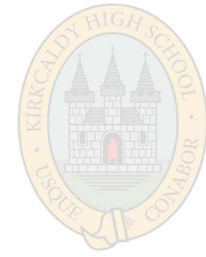


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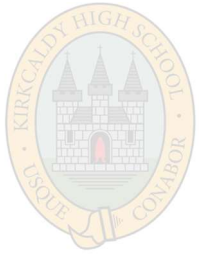


The information below is based on the Scottish Government's approach to assessing and improving the Wellbeing of all Young People in Scotland, commonly known as GIRFEC (Getting It Right For Every Child).

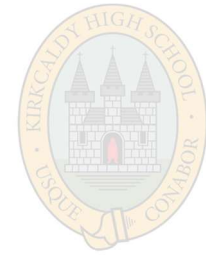
We worked with Young People to improve and assess their understanding of GIRFEC, and then surveyed those across our Broad General Education (S1-S3). They told us:

- Almost all young people feel SAFE, HEALTHY, that they are ACHIEVING, NURTURED, ACTIVE, RESPECTED, RESPONSIBLE and INCLUDED.
- Most Young People know how to access their Guidance teacher
- Most Young People are aware of different opportunities for support that exist within the school, at a Universal level and in terms of a targeted approach
- Most Young People know how to report bullying and can articulate the range of option open to them to do this.

We are currently, planning to respond to what our Young People are telling us, as summarised in the final section below, and will capture an overview of their Wellbeing bi-annually, to ensure we continue to listen to, and be responsive to, their needs.



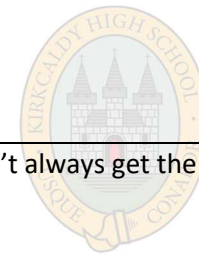
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Question	%age Yes	%age No	Why? - "You Said"
Q1. Do you feel safe in school and at home?	97%	3%	<ul style="list-style-type: none">• Name-calling• Issues at home• Anxiety issues• People can be unpredictable
Q.2 Do you feel healthy?	92.5%	7.5%	<ul style="list-style-type: none">• My mental health is not good• I'm overweight• I don't do any sports activities/don't exercise enough• I have health issues• I don't eat enough/eat the right foods• I feel stressed• I don't know
Q.3 Do you feel active?	92%	8%	<ul style="list-style-type: none">• I don't get involved in things• I don't go out much• I don't exercise enough• I don't know
Q.4 Do you feel nurtured, at home and at school?	96%	4%	<ul style="list-style-type: none">• I feel that no one likes me• I feel drained with all the things I have to do• I get bullied• There is nothing in school to help people feel nurtured
Q.5 Do you feel you are achieving in school?	94%	6%	<ul style="list-style-type: none">• I can't do the work so I mess around• There's too much homework and tests• I don't do enough work in and out of school• I don't get the help I should get• I feel like I'm doing worse than I was before• I can be lazy• I don't have any confidence• I worry about what others think of me



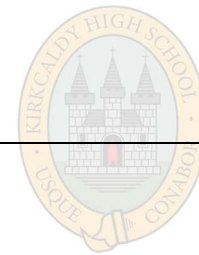
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			<ul style="list-style-type: none"> • Things are difficult at home so I don't always get the chance to recharge • I feel anxious all the time • I feel like I'm never good enough • I talk too much • I get distracted easily • I don't know
Q.6 Do you feel you are respected, in school and at home?	93.4%	6.6%	<ul style="list-style-type: none"> • I don't feel listened to or helped enough • The corridors are busy and people push past me • Bullying • People don't have basic manners • I don't get on with my siblings
Q.7 Would you consider yourself to be a responsible person?	93%	7%	<ul style="list-style-type: none"> • I'm not always respectful enough • I can be cheeky • I need to think before I speak • I'm not as sensible as I could be • I don't know
Q.8 Do you feel included in decisions/activities that affect you?	94%	6%	<ul style="list-style-type: none"> • Ask me questions • Listen to me • I don't know
Q.9 Do you know how to access your Guidance teacher?	85.3%	14.7%	
Q.10 How would you access your Guidance teacher?	<ul style="list-style-type: none"> • Go to their office • Go to their office at break or lunch • Find out which classroom they are in and go there • Go to my House Guidance base • See them during PSE periods • Ask a teacher where my Guidance teacher is • Ask my parent to contact the school • Put a note through the door to say I'm looking for them 		



