



East Dunbartonshire Council

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# Harestanes Primary School



*Attainment, Achievement & Equity for All*

# Framework to ensure Wellbeing

May 2017



## **1.0 Rationale**

Achieving Equity and Excellence for all learners in Harestanes 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 our school. We recently refreshed our Vision, Values and Aims as a whole school community. Our Vision is to ‘Create a Community of Lifelong Learners’ and to promote our agreed values across everything we do in school – Honesty, Respect, Kindness and Perseverance. Our aim is to ensure our children are ambitious, literate, numerate, confident, problem solvers by the time they leave Harestanes Primary School in Primary 7.

## **2.0 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.

Other relevant policies which relate to wellbeing are

**Child Protection,  
Anti-Bullying,  
Promoting Positive Behaviour.**

## **3.0 Named Person**

NHS and the Education Service must provide a Named Person Service to each child and young person. Named Persons must have the necessary skills, experience and training to fulfil their role and be familiar with the [Common Core of Skills, Knowledge & Understanding and Values for the 'Children's Workforce' in Scotland](#). Health Visitors provide this service to pre-school children. In Harestanes Primary School the Named Person is the Headteacher but some duties may be delegated to the Depute Headteacher.

## **4.0 Wellbeing**

The Named Person helps to ensure that the Education Service fulfils its statutory responsibilities, however 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 interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.



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

At Harestanes Primary school 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 our school's approach to wellbeing.

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 at Harestanes Primary School are expected to challenge discrimination in all its forms. Our school's ethos encompasses these key principles and all of 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.

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

### **6.1 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, our teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately some of our 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 Harestanes Primary School, 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

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning. 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, a wellbeing assessment will be undertaken.

### **6.2 Wellbeing Assessment/ Targeted Support**

All pupils who are considered for Targeted Support, access this through our 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 the 'What I Think' tool.

The Senior Management Team oversee the Wellbeing Pathway by:

- Reviewing the information contained within the Wellbeing Assessment
- Ensuring that the 5 Key GIRFEC Questions are answered
  - What is getting in the way of this child or young person's well-being?
  - 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?
- Arranging Team Around the Child meeting dates
- Accesses Requests for Assistance as appropriate.

Where barriers to learning are more complex the Team Around the child would:

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

### **6.3 National Practice Model**

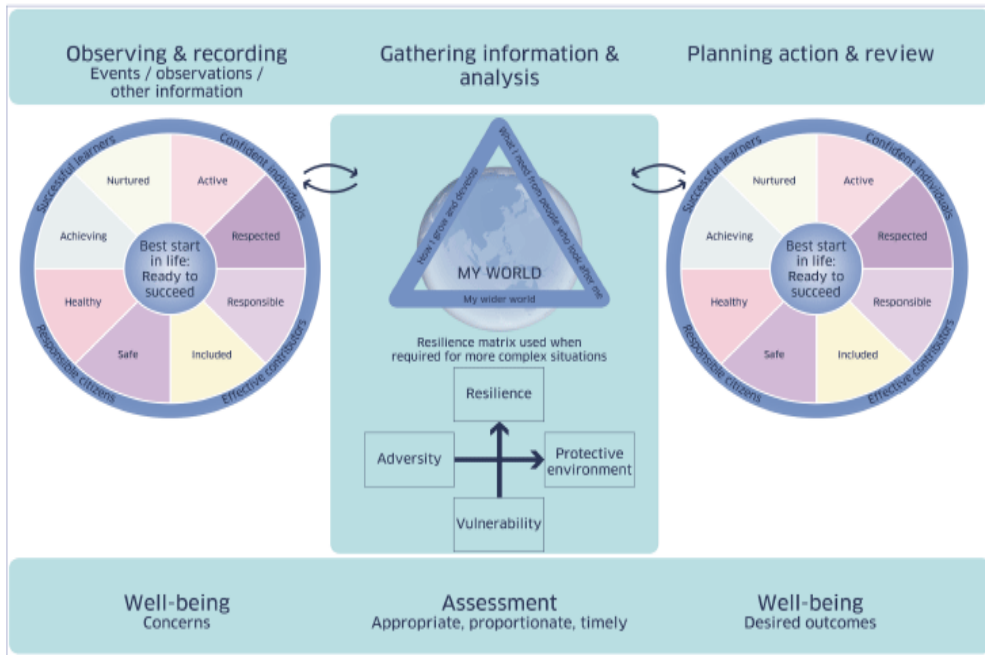
Where wellbeing concerns are complex, the Team around the Child will require a more holistic view of the factors impacting on a child's development. A full assessment using the National Practice model is then completed to show strengths and pressures impacting on wellbeing. In most cases where there 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.

