



The Gleniffer Approach to Wellbeing

At Gleniffer High School we recognise that wellbeing is the responsibility of all. Progress in learning is less likely when fundamental wellbeing needs are not being met.

This document gives an overview of how we support and promote wellbeing in the classroom, in departments and in the wider school community. Supporting and promoting wellbeing is the responsibility of each and every member of our school community.

The Stages of Intervention

All children and young people benefit from high-quality universal support.

Staged Intervention is a framework of targeted support that enables agencies to provide the most appropriate and least intrusive assessment, planning and support for any child or young person with wellbeing needs, including those with additional support needs.

There are five stages of support:

- Stage 1a The family and universal services (class-based strategies and supports)
- Stage 1b Within establishment, out with class
- Stage 2 Additional support from a service which is universally available
- Stage 3 Multi-agency targeted services
- Stage 4 Authority specialist placements or out with authority placements

Within the classroom (Universal Support and Staged Intervention 1a)

Role of class teachers

The needs of most young people will be met by the class teacher within the classroom.

Teachers at Gleniffer High School:

- know each individual pupil in the class and plan for learning and teaching using support strategies (see appendix 1).
- welcome all students and foster an ethos of Nurture and Support.
- promote a climate where young people feel safe and secure.
- create an environment where young people feel listened to and can discuss aspects of their lives because they feel cared about.
- have high and consistent expectations of 'Ready', 'Respectful' and 'Safe' in line with the Promoting Positive Relationships policy.

Role of PT Support for Learning

All children and young people need support to help them learn. Some children, however, will not benefit fully from education without additional support.

Additional support needs can arise, in the short or long term, from a variety of circumstances including the learning environment, family circumstances, health or disability needs and social and emotional factors.

The Support for Learning department will support class teachers in a variety of ways such as:

- Contributing to CLPL for staff
- Identifying, collating and sharing information about pupils with Additional Support Needs
- Additional Support Needs Assistants working with individual or small groups of pupils in agreement with the class teacher

Additional resources from within school and from universally available services (Staged Intervention 1b and 2)

House Teams work together to assess needs and plan support for children and young people in partnership with families. A range of interventions can be put in place and the impact of these interventions must be evaluated.

For further support, children and young people can be discussed at Wellbeing Planning and interventions at Staged Intervention levels 1b and 2 can be agreed with PT Inclusion, PT Support for Learning, DHT Pupil Support, Home Link and House Teams. See Appendix 1 for examples of interventions.

Multi-agency targeted services (Staged Intervention 3)

At this stage of intervention, Education and at least one other agency such as Social Work or Specialist Health Services will be involved. The needs of the children and young people need to be identified through reliable and valid assessment information in line with the National Practice Model to ensure that appropriate, proportionate, and timely support can be provided.

Authority specialist placements (Staged Intervention 4)

When children and young people's needs are not being met within their current environment, the Staged Intervention Support Panel will review the impact of all interventions from earlier stages in the process and may decide there is a need for a more specialist placement on a part time or full time basis. The Staged Intervention Framework is based on a continuous cycle of planning, implementing, evaluation and review.

Wellbeing across the Curriculum

PSE programme

Our PSE programme has been developed to address the key themes of:

- Mental, Emotional and Social Wellbeing
- Substance Misuse
- Relationships and Sexual Health
- Planning for Choices and Changes
- Physical Wellbeing

In addition to this the programme can be adapted to address current issues being faced by the children and young people of Gleniffer High School.

Responsibilities of All

Every member of school staff is responsible for addressing these experiences and outcomes and should therefore identify and understand where and how they can contribute. Staff are asked to use the Health & Wellbeing indicators to monitor pupil wellbeing and provide appropriate support where necessary.

The *Responsibility of All* experiences and outcomes fall within the following areas:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Relationships
- Physical Activity and Sport

The responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives. Practical responsibilities include understanding of equalities, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

Tracking Wellbeing

We use Pupil Attitudes to Self and School (PASS) assessments to build a clear picture of how students feel about themselves and their school.

Pupils complete a questionnaire with a series of statements about school and learning which then link to nine factors: perceived learning capability, self-regard, attitudes to teachers, general work ethic, attitudes to attendance, preparedness for learning, response to curriculum demands and confidence in learning.

This allows us to monitor pupil wellbeing and put in place appropriate interventions.