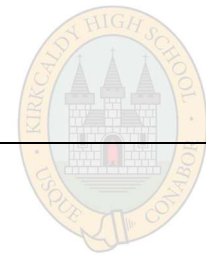
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	<ul style="list-style-type: none">• Find my Year Head• Ask the office where they are• Go to the Inclusion Hub• Email them/Message them through TEAMS• Go to PSO• Go to their office before school
<p>Q.11 What would make it easier for you to access your Guidance teacher?</p>	<ul style="list-style-type: none">• Reminders of how to get to their base• If they put a note on the door/sign on their door to let people know where they are if we need to find them• Going around the school and to classes when they have free periods• Posters to say where they are• Put office number on timetables• QR codes on school walls• Having a set time you can go and see them• Doors labelled• If I had them in my classes• Have a check-in time on a Friday• Having Guidance teachers' emails on posters in the school so you can email them if you can't find them• Guidance teachers' timetables pinned to the door so I know where they are• Be able to book an appointment• A school phone available to contact Guidance direct
<p>Q.12 What support is there in school for your Wellbeing?</p>	<ul style="list-style-type: none">• Sports and activities• Guidance teacher• SHANARRI• Inclusion Hub• All teachers, PSAs and PSOs, and the office staff• My friends• Passes to help with certain issues• Nurture Group• Good food to keep us healthy• There are group you can attend for support



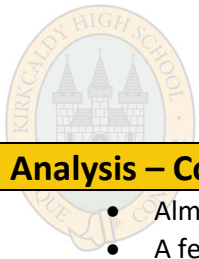
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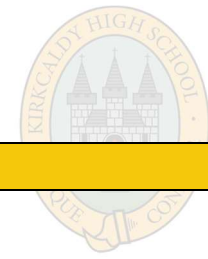
	<ul style="list-style-type: none"> • Free soup at lunchtime • First Aid • Mental Health Ambassadors • Use of laptop to help me learn • Year Head • Children’s Rights information/UNCRC • Teachers make sure you know what you’re doing and you’re ok • C20 • Support teachers • MVP Mentors • School Nurse • We are kept safe • We have a class all about Wellbeing/SHANARRI • “The support I get makes me feel happy and I feel like there is still a little bit of my home with me” • I don’t know
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Q.13 Do you know how to report bullying incidents in school?	%age Yes	%age No
	87.3%	12.7%

Q.11 How would you report bullying?	Teacher/Trusted Adult: 40% QR Code: 2.3% Post Box: 9% DHT/HT: 19% Gt: 120 – 34% PSO/PSA: 2.6% Home/Friends: 2.6%
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Analysis – Common Themes

- Almost all young people feel safe in school.
- A few young people feel their mental and physical health could be better
- A few young people need support to develop their resilience and their confidence
- A few young people don't feel their views are routinely considered
- A few young people find managing relationships difficult

"We Did/Are Doing"

Work creatively with partners to deliver bespoke programmes to all Young People. This includes Police Scotland, Safer Communities, Educational Psychology staff and Barnardo's.

Deliver, with partners, targeted interventions for specific groups of young people, including in the areas of mental health and exercise.

Creation and distribution of our Padlet, to help young people access strategies to support better mental health and wellbeing. This will also be shared with parents/carers so they too are aware.

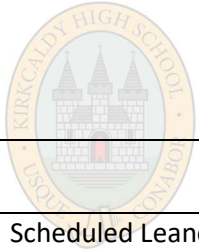
The range of extra-curricular activities available to all Young People highlighted in PSE and at assemblies, on an ongoing basis.

Revision lessons on what constitutes bullying behaviour, how to report this and options for addressing it. This will encompass a recent Scottish Government update to managing episodes of alleged bullying behaviour.

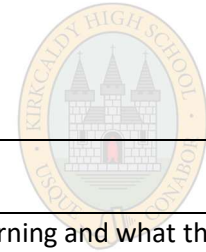
A standardised approach to homework, with a rota system that ensures tasks are managed and manageable.

Homework club in school, supported by staff and S6 pupils, and publicised via the Blue Bulletin.

All profiles for those young people with Additional Support Needs reviewed at least annually, and more often where required.



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Scheduled Learner Conversation opportunities for all young people, in all subjects, based on how they are progressing with their learning and what their next steps should be. This is a similar process to what already exists in the Senior Phase (S4-S6)

Standardised approach to planning for learning across S1, with S2 and S3 to follow systematically.

A “One-Stop-Shop” reference system, so all staff have a single point of reference to help them understand all young people as learners

A planned and systematic process for gathering Pupil Voice, so our young people are central to the decision-making within school

Self-evaluation processes for all faculties, with a focus on strengths and areas for development.

Trailing a QR code system so Young People have access to their Guidance teacher even if they can't find them. For those without a phone or data, alternative provision will be available via the office.

A rota system will be implemented to ensure all Young People have access to their Guidance teacher for SE, at least for part of the year.