The National Practice Model 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 Triangle
- Resilience Matrix



- National Risk Assessment Framework



### 6.4 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.

### 7.0 Information Sharing in Relation to Named Person Service

The duties to share information in the CYP Act are created within the established framework of Scottish, United Kingdom and European law including the Data Protection Act 1998 (the DPA) and the European Convention on Human Rights (ECHR). Our Staff work in partnership with children and parents to seek views, where appropriate and manage personal and sensitive information. Staff at XXX School understand that they must share information which is likely to be relevant and ought to be provided. They ensure the information they share is proportionate and follow Guidance contained in the Information Sharing Protocol.

### 8.0 Child Protection Processes

Where children are at risk of serious or imminent harm Child Protection processes apply. Staff follow Guidance<sup>1</sup> and refer concerns to Social Work and/or the Police without delay. The Named Person must be informed of Child Protection procedures but this must not delay action.

<sup>1</sup> Child Protection Policy (Education)  
 ‘Creating a Community of Lifelong Learners’



## **9.0 Pupil Support Groups/Support for All**

### **9.1 Core Functions**

The Core functions of a Pupil Support Group are 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, 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, including the transfer of data from Named Person to Named Person;
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; and
9. Quality assure processes.

### **9.2 Membership and Roles**

Staff undertaking Named Person Service functions are core members of School Pupil Support Groups as shown overleaf.



Early Years	Primary	Secondary
Head of Centre/ASN Coordinator (Partnerships) Head Teacher or Depute Head Teacher (Local Authority)	Head Teacher Depute Head Teacher	Depute Head Teacher (Pupil Support)
<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> </ul>	<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>	<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 the group and with the school</li> </ul>
Health Visitor	Link Educational Psychologist	Link Educational Psychologist
<ul style="list-style-type: none"> <li>advises and supports group</li> <li>links with partners</li> </ul>	offers consultation to the group and may become involved in intervention, assessment or research	offers consultation to the group and may become involved in intervention, assessment or research
	Educational Support Teacher	PT Pupil Support or SfL
	offers advice to the group and may be involved in further planned interventions	informs the group and supports and implement any actions with colleagues
	Staff members with a particular support for learning remit/role	Designated or individual members of guidance team
	informs the group and develops and implements Support Plans with the support of colleagues	represents and liaises with colleagues or represents the needs of their particular guidance group
Wider Membership (as appropriate following invitation)	Wider Membership (as appropriate following invitation)	Wider Membership (as appropriate following invitation)
Supporting Families Worker Early Level Support Teacher  And any other service as appropriate	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	Individual Guidance Teachers D.H.T with year group responsibility Attendance Officer Medical Services Community Police Skills Development Scotland Link from cluster primaries Voluntary agencies Learning Locality Development Officer  And any other service as appropriate



### **9.3 Referral Processes and Information Management**

#### **Pupil Support Group Agendas**

- Consider new cases which will require
  - Targeted Support
    - 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 Named Persons use the 5 key questions
  - What is getting in the way of this child or young person's well-being?
  - 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?
  
- Relevant proformas and documentation are circulated to Pupil Support 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 Pupil Support 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 with Named Person for self-referral
- The PSG 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





## **10.0 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 passed on
  
- Targeted Support
  - Views of child and family are presented at PSG meeting or in advance of meeting via Wellbeing Assessment, Child & Young Person Report or similar.
  - Any outcome or decision of the Pupil Support Group is communicated to child and family in whatever method has been agreed during initial discussions.

## **11.0 Quality Assurance**

Schools undertake regular monitoring and review of Pupil Support Groups. As part of this process schools

- Gather the views of all stakeholders in respect of Named Person service
- Monitor the effectiveness of decisions made by the Pupil Support 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

## **12.0 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.

## **13.0 Complaints**

Children and families who wish to complain about any part of their experience within the Pupil Support or related groups contact the Named Person or Head of Centre 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.



