

Improving Health & Wellbeing: Our Strategic Plan 2025-2027

A comprehensive plan to ensure every learner feels included, respected, safe, and secure.



The Case for Change: What Our Data and Community Are Telling Us



Attendance

Attendance data indicates a continued rise in emotionally-based school non-attendance, highlighting the importance of a whole-school approach.



Behaviour

Referral, exclusion, and code analysis reveal a notable increase in dysregulated behaviour among pupils.



Mental Health

Feedback from the SHINE survey, staff, and parents identifies a growing need for targeted mental health interventions to address anxiety, sleep difficulties, and low mood.



Vulnerable Groups

Young Carers and Care-Experienced pupils continue to show lower attendance and attainment compared to their peers.



Safety & Respect

Data from the 'Equally Safe at School' survey and feedback from focus groups show a need to enhance our anti-bullying policy and improve understanding of gender-based violence.



Curriculum

Feedback from senior pupils suggests the Personal and Social Education (PSE) curriculum requires a refresh to ensure content is relevant and engaging.

Our Strategic Response: The Four Pillars of Wellbeing

Overarching Objective: - To achieve a significant and sustained **Improvement in children and young people's health and wellbeing.**



**A Safe,
Respectful,
and Inclusive
Environment**



**A Curriculum
for Resilience
and Pupil
Voice**



**Targeted,
Data-Informed
Support for
Every Learner**



**A Community
of Shared
Responsibility
and Expertise**



Pillar 1: A Safe, Respectful, and Inclusive Environment

All learners will benefit from an ethos and environment that promotes positive and respectful relationships, values diversity, and challenges discrimination.

Strategic Actions

- **Foster a Culture of Shared Responsibility for Attendance:** Relaunch the Whole School Attendance Policy, integrating the CIRCLE Inclusive Classrooms approach.
- **Build Positive Relationships and Behaviour:** Finalise and introduce a new Whole School Building Positive Relationships Policy, aligned with nurture and trauma-informed practices. Strengthen staff capacity through professional learning on CALM Theory and Positive Behaviour Support Plans.
- **Proactively Address Gender-Based Violence:** Deepen engagement with the Mentors in Violence Prevention (MVP) and Equally Safe at School programmes, including training a new S4 MVP cohort and running parent engagement sessions.
- **Uphold Our Commitment to 'Keeping the Promise':** Sustain and deepen support for Care Experienced (CE) young people through focused analysis of attendance, attainment, and tailored interventions.

Responsibility

DHT, PTPC Leads, Promise Champion

Pillar 1: Measuring Our Impact



Attendance

- An upward trend in overall pupil attendance.
- Consistent and effective use of tracking systems to support learners with Emotionally Based School Non-Attendance (EBSNA).



Safety

- Analysis of the bullying log shows a reduction in incidents related to gender-based violence.
- An initial increase in reporting is anticipated, reflecting improved confidence in reporting mechanisms.



Behaviour

- A measurable reduction in the number of behavioural referrals and exclusions.
- Analysis of referral codes will show a decrease in disruptive incidents.



Inclusion

- Pupil voice gathered via the ESAS survey will provide high-quality, actionable insights.



Care Experienced Learners

- Monitored improvements in attendance, attainment, and wellbeing measures over time for our care-experienced learners.



Pillar 2

Pillar 2: A Curriculum for Resilience and Pupil Voice

Core Outcome: All learners benefit from an effective PSE curriculum and have their voice enabled to influence decisions.

Strategic Actions

- **Strengthen Our Anti-Bullying Stance:** Relaunch the Anti-Bullying Policy through a whole-school campaign involving staff, pupils, and parents.
- **Enhance the PSE Curriculum:** Assign PTPCs strategic leadership of PSE, introducing structured quality assurance, an induction for staff, and closer BGE/Senior Phase collaboration. Use SHINE survey and stakeholder feedback to ensure a responsive curriculum.
- **Empower Pupil Leaders:** Relaunch and expand the Wellbeing Ambassadors Programme to S4-S6, providing targeted training in Suicide Talk and Mental Health First Aid.
- **Foster Peer Support Networks:** Continue the S1 Buddies programme and deploy S5-S6 Wellbeing Ambassadors for mentoring, with contributions recognised via Saltire Awards.
- **Partner for Expertise:** Work with the University of Glasgow's 'Eyes Wide Open' project to understand and improve adolescent sleep habits.

Pillar 2: Measuring Our Impact



Safety & Culture

- A measurable decrease in recorded bullying incidents.
- Whole-school participation in Anti-Bullying Week (Nov 2025) demonstrates collective commitment.



Pupil Voice & Support

- Qualitative feedback from focus groups provides evidence of the positive impact of Wellbeing Ambassadors.
- S1 pupils report a strong sense of belonging, facilitated by senior buddies.



Pupil Accreditation

- All S4 pupils will complete accreditation in the Mental Health and Wellbeing Award (Session 2025-26).
- Senior pupils involved in mentoring will achieve Saltire Awards.



