



# Westerton Primary School

## Wellbeing Strategy



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## WELLBEING STRATEGY

November 2021

### **Rationale**

Achieving Equity and Excellence for all learners in Westerton Primary School is our central aim. Each of the two complementary frameworks: Raising Attainment and Wellbeing, provide clear guidance to ensure that these aims are met.

This Framework sets out the pathway that children follow to develop wellbeing in Westerton.

### **Context**

The Children and Young People (Scotland) Act 2014 sets out responsibilities and statutory duties of staff working with children and families. Fundamental to these is a clear understanding of wellbeing and how this is developed, supported and safeguarded.

### **Wellbeing**

All staff have a responsibility to provide children with personal support to enable them to gain as much as possible from the opportunities Curriculum for Excellence provides.

We improve outcomes by ensuring that our work is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual (HGIOS 4 3.1). We ensure equity of access and operate a continuum of support within the national Getting it Right For Every Child approach.

This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports.
- Based on a holistic understanding of wellbeing.
- Early intervention to tackle needs as soon as they appear.
- Joined up, to ensure services work together.

### **Ethos, Relationships and Nurturing Principles**

At Westerton, all staff ensure that children are safe, healthy, achieving, nurtured, active, respected, responsible and included. We do this by developing positive and supportive relationships that are founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.

Nurturing Principles impact positively on wellbeing and attainment in schools and we strive to provide a safe and nurturing learning environment for learners. Nurturing Principles are at the heart of what we do:

The Nurturing Principles are:

- Children's learning is understood developmentally
- The classroom/playroom offers a safe base
- Nurture is important for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important in children's lives

All our learners are included, engaged and involved in the life of the school. Staff in Westerton are expected to challenge discrimination in all its forms. Our school's ethos encompasses these key principles and all our staff actively ensure that children experience a positive, welcoming and safe environment. This may require reasonable adjustments to the curriculum or physical environment for children with a disability.

### **The Wellbeing Pathway: A Continuum of Support from Universal to Targeted**

#### **Universal Support**

It is the entitlement of every child to be supported throughout their early education, formal education and onwards to adulthood.

Curricular experiences are planned by our staff according to the Curriculum for Excellence design principles of:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.

Using these principles, teachers in Westerton plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, some learners may experience developmental or environmental difficulties which impact on their ability to learn.

'Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It is not a single approach but includes a number of elements, for example modifying content, processes and products, or the wider learning environment. It is an integral part of learning and teaching.' Education Scotland Knowledge into Action, 2015.

Within Westerton, our teachers provide a clear, structured pathway for learners using the following differentiated approaches:

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Our staff record differentiated approaches in the pupils USP's (Universal Support Plans). These are evaluated termly and discussed with both the parents and the pupil. All staff engage in formal and informal professional dialogue to ensure that learners' experiences are well managed. This may involve consultation, professional learning or access to specialist support. Where intended progress does not take place over a reasonable time, a

wellbeing assessment will be undertaken to identify possible further barriers to learning. In conjunction with the wellbeing assessment, ethos, relationships, nurture and other universal supports should be reviewed before children are assessed to determine whether they need Targeted Support.

### **Targeted Support**

All pupils who are considered for Targeted Support, will access this through our School Liaison Group or Pupil Support Group. All assessments to determine the need for Targeted Support fully involve the views of the child and parents and are carried out using 'What I Think' tool.

### **Wellbeing Assessment**

The Senior Leadership Team oversee the Wellbeing Pathway by:

- Reviewing the information contained within the Wellbeing Assessment and coordinating the Wellbeing Plan on SEEMIS
- Ensuring that the 5 Key GIRFEC Questions are answered
  1. What is getting in the way of this child or young person's well-being?
  2. Do I have all the information I need to help this child or young person?
  3. What can I do now to help this child or young person?
  4. What can my agency do to help this child or young person?
  5. What additional help, if any, may be needed from others?
- Arranging Team Around the Child meeting dates
- Access Requests for Assistance as appropriate

Where barriers are more complex, the Team Around the Child would consider:

- Whether support needs are single or multi-agency
- Whether a multi-agency chronology is needed
- Whether there is a need for a Lead Professional
- Whether there is a need for a Child's Plan