Building Capacity

Staff engage in regular professional learning to ensure that they are up to date legislation. A wide variety of CLPL activities have been undertaken which relate to Wellbeing, some of which are included below:

- Renfrewshire's Nurturing Relationships Approach (RNRA)
- Pivotal training – When the Adults Change Everything Changes Everything Changes
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid Training
- Mentors in Violence Prevention
- Non Violent Resistance (NVR)

In addition, we have many pupils who have been trained as Mentors in Violence Prevention. Throughout their training they have explored healthy relationships and issues related to gender-based violence. Pupils have then delivered lessons and aim to positively influence the attitudes and behaviours of their peers to tackle the issue of gender based violence.

Appendix 1: Staged Intervention Supports

Stage 1a

The family and universal services

Agreed in discussion with parent/carers and young person or at House meeting

- Differentiation
- Use of Chromebook
- Printed notes
- S6 buddies
- ASNA in-class support
- ISA in-class support
- The Den
- Extra-curricular clubs
- Department Values card
- Pastoral Values card
- DHT Values card
- 5 minute early pass
- Toilet pass
- Time out pass
- LISN – Advice and Guidance

Stage 1b

Within establishment, out with class

Agreed at House Meeting

- SfL – Literacy and numeracy support
- SfL – Extraction to The Hub
- SfL – ASD concerns
- SfL – ADHD concerns
- SfL – Dyslexia concerns
- Inclusion and Nurture – Nurture Group
- Inclusion and Nurture – The Den soft start
- SDS referral
- 5+ referral
- PT Attainment
- PT Employability

Agreed at Wellbeing Planning

- SfL – ASNA support
- SfL – Qualification support
- Inclusion and Nurture – Anxiety Support
- Inclusion and Nurture – Qualification Support
- Inclusion and Nurture – Forestry Award
- Inclusion and Nurture – Anger Management
- Inclusion and Nurture – Worthy Words
- Inclusion and Nurture – Engagement programme
- Inclusion and Nurture – Street Stuff
- Inclusion and Nurture – Chance to Be
- Inclusion and Nurture – Zones of regulation
- Inclusion and Nurture – John Muir
- Inclusion and Nurture – Employability
- Inclusion and Nurture – Seasons for Growth
- LISN – Advice and Guidance

Stage 2

Additional support from a service which is universally available

Agreed at Wellbeing Planning

- Educational Psychology Assessment Framework (RFI)
- Home Link – EBSA
- Home Link – Seasons for Growth
- Home Link – Anxiety management
- Home Link – Family support
- Home Link – Inclusion support
- School Nursing Team
- CAMHS referral
- SISP* - Coaching and Modelling from FLR
- ESRG* - Discontinuity
- ESRG* - Home Tuition
- ESRG* - Complex ASNA hours
- ESRG* - Coaching and Modelling from Riverbrae
- ESRG* - Coaching and Modelling from Mary Russell
- The Exchange counselling referral
- Sensory Support Service
- LISN – Advice and Guidance

*SISP – Staged Intervention Support Panel

*ESRG – Education Support Resource Group

Stage 3

Multi-agency targeted services

Agreed at Multi-agency Child's Planning Meeting

- SCRA referral
- Health – Diabetic Nurse
- Health – Epilepsy Nurse
- Health – Occupational Therapy
- Health – Visual/Hearing Impairment
- Health – School Nurse
- Social Work – Voluntary or CSO Involvement
- Social Work – Space Worker
- Social Work – RADAR
- Young Carers
- Who Cares? Scotland
- Barnardo's
- Aberlour Mentoring Service
- LISN – Advice and Guidance

Stage 4

Authority specialist placements or out with authority placements

Agreed at SISP or ESG meeting

- SISP – Joint Placement Mainstream and FLR
- ESG – Placement at Mary Russell
- ESG – Placement at Riverbrae
- LISN – Advice and Guidance

Appendix: Calendar of Staff Responsibilities

| Month | Year group | Activity |
|----------|------------|--|
| October | S1 | PASS assessment |
| October | S4 | Tracking conversation with PSE teacher |
| November | S2 | PASS assessment |
| November | S4 | PSE programme questionnaire |
| November | S5 | PSE programme questionnaire |
| December | S1 | PSE programme questionnaire |
| December | S3 | PSE programme questionnaire |
| January | S2 | PSE programme questionnaire |
| February | S1 | PASS assessment |
| February | S4 | Tracking conversation with PSE teacher |
| February | S5 | PSE programme questionnaire |
| March | S2 | PASS assessment |
| March | S3 | PSE programme questionnaire |