

Example scenarios to support decision-making alongside consent flowchart

Scenario 1

Kai is 13 years old and is on the roll of the local secondary school. Kai's attendance is currently sitting at under 40% and has been throughout S1 and S2. The new pastoral care teacher feels they have been unable to establish a relationship with Kai or their parent. The pastoral care teacher has attempted to understand the underlying cause of Kai's non-attendance through using a range of tools. Additionally, supports such as a reduced timetable and 1-1 check ins have not had an impact, despite regular review. Therefore, the pastoral care teacher feels that educational psychology involvement would be helpful. Kai has expressed verbally they do not want anyone else involved although is unable to make alternative suggestions on how to move forward.

The pastoral care teacher determines that Kai has capacity to both make a decision and understand possible outcomes of the decision.

The pastoral care teacher must assess the potential adverse impact of Kai's decision on their wellbeing by referring to the SHANARRI indicators. Kai is not included in the school community and is socially isolated. Additionally, Kai is not accessing various areas of the curriculum. Therefore, the indicators of achievement and inclusion are being negatively impacted and the pastoral care teacher concludes that not involving educational psychology would have an further adverse impact on Kai's wellbeing.

Scenario 2

Rowan is 14 years old and has recently experienced the unexpected death of their father. Rowan's attendance has been negatively impacted and they have been more withdrawn. Rowan's pastoral care teacher seeks advice from educational psychology as they feel they don't have the necessary skills to support Rowan at this time. The pastoral care teacher determines that Rowan has capacity to make decisions and therefore discusses this with them. Rowan expressed verbally that they do not want to work with anyone else.

Rowan has good relationships with their teachers, including the pastoral care teacher, and has a supportive network of family and friends. Although Rowan is currently experiencing a negative impact across all SHANARRI indicators due to their grief, the pastoral care teacher decides that the indicators would not be further adversely impacted by not receiving support from educational psychology. Instead, they agree to explore suitable alternative supports within the school community (including Seasons for Growth and Whole School Loss and Bereavement) and agreed a date to meet to review progress and reconsider the idea of EP involvement if they felt things had not improved.