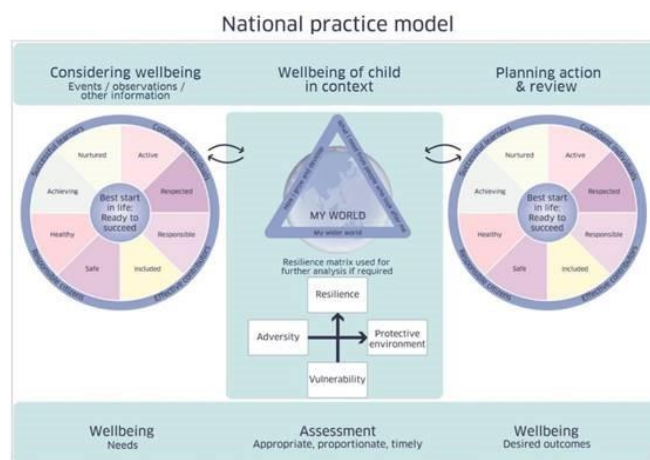
## My World Triangle

Where wellbeing concerns are complex, the Team around the Child will require a more holistic view of the factors impacting on a child's development. A full assessment using the National Practice model will then be completed to show strengths and pressures impacting on wellbeing. In most cases where there is a high level of need, risk and vulnerability, a Lead Professional from Social Work will be appointed, however there may be times when a Lead Professional from another agency, including Education is appropriate.

This contains tools of varying complexity which staff use to ensure information on wellbeing is gathered and analysed, resulting in SMART targets which are planned and reviewed.

The tools are:

- The Wellbeing Indicators
- My World Assessment Triangle
- Resilience Matrix
- National Risk Assessment Framework



## Child's Plan

There are two main considerations in deciding if a child requires a Child's Plan. The first is that the child must be assessed as having a wellbeing need relating to one of the wellbeing indicators. The second relates to what support is thought to be necessary to meet the wellbeing need. A statutory Child's Plan is required only when the wellbeing need cannot be met, or fully met, without one or more 'targeted interventions'. The views of the child and family are central to all stages of the assessment and planning process. The Team around the Child must also consider the need

for any other statutory planning requirements that apply to the child's needs, for example a Coordinated Support Plan or Looked After Plan.

### **Information Sharing**

The principle of considering the wellbeing of the child or young person and seeking consent to share information to address wellbeing needs should remain a cornerstone of GIRFEC policy. Only in exceptional circumstances should information be shared without consent. Staff work in partnership with children and parents to seek views, where appropriate and manage personal and sensitive information. Staff understand that any information sharing in relation to child planning can and should continue to operate in accordance with the existing legal framework and guidance on data sharing, human rights and children's rights, including the Data Protection Act 1998 and the Human Rights Act 1998. They ensure the information they share is proportionate and follow Guidance contained in the Information Sharing Protocol.

### **Child Protection Processes**

Where children are at risk of serious or imminent harm Child Protection processes apply. Staff in Westerton follow East Dunbartonshire's Guidance and refer concerns to Social Work and/or the Police without delay. The Child Protection Co-coordinator (Head Teacher), must be informed of Child Protection procedures but this must not delay action.

### **School Liaison Group/Support for All**

#### **Core Functions**

The Core functions of our School Liaison Group is to:

1. Discuss the needs of all children and young people who are experiencing wellbeing difficulties;
2. Prioritise the most vulnerable children including those who are
  - Subject to Child Protection activity;
  - Looked After And Accommodated (LAAC), including those subject to formal kinship care;
  - Disadvantaged through environmental risk factors including poverty;
  - Young Carers;

- In informal kinship care arrangements;
  - At risk of exclusion; and/or have
  - Poor attendance
3. Develop effective collaborations within the group which lead to improved actions and outcomes for pupils;
  4. Discuss and agree appropriate support strategies, plan the implementation of the agreed strategies and monitor progress;
  5. Plan for effective transitions
  6. Identify where needs cannot be met at a local level and refer to the appropriate authority GIRFEC group;
  7. Develop collaborative reporting to support referrals on to the authority;
  8. Contribute to the process of improvement planning
  9. Quality assure processes.

### **Membership and Roles**

Staff undertaking these functions are core members of our School Liaison Group and Support for All Group, as shown overleaf.