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# Harestanes Primary School



## Anti-Bullying Guidelines

*Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.*

**Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland's Children and Young People**

(May) 2015



## **Rationale**

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of (name of school) on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti-Bullying Policy and Guidance for Education Establishments (2015).

## **Aims**

The aims of Harestanes Primary School's Guidelines are to ensure:

- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- children and young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- a culture is promoted where bullying is recognised as being unacceptable;
- the prevention of bullying of children and young people through a range of approaches;
- effective support for children and young people and their parents and carers who are affected by bullying.

## **Definitions of Bullying**

Bullying is a combination of behaviours and impacts that can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Bullying also occurs in the virtual world which children and young people access through the Internet, via social networking (eg FaceBook, Twitter and Snapchat), computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires similar prevention methods. *Bullying – A Guide for Parents and Carers*, which includes guidance on on-line bullying, is available from 'respectme' – Scotland's Anti-bullying Service on their website - [www.respectme.org.uk](http://www.respectme.org.uk).

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These include:

- homophobic bullying;
- racist bullying;
- disablist bullying;
- body image;
- religion and belief;
- sexism and gender;
- looked after children and young people;
- young carers;
- socio-economic group.

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

Harestanes Primary School is committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone.



It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;
- hitting, tripping, pushing, kicking;
- stealing and damaging belongings;
- ignoring, excluding, spreading rumours;
- sending abusive messages electronically, eg via text, emails or social networking sites;
- making people feel like they are being bullied or fearful of being bullied;
- targeting someone because of who they are or who they are perceived to be.

This list is not an exhaustive list; there may be other behaviours that could impact negatively on a child's wellbeing.

It is crucial to take into account the impact that bullying behaviour has on a child or young person. **The impact an incident has on a child or young person is more important than whether it is classified as bullying.** Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event. **The impact determines the definition of bullying.** One incident is sufficient to alert adults to take supportive action.

## **Prevention of Bullying**

Harestanes Primary School will work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated. This may include particular approaches such as:

- use of Bounceback Emotional Resilience Programme
- buddying or mentoring;
- peer mediation;
- using the Risk Matrix/ PSG/ other system to identify vulnerable pupils and takes steps to remedy this;
- creative and motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers, film footage and music;
- involvement of the Pupil Council;
- anti-bullying campaigns, posters, assemblies;
- encouraging pupils to report bullying incidents using 'Talk' boxes
- areas of special focus eg prevention of name calling;
- an understanding of the impact and legal consequences of on-line bullying, supported by campus police, for the whole school community through the curriculum, assemblies and events for parents and carers.



## Action

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person. The child or young person who has **experienced bullying behaviour** will receive appropriate support and protection. This may be from a member of the Senior Management Team or it may be another member of staff who will be released to have time to talk with the child.

Examples of good practice include:

- the child or young person is taken to a comfortable place with no distractions;
- the child or young person is listened to;
- the member of staff should confirm that bullying is never acceptable; they deserve to feel safe;
- they should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken;
- they should be asked what they want to see happen next;
- the child or young person should be kept up to date with progress;
- the member of staff should inform parents of the incident and action taken, if it is judged to be appropriate.

When a child or young person has **displayed bullying behaviour**, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- time should be taken to understand the reasons for the bullying behaviour;
- the individual or group should not be labelled as 'bullies', name the behaviour;
- staff should be prepared for a strong reaction from parents and carers, children and young people;
- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour;
- addressing what is happening behind the behaviour, even when the bullying has stopped.

Consideration should be given to the sanctions and support given to the young person displaying bullying behaviour to ensure that interventions are intended to improve behaviour.

Such approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed;
- restorative approaches;
- solution orientated approaches;
- involvement of educational psychologists and campus police.

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (*National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011*), senior managers have the power to exclude as a last resort.

It is essential that everyone takes responsibility in creating a safe and supportive environment within Harestanes Primary School and we aim to achieve this by:



- maintaining a focus on **Bounceback Emotional Resilience Programme**
- **supporting** anti-bullying projects and nurturing a positive ethos of **respect for all**;
- **promoting** work on **personal safety and bullying** as part of the **PSE** curriculum;
- **encouraging** the development of environments in which **children and young people** can feel free of bullying and can **thrive**;
- **providing support** in individual circumstances.

### **Review of Guidelines**

Anti-Bullying Guidelines will be reviewed during session 2018-2019.