



Supporting Learners' Health & Wellbeing



Offer	Actions	Support and Interventions
UNIVERSAL	<ul style="list-style-type: none"> Following discussion with class teacher (using prompts), individual pupils complete wellbeing wheel for that month's indicator. This allows learners to reflect on and assess their own health and wellbeing and also gives them the opportunity to self-refer and access additional support/intervention. Class teachers analyse data generated from wellbeing wheels and write an evaluative statement to capture significant observations (no names should be included). 	<ul style="list-style-type: none"> Data informs teaching input relating to the indicator for that month. This input is reflected in WAC jotters
ADDITIONAL	<ul style="list-style-type: none"> A score between five and seven triggers a discrete conversation between the class teacher and the pupil. 	<ul style="list-style-type: none"> Targeted teaching input as part of weekly class health & wellbeing lessons Signpost pupil to books in GIRFME section of school library Wellbeing check-ins with Class Teacher
INTENSIVE	<ul style="list-style-type: none"> A score below five is referred to a member of the Leadership Team. A discreet conversation takes place to ascertain why the child scored themselves low on that indicator. If appropriate, a brief summary of this conversation is recorded in pastoral notes and a telephone call made to the child's parent/carer. 	<ul style="list-style-type: none"> Wellbeing check-ins with member of Leadership Team Emotion Works Cool Connections Forest Schools Seasons for Growth Referral to school counsellor LIAM (Let's Introduce Anxiety Management) Referral to Social Services

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Example of 'Significant Observations' evaluative statement:

SAFE: Most pupils scored themselves eight or above. One pupil scored themselves seven and this triggered a conversation with the class teacher. It was ascertained that they feel anxious about being away from home on the upcoming residential trip; input will be given during lessons to address this. One pupil scored himself three (feeling unsafe on school bus) and another two (recurring nightmare). These children were referred to a member of the Leadership Team.