

# Dykehead Primary School

*'Determined Pupils Succeed'*



## Pupil Wellbeing Policy

### Rationale

Wellbeing sits at the heart of the 'Getting it Right for Every Child' (GIRFEC) approach and reflects the need to tailor the support that children and their families are offered, to best meet their needs. A child's wellbeing is influenced by everything around them, and by the different experiences and needs they have at different times in their lives.

To ensure everyone has a common understanding of what wellbeing means, the Scottish Government has described wellbeing in terms of eight indicators:

*Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included*

These are sometimes abbreviated to the acronym known as SHANARRI as illustrated in the image below.



Policy and legislation around planning for children and young people’s wellbeing is complex and wide reaching. This policy covers those at the universal service end who require no specific intervention to those with the highest levels of need in receipt of very complex packages, and reflects the principles and values from, but not limited to, the following key policy and legislation:

***The Children and Young People (Scotland) Act 2014***

***Education (Additional Support for Learning) (Scotland) Act 2004***

***The Promise 2020***

***The National Child Protection Guidance 2021***

***The Children (Scotland) Act 2020 enshrining UNCRC in Scottish Legislation***

This policy pertains to the ethos and approaches at Dykehead Primary School, which support the best possible health and wellbeing in our pupils and families. Where there are concerns for a pupil’s wellbeing which may constitute a safeguarding risk or child protection concern, this policy should be read in conjunction with Dykehead Primary School’s Child Protection & Safeguarding Policy.

## Contents

What is Wellbeing? .....	2
Adverse Childhood Experiences.....	3
The Solihull Approach .....	3
The Principles of Nurture .....	4
A Staged Intervention Approach .....	5
Universal Provision and Support .....	5
Empowering Clusters .....	8
Additional Support .....	9
Intensive Support .....	9
Recording Keeping for Wellbeing .....	9

## What is Wellbeing?

Fullan (2021) makes the case for integrating wellbeing and academic learning, so that we might establish education as ‘something that prepares all students for the ever-complex world we live in’. He goes on to suggest that the focus to this point has been to tackle ‘illbeing’ and the wrongs of our culture, such as

programmes to reduce stress, bullying, and educate about dangers such as drugs or alcohol. At Dykehead our approach is to support and promote wellbeing in all that we do, through building capacities and qualities such as resilience, self-esteem, growth mindset, belonging, agency and motivation. This is balanced with support for illbeing when and where it occurs, through a staged intervention approach.

To measure pupil wellbeing and assess where we can work to build capacity, at Dykehead we use the RISE (Resilience in Schools and Education) survey with all pupils. The pupil reported survey provides measure of qualities such as Competence, Contribution, Confidence, Connectedness, Character, Coping, Control and Enjoyment. These broadly align with the competencies identified by Fullan.

### [Adverse Childhood Experiences](#)

Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being (Scottish Government Trauma Informed Practice Toolkit). The seminal Adverse Childhood Experiences (ACE) study (Felitti, et al., 1998) suggests that childhood trauma is common, such as; parental substance abuse or poor mental health; physical, sexual or emotional abuse; emotional or physical neglect; domestic violence; family separation, or an incarcerated parent. In Scotland, one in seven adults reported four or more ACEs, with those in the most deprived areas twice as likely than those in the least to experience this quantity of ACEs. Those who reported four or more ACEs were significantly more likely to have lower mental wellbeing scores, be obese, have cardio-vascular disease and/or limited long term physical or mental health conditions (Scottish Health Survey, 2019).

At Dykehead Primary School we aim to foster strong relationships with our children, families and community, in order to become aware of adverse childhood experiences where they have occurred, and plan support accordingly. We also aim to raise awareness amongst parents and carers of the potential impact on children of ACEs, in order to support them in better understanding their children's behaviour. This is primarily achieved through the principles of Nurture, and the Solihull Approach.

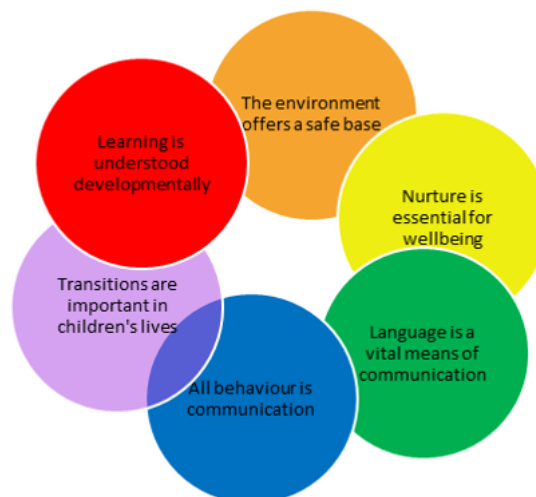
### [The Solihull Approach](#)

Solihull Training supports our school community to understand that:

- Early experience determines which parts of the brain grow and which parts of the brain do not.
- Memories of early experiences, especially strongly emotional ones, are not dependent on conscious processes, so a child may not consciously know why they have just reacted in a particular way in school.
- Early exposure to negative experiences e.g. abuse and neglect, limits long-term capacity to regulate feelings, so these pupils will be more reactive generally.

