



‘Ready, Respectful, Safe’

Wellbeing Policy

February 2021

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RATIONALE

At Northfield, we believe in promoting positive wellbeing in particular positive mental health and emotional wellbeing. Prioritising the wellbeing of students and staff ensures that outstanding teaching and learning can take place, and that the school is a community where everyone feels able to thrive.



OUR SHARED VALUES

Our Shared Values underpin everything that we do. Northfield Academy is a community where we want everyone to feel supported, safe and happy.



Determined

We demonstrate this by...

- *Not giving up*
- *Learning from mistakes*
- *Drafting and redrafting pieces of work*

Successful

We demonstrate this by...

- *Setting targets and meeting deadlines*
- *Sticking to our commitments*
- *Believing in ourselves*
- *Fulfilling our potential*

Responsible

We demonstrate this by...

- *Making decisions for ourselves*
- *Managing our time*
- *Holding ourselves accountable for our actions*

Encouraging

We demonstrate this by...

- *Recognising the smallest effort*
- *Understanding and appreciating others' viewpoints*
- *Making positive comments and having a good upbeat attitude.*

Creative

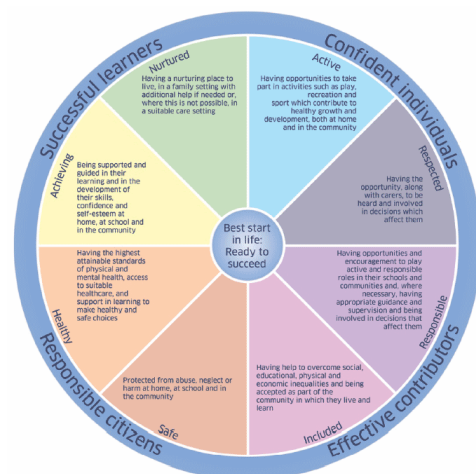
We demonstrate this by...

- *Being brave enough to ask questions*
- *Coming up with imaginative solutions to classroom issues*
- *Being appreciative and embracing the past while still seeking new and improved ways of doing things.*

NATIONAL FRAMEWORK

The Getting it right for every child (GIRFEC) approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential. At home, in school or the wider community, every child and young person should be:

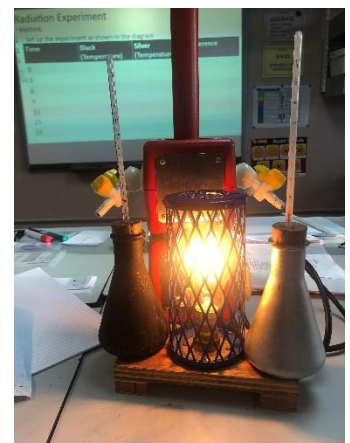
- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included



These eight factors are often referred to by their initial letters – SHANARRI.

They are wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support.

Each child is unique and there is no set level of wellbeing that children should achieve. Wellbeing is influenced by children's individual experiences and changing needs as they grow.



Wellbeing at Northfield Academy

Lead Members of staff

All members of staff at Northfield have the responsibility to promote Wellbeing and positive mental health of all young people. Staff with a specific remit include:

<u>Role</u>	<u>Staff Member</u>
Child Protection Coordinator	Alex Priest
Head Teacher	Douglas Watt
Depute Child Protection Coordinator	Leanne Ritchie
Principal Teacher Guidance – Wallace House	Shona Allan
Principal Teacher Guidance – Macbeth House	Emma Constable
Principal Teacher Guidance – Stewart House	June Bain
Principal Teacher Guidance – Bruce House	Irene Johnson
School Nurse	Alison Mitchell
School Counsellor	Jackie Heap
Wellbeing Teacher	Susan Allerton
Family Resource Worker	Alice Stopani

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Principal Teacher Guidance in the first instance. If there is a fear that the student is in danger of immediate harm, child protection procedures should be followed with an immediate referral to the designated Child Protection Officer, or Head Teacher. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by the Principal Teacher Guidance or House Head.

Teaching about Wellbeing

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included across all curriculum areas and are the responsibility of all teachers. Specific topics are covered as part of our PSE and Health and Wellbeing (HWB) Curriculum. PSE is taught by the young person's Principal Teacher Guidance and is reviewed yearly, HWB is the responsibility of all teachers but is the specific focus of the Health and Wellbeing Faculty.