<b>DHT/HT</b>
<ul style="list-style-type: none"> <li>• oversees the running and administration of the group</li> <li>• arranges to minute the outcomes</li> <li>• links with partners</li> <li>• ensures effective communication of information within group and to other school staff</li> </ul>
<b>Educational Psychologist</b>
offers consultation to the group and may become involved in intervention, assessment or research
<b>Educational Support Teacher</b>
offers advice to the group and may be involved in further planned interventions
<b>Staff members with a particular support for learning remit/role</b>
informs the group and develops and implements Support Plans with the support of colleagues
<b>Wider Membership (as appropriate following invitation)</b>
Support for Learning Assistants Community Police Medical Services Attendance



Officer Link from Secondary Link from Early Years Supporting Families Worker  
WSS And any other service as appropriate

## **Referral Processes and Information Management**

School Liaison Group and Support for All Agendas should:

- Consider new cases which will require:
  - o Targeted Support
  - o Targeted Intervention leading to Child's Plan
- Screen existing cases
- Thematically review cases
- Quality Assure Processes

## **New Cases**

New cases will be considered:

- following the completion of agreed differentiation procedures at class level and where no improvement has been demonstrated
- as a consequence of a request for assessment from a parent.
- where preventative action may reduce the likelihood of a situation escalating
- where a pupil is at risk of formal exclusion
- to review provision for Looked After children (see Joint Protocol)
- where Requests for Assistance, including access to specialist resources, may be required
- for consideration of a Child's Plan or CSP

## **Operational Protocols**

- All meetings are solution oriented
- When considering new cases use the 5 key questions
  - 1 What is getting in the way of this child or young person's well-being?
  - 2 Do I have all the information I need to help this child or young person?
  - 3 What can I do now to help this child or young person?
  - 4 What can my agency do to help this child or young person?
  - 5 What additional help, if any, may be needed from others?
- Relevant proformas and documentation are circulated to School Liaison Group members at least one week in advance of the meeting

- The Risk Matrix is the main tool for recording and assessing risk factors
- Dates of meetings are diarised for a full session, bearing in mind the potential issues under consideration, availability of core staff, dates of related meetings such as the Cluster PSGs, EYCAT and GIRFEC Liaison Group
- The minute of the group or action points are circulated to group members but considered the property of the school and therefore subject to the regulations regarding access. An extract of the portion of the minute referring to a specific child is made available to pupils and parents on request.
- Referrals come to the School Liaison Group Chair via teaching staff, guidance staff, members of the Senior Management Team, Pupil Support and/or learning support team and the external members of the team
- Pupils and parents also have a mechanism through discussion for self-referral
- The SLG Chair prioritises items to ensure that appropriate time is available for discussion. Where extended Team Around the Child (TAC) meetings are indicated, these are arranged separately and their deliberations brought to the group

## **Involvement of Children and Parents**

### Protocol for involving children and families

#### Universal Support:

Child and Family are consulted and informed of outcome of differentiation of tasks, activities or resources; where appropriate

Information leaflet is available to be passed on

#### Targeted Support

Views of child and family are presented at SLG or Team Around the Child meeting or in advance of meeting via Wellbeing Assessment, Child & Young Person Report or similar.

Any outcome or decision of the School Liaison Group is communicated to child and family in whatever method has been agreed during initial discussions.

## **Quality Assurance**

As part of the Quality Assurance processes in Westerton, SLT undertake regular monitoring and review of the School Liaison Groups. As part of this process we:

- Gather the views of all stakeholders
- Monitor the effectiveness of decisions made by the School Liaison Group
- Contribute towards Education Service Quality Improvement Reviews
- Contribute towards East Dunbartonshire Council & Partners GIRFEC reviews
- Contribute towards data collection for DCYPP (Child Protection Committee) Performance Management Group

### **Advocacy and Children's Rights**

All our practices are mindful of the need to promote children's rights and offer advocacy services.

Children can self-refer to charities which offer Advocacy; for children who are Looked After, Who Cares offer this service.

### **Complaints**

Children and families who wish to complain about any part of their experience within the School Liaison Group or related groups should contact Head Teacher in the first instance. Such complaints are handled in line with East Dunbartonshire Council Corporate Complaints Procedure.

Where complaints are within the domain of the ASL Act (amended 2009), other formal routes apply. Mediation and dispute resolution are provided by the education authority free of charge. For matters concerned with co-ordinated support plans, families appeal to the Additional Support Needs Tribunals for Scotland.