



ST NINIAN'S HIGH SCHOOL

School Policy No 19

WELLBEING SUPPORT RESOURCE

Rationale

It is our aspiration that all learners will have opportunities to fully develop their attributes and capabilities and achieve their full potential. It is acknowledged, however, that some pupils experience barriers to learning linked to their individual wellbeing needs e.g. social, emotional and behavioural. It is important that effective support strategies are in place.

Aim

It is our aim to provide wellbeing support to pupils through a nurturing approach. To support this process a rigorous and robust system to monitor and track pupils' ongoing progress is essential

Policy in Practice

The steps involved in this process are as follows:

Identification of Young People

Young people who attend or receive support from the Wellbeing Support Resource will have been identified through the GIRFEC assessment process. The process of assessment should include an accurate analysis of the young person's wellbeing profile (SHANARRI indicators) and their barriers to accessing a full secondary curriculum. The principal teacher of guidance will have the overall responsibility to gather appropriate information through observation and discussion with key adults/staff.

Support

1. Individual support (either in base or in timetabled class)
2. Small group support in the base.

The majority of support is provided as part of a planned process however it is recognised that there may be a need from time to time to provide responsive support for young people at times of crisis.

Staff support

CPD opportunities, to enhance staff capabilities, will be provided by the wellbeing teacher.

Timetable

A weekly timetable will be issued through the school network as information to all staff. This will highlight the individuals or groups who will receive planned support and the individuals or groups who will require reactive support in that week. It is colour coded as follows:

- Black – planned support
- Red – Reactive support

This information will be used to track attendance as part of the overall benchmarking process.

Referral Procedure

Pupils' needs will be identified through the GIRFEC wellbeing indicators. On assessing this information the Principal teacher of guidance has an option to refer pupils for support. This referral should go through the pupil support team and /or the team around the child group for discussion.

Based on this information/discussion the Depute head (Pupil support) will decide whether or not support will be offered.

Parents will be consulted and informed at this stage.

Planning

Once a young person has been accepted into the wellbeing base, appropriate pupil support staff (PT guidance and the Wellbeing teacher) will work jointly to identify targets and timescale for intervention. This will form a support plan and will be reviewed regularly. The principal teacher of guidance will liaise with the child's parent/carer and other professionals.

The length of time a young person attends the Wellbeing Support Resource may vary. The decision that a young person should return full time to mainstream will be agreed after full discussion at the Pupil Support departmental meeting and/or the team around the child group. As part of this there will be appropriate liaison between Wellbeing staff, Guidance staff, parents and the young person.

Recording and Monitoring

An accurate record will be kept of the young people supported by the resource. These records will be available to view by all in the Pupil Support Team and Senior Management team. These records will be held in the Wellbeing Resource file.

Where issues arise within the Wellbeing base, it may be necessary for Wellbeing staff to record information on pastoral notes (e.g. following contact with parents or professionals in response to an incident). If this happens, wellbeing staff will inform the appropriate Guidance Teacher at the first available opportunity. This is intended to ensure an accurate chronology is maintained.

Pupil Records

A file will be held for each pupil receiving planned support. This will detail the time spent in resource and activities undertaken. This will be updated on a weekly basis.

Targets relating to Health and Wellbeing should be included in each pupil support plan and progress towards these targets will be recorded.

Feedback to Teaching Staff

The Principal Teacher of Guidance will be responsible for liaising and providing feedback to class teachers regarding progress

Benchmarking - Evaluation- timeline

1. Child Measures – to be completed by Well-being Teacher in collaboration with relevant teaching staff. Using the following:
 - Boxall profile (pre and post intervention)
 - Behavioural Indicators of Self Esteem (pre and post intervention)
 - Goodman’s strengths and difficulties questionnaire (pre and post intervention)
2. Parents
 - Goodman’s Strengths and Difficulties Questionnaire (pre and post intervention)
 - Evaluation questionnaire (post intervention)
3. Views of young person
 - Focus groups with Educational Psychologist
 - One to one discussion
 - Questionnaires

Timeline of evaluation would follow pattern set out in table below:

Date	Measure	To be completed by:
On entry	GIRFEC indicators analysis	Staff
On entry	Boxall	Wellbeing resource teacher
On entry	Agreed targets	Wellbeing teacher and principal teacher guidance.
On entry- with regular updates on progress	Goal attainment scaling	Wellbeing resource teacher and young person
On entry	Targets	
On entry	SDQ	Wellbeing resource teacher
On entry	SDQ	Parent
On Exit	Boxall	Wellbeing resource teacher
On Exit	BIOS	Wellbeing resource teacher
On Exit	SDQ	Wellbeing resource teacher
On Exit	SDQ	Parent
On Exit	Parent evaluation Q	Parent