We need to facilitate the containment of children’s emotions/anxieties so that the child can concentrate and think, and reciprocity between the teacher or parent and child, so that the child is regulated enough to take in and process information.

### The Principles of Nurture



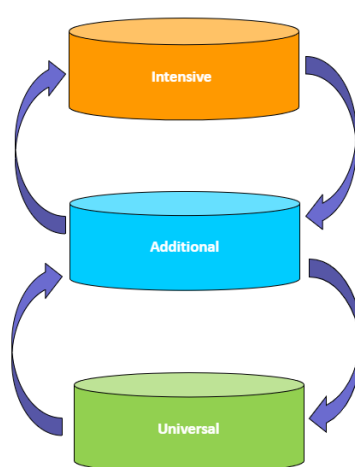
The Solihull approach allows us to understand children’s learning developmentally. Using the Circle Framework as an evaluative and planning tool we aim to create learning environments which are a safe base, including our nurturing and breakout spaces such as ‘The Cabin’. In recognition of the importance of language for communication we apply early intervention to improve children’s language and communication skills, and through consistent use of visual supports we aim to be a communication friendly environment.

We recognise that all behaviour is communication, and this is reflected in our Positive Relationships Policy and approaches to encouraging positive behaviour. As part of our information gathering we use a functional behavioural assessment in order to look for triggers and patterns.

Transitions are important in children's lives, and at Dykehead our procedures reflect the NLC revised policy for managing different types of transitions across a child's school career.

### A Staged Intervention Approach

Staged Intervention is a framework that enables educational establishments to provide the most appropriate and least intrusive assessment, planning and support for any child and young person with additional support needs, in line with the principles of GIRFEC.



*Figure 1. A model of Staged Intervention*

### Universal Provision and Support

The universal support offered in Dykehead Primary School is under-pinned by the school vision, values and aims, and nurturing school ethos.

In supporting pupil wellbeing, we aim (in no particular order) to:

- know our pupils, and understand their context and influences,
- establish a positive classroom ethos, including a rights-based class charter in school and in class,
- establish and maintain positive relationships with pupils,
- facilitate meaningful opportunities for pupil voice and participation, across all aspects of the work of the school,
- monitor pupil wellbeing through the use of pupil and teacher reported wellbeing assessments,

- equip pupils with the knowledge and skills to form positive relationships, through teaching and learning in Health and Wellbeing, including RSHP (Relationships, Sexual Health and Parenting),
- incentivise and reinforce positive behaviour using methods deemed appropriate for age and stage of pupils by the class teacher,
- promote resilience through use of Growth Mindset strategies and language,
- provide whole-school recognition for positive behaviour through use of a House Points system, and Dykehead Diamond certificates,
- model appropriate learning behaviours and encourage pupils to reflect on their own behaviour through restorative conversations,
- ensure pupils can access the curriculum, engage with lesson content and participate in their learning,
- deploy effective classroom management and organization,
- discourage undesirable behaviours through removal of privileges.

Universal provision should meet the needs of most children, most of the time. However, some children and young people will require support that is additional to, or different from, that received by children or young people of the same age to ensure they benefit from education.

There are many reasons why children and young people may need support to help them learn. Additional support needs can be both long- and short-term or can simply refer to the help a child or young person needs in getting through a difficult period. Additional support needs can be due to:

- disability or health
- learning environment
- family circumstances
- social and emotional factors

When planning for the child or young person's additional support needs, the following 5 GIRFEC key questions should be considered:

Parents/carers and children should be fully involved in the process of information gathering.

At Dykehead Primary School, where a class teacher feels that a child might require support beyond universal provision, they complete a Universal Assessment Form (see Appendix 1).

Many factors can exert influence over a pupil's behaviour, and some may require short term support at Universal level.

This support, when delivered within the school setting, may include;

- Solihull Meeting with parents/carers,
- Adaptations to classroom environment (e.g. seating, differentiated resources, visual prompts),
- What I Think Tool to capture pupil thoughts and feelings,
- Other wellbeing assessments as appropriate, such as Outcome Star,
- Referral for Nurture Room intervention,
- Behaviour chart or individualised behaviour targets,
- 1-2-1 or small group support from an ASNA or CA,
- Supported/alternative break times,
- Universal Assessment,
- Initiation of a GIRFme Plan,
- Request for Assistance to partners within education e.g. Educational Psychologist

To complete a referral for support in our school nurture room, the class teacher would complete the referral form linked to the QR code below.

What's getting in the way of this child or young person's wellbeing?

Do I have all the information I need to help this child or young person?

What can I do now to help this child or young person?

What can my agency do to help this child or young person?

What additional help, if any, may be needed from others?