Wellbeing Interventions

- Sleep workshops are successfully introduced to PSE classes and delivered to parents/carers.



PSE Quality

- Staff evaluations demonstrate increased confidence in PSE delivery.
- Classroom observations show increased learner engagement.



Pillar 3

Pillar 3: Targeted, Data-Informed Support for Every Learner

Core Outcome: All learners' needs will be promptly identified, with targeted interventions implemented, monitored, and evaluated to improve outcomes.

Strategic Actions

- 🔍 • **Systematise Wellbeing Tracking:** Continue BGE and establish new Senior Phase 'Wellbeing Indicator Tracking Sessions' to enable responsive interventions.
- 📋 • **Enhance Diagnostic Tools:** Introduce the 'Pupil Attitudes to Self and School' (PASS) survey to gather robust pupil voice data.
- 👤 • **Strengthen Staged Intervention:** Undertake a full refresh of the Staged Intervention (STINT) Framework, including professional learning, revised resources, and formal audit sessions to ensure consistency.
- 👤 • **Champion Young Carers:** Continue strategic commitment to Young Carers, working towards formal accreditation through the Young Carers Award.
- 👤 • **Expand Targeted Interventions:** Launch new programmes including a 'Cycle Maintenance Course' led by the Youth Worker and structured 'Reflections Groups' to help pupils cope with stress.
- 🏠 • **Improve Home-School Communication:** Host a series of Information Evenings for all year groups to enhance communication around key transition points.

Pillar 3: Measuring Our Impact



Data-Informed Impact

- Comparative analysis of wellbeing data will demonstrate measurable improvements for BGE and Senior Phase learners.
- Intervention tracking tools will provide clear evidence of impact.



Intervention Success

- Pupil voice from youth worker-led groups will illustrate increased confidence and skills.
- Pupils in 'Reflections Groups' will acquire practical tools to manage stress.



Framework Efficacy

- Feedback from SLT and PTPC staff will reflect increased confidence in applying the new STINT framework.
- Quality assurance will validate consistency and rigour.



SSR Progress

- Individual Learning Plans (ILPs) will evidence targeted strategies.
- Impact measured through increased pupil engagement, improved attendance, and measurable gains in attainment for identified pupils.



Parent & Carer Confidence

- Feedback following Information Evenings will evidence enhanced understanding and confidence in the school's support structures.
- TAC meeting feedback will show families feel included and heard.



Pillar 4: A Community of Shared Responsibility and Expertise

Core Outcome: All staff will recognise that mental health is a key responsibility of all and will be responsive to the wellbeing of each learner and colleague.

Strategic Actions

- **Deepen Professional Expertise:** Provide enhanced and ongoing training on Gender-Based Violence. Expand professional learning to include Applied Suicide Intervention Skills Training (ASIST) and train male staff as Mentors in Violence Prevention.
- **Embed a Shared Framework:** Promote mental health and wellbeing as a collective responsibility by embedding practices from the NES 'Framework for Children and Young People's Mental Health and Wellbeing'.
- **Prioritise Staff Wellbeing & Reflective Practice:** Introduce monthly debriefing and supervision sessions for the PTPC team. Promote wider staff wellbeing through INSET day debriefing sessions and dedicated events for World Mental Health Awareness Day.
- **Lead Whole-School Campaigns:** Coordinate high-profile activities for Anti-Bullying Week (Nov 2025) and the 16 Days of Activism against Gender-Based Violence (Nov-Dec 2025).

Responsibility: DHT, PTPC Team

Pillar 4: Measuring Our Impact



Staff Confidence & Competence

- Post-CLPL evaluations will demonstrate the high quality and impact of training.
- Whole-staff surveys will show a measurable increase in confidence to support learners' emotional and mental wellbeing.



Increased Capacity

- An increased number of staff will be trained in MVP and ASIST, contributing to a more trauma-informed culture.



Staff Wellbeing

- Staff wellbeing questionnaires will show that debriefing and supervision sessions have a positive impact on morale and resilience.
- A wider range of staff wellbeing initiatives will be scheduled.



Visible Culture of Wellbeing

- Mental health celebration events (e.g., World Mental Health Day, Time to Talk Day) will be embedded in the annual calendar and visibly promoted through school communications.

Our 2025-2027 Wellbeing Strategy at a Glance

Pillar 1: Safe & Inclusive Environment



- Relaunch Attendance & Behaviour Policies
- Deepen MVP Engagement
- Uphold 'Keeping the Promise'

Pillar 2: Curriculum for Resilience



- Enhance PSE Quality Assurance
- Expand Wellbeing Ambassadors
- Strengthen Anti-Bullying Policy

Pillar 3: Targeted Support



- Implement Wellbeing Trackers
- Refresh STINT Framework
- Launch New Interventions

Pillar 4: Shared Responsibility



- Expand Staff Training (ASIST/MVP)
- Embed NES Framework
- Prioritise Staff Wellbeing

**Improving
Health &
Wellbeing for
Every Learner**