuned adult (PSO) and pupil demonstrated positive signals in beginning to reduce the number of referrals and support timetable calls for this learner.
- Providing learner with the option to leave class for a 5 minute break in a safe place, when experiencing challenges showed positive signal of improvement.
- During lockdown, the pupil was reluctant to complete curriculum work, however engaged extremely well within PSO walk and talks along with weekly challenges set out. This maintained a school connection which has supported a smoother transition back to school following the second lockdown.

Next steps

With the pupil returning to full time schooling, the improvement focus has returned to their referrals and support time table calls. Learner's relationship with PSO has continued to strengthen. It has been highlighted that learner is finding two specific classes challenging. Our next step will be to test whether PSO support in these classes leads to a reduction in challenging behaviours and subsequently referrals/support time table calls.

To maintain and strengthen parental engagement and harness the potential of this relationship to overcome barriers and support pupil learning and school experience. To continue to monitor pupil's academic progress and behavior to ensure that strategies in place continue to support them to self regulate and access to the full curriculum.



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