## DPS Health and Wellbeing Referral



### Empowering Clusters

The Empowering Clusters model of working allows for the needs of children to be met through a joined-up approach to children's services. The model, which replaces the HART process and is the same for primary and secondary, is built around the 23 educational clusters which includes secondary school, the feeder primary schools, early years establishments, SEBN and ASN provision within the cluster area. The model centres on integrative practice within and across agencies using staged intervention to plan for individual children and young people and their family at the earliest opportunity.

At Dykehead Primary School our cluster includes Calderhead High School, Allanton PS, Alexander Peden PS, Kirk 'o Shotts PS, Stane PS, and Shotts Family Learning Centre.

A Child/young person's Planning Meeting at cluster level may be called when **one or more** of the following apply:

- The assessment of a child's/young person's wellbeing suggests that their needs are more significant
- It is not clear that a request for assistance to a specific service will be sufficient to improve outcomes
- The involvement of another service following a request for assistance has not adequately addressed the presenting needs of the child/young person



- There is a need for co-ordinated assessment and planning between 2 or more services.

It is a responsibility of the named person (the head teacher) to co-ordinate planning; therefore, it is likely that they will initiate a child/young person wellbeing meeting with the agreement of the child/young person, their parents/carers, and any other involved service.

### [Additional Support](#)

For some pupils, a coordinated approach may be necessary to complement the support provided by the school. The parents/carers and the child will be involved in this process at an enhanced level. This may involve;

- Additional resources from within the cluster
- Partnership working with third sector agencies
- Requests for assistance to agencies outwith education e.g. Health or Social Work
- GIRFme Plan and/or CSP as appropriate
- Additional wellbeing assessments
- Initiation of a SEEMiS chronology as appropriate

### [Intensive Support](#)

In exceptional cases where strategies at Additional Level have not been successful in effecting change, a more intensive level of intervention may be required.

This may include, but is not limited to:

- Intensive support within or beyond the cluster
- Support via the Needs Based Pathway
- Bespoke adaptations to the school day, learning environment or curriculum
- A supervision order and/or intensive Social Work support

### [Recording Keeping for Wellbeing](#)

As with all record keeping, information for wellbeing is digital wherever possible. The school leadership team maintain a monitoring spreadsheet of all pupils being supported in the GIRFEC staged intervention pathway. Pastoral support for all pupils is recorded by staff on SEEMiS Pastoral Notes. Safeguarding or child

protection concerns, and police concern reports, are recorded in pastoral notes as significant events. Requests for assistance, correspondence such as reports from the school or other agencies, minutes of meetings, and CSPs or Child's Plans are uploaded onto the SEEMiS Wellbeing App.

## Appendix 1. Universal Assessment

Dykehead Primary School

### Universal GIRFEC Assessment and Planning

<b>Name:</b>	<b>Class:</b>
<b>DOB:</b>	<b>Date:</b>
<b>5 key questions for planning and support</b>	
<b>1. What's getting in the way of this child or young person's wellbeing?</b>	
Please summarise main barriers to learning: <ul style="list-style-type: none"><li>•</li></ul>	
<b>2. Do you have all the information needed to help the child or young person?</b>	
Please list most recent assessments carried out to gather all information for each child including outcomes. <ul style="list-style-type: none"><li>•</li></ul>	
<b>3. What can be done now to help this child or young person?</b>	
Please highlight approaches and strategies implemented to support the child.  <u>Environment</u> <ul style="list-style-type: none"><li>• Seated close to teacher</li><li>• Use of individual table/screen</li><li>• Seated near board</li><li>• Use of classroom assistant/Support staff</li><li>• 1:1 support for personal organisation</li><li>• Use of visual timetable</li><li>• Organisational checklist</li><li>• Repetition of group instructions</li><li>• Extra time given to complete tasks</li><li>• Extra time to process information</li><li>• Other (please specify)</li><li>•</li></ul> <u>Learning Tools</u> <ul style="list-style-type: none"><li>• Paper copy of board work provided</li><li>• Coloured overlay</li><li>• Alphabet strip or word bank</li><li>• Tables grid/square or Number line</li><li>• Use of ICT</li><li>• Large print</li><li>• Other (Please specify)</li><li>•</li></ul>	

Health/Mobility

- Angled desk/wedge
- Pencil grip
- Sit 'n' move cushion
- ASN to aid mobility
- Specialist scissors
- Use of stress ball
- Movement breaks
- Other (Please specify)
- 

Social/Emotional

- Seated with peers of teacher's choice
- Personal target boards
- Individual reward system
- Additional liaison home/school
- Circle of Friends Programme
- Other (Please specify)

**4. What further support is required at Universal level to help the child/young person?**

Please list further supports or assessments at school level that can help the child/young person.

**5. Evaluation of Universal Support after 6 weeks.**

**SLT Review**

GIRME Required

Yes

No

**6. As a result on the 6 week evaluation, does the child/young person require support from additional agencies? (please specify, including any Request for Assistance and date)**