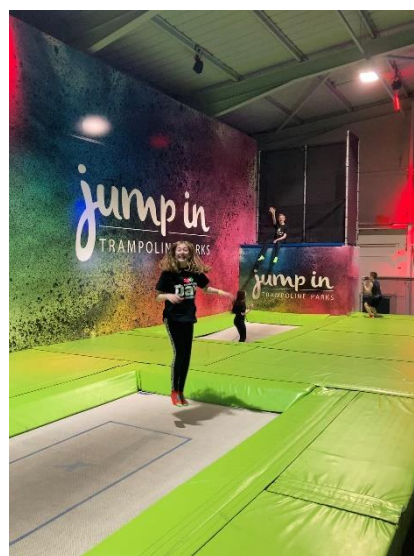


The specific content of lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will follow the Curriculum for Excellence Health & Wellbeing guidelines to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

It is important that young people have the tools to understand their own wellbeing, with this aim pupils are taught about the SHANARRI indicators and Teachers have the responsibility to use the indicators when discussing wellbeing with young people. All pupils undertake a wellbeing assessment every year and with this we can monitor wellbeing and put in place interventions if necessary.

Physical Wellbeing

The importance of physical wellbeing is recognised at Northfield Academy and promoting this in young people is a key priority. All young people take part in Core PE and HE which looks to encourage young people to get active and to participate in various physical activities, while developing their knowledge and understanding of healthy nutrition and supporting them in making positive life choices. Northfield has a full-time Active Schools Assistant and a full-time Active Schools Coordinator who also works across the associated Primary Schools.



Their aim is to:

- Promote positive wellbeing through active engagement in sport.
- Work with disengaged young people.
- Coach and mentor young people.
- Provide and promote engagement in extra-curricular activities.
- Increase the availability extra-curricular sport.
- Increase the awareness and engagement in local sports clubs/facilities.
- Provide advice on nutrition and healthy lifestyle
- Encourage pupils to make healthy food choices.



Mental wellbeing

In the current circumstances with COVID and the recovery from lockdown the promotion of positive mental health has never been more important. All young people take part in PSE which discusses positive mental health. We recognise that promoting positive mental health is a responsibility for all staff and there are a number of staff trained in Mental Health First Aid. Northfield Academy also has a full-time School Counsellor and a School Nurse which young people can either self-refer or be referred by a member of staff.

Wellbeing in a digital environment

Northfield Academy recognises that staff have a vital role in supporting young people's wellbeing while restrictions prevent face to face interactions and pupils and staff are working in a digital environment. Young people may look to share information or discuss concerns with staff through digital methods which could include through email or virtual meetings. Staff will look to follow the normal working practices for reporting child protection concerns (DHT Child protection) or wellbeing concerns (Appendix B).

To ensure we continue to provide a high level of wellbeing support a number of measures in place including:

- Daily attendance check which is monitored by our Family Liaison Officer who can provide support and advice to families who are having issues with engagement.
- All pupils have access to Google Classrooms which cover all their subjects. Through these classrooms pupils can directly contact their teachers.

- Teachers can continue to seek support of Guidance Teachers or their Faculty Heads if they have concerns.
- Weekly PSE classes where pupils can have direct contact with their Guidance Teachers.
- Guidance Teachers have signposted websites which support and promote positive mental health.
- Young people who have Key Teachers have been added to an additional Google Classroom where they have direct contact with their Key Teachers. A number of different wellbeing resources have been uploaded into this classroom.
- The school counsellor is continuing to offer support through the digital environment, this can be conducted through the young persons preferred method of communication.
- Health and Wellbeing staff continue to set activities which promote wellbeing.
- Identified young people have been issued a fitness tracker to help promote physical activity.

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix D.

We will display relevant sources of support in communal areas and throughout classrooms Resource Centre, toilet doors and noticeboards and will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- What help is available?
- Who it is aimed at?
- How to access it
- Why to access it
- What is likely to happen next



Warning signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to Pupil Support.

Possible warning signs include:

- Evident changes in behaviour
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Reduced concentration
- Lowering of academic achievement
- Talking, joking or researching about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- An increase in lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- Spending more time at the bathroom
- Discontinued hobbies or interests
- Failure to take care of personal appearance
- Seemingly overly-cheerful after a bout of depression

Wellbeing Concerns

If any Northfield Academy staff have a concern about a young person's wellbeing and notice any of the warning signs above they are encouraged to complete a wellbeing referral form (Appendix B). This will then be submitted to the pupil's Guidance Teacher for review.

Interventions

Northfield Academy has a number of interventions which can be put in place for children and young people. In weekly House Meetings, House Depute Head Teacher, Principal Teacher of Guidance and Faculty Head Targeted support discuss young people and use SHANARRI assessment to identify where support is required. Once the need for support has been identified a number of interventions can be put in place to support the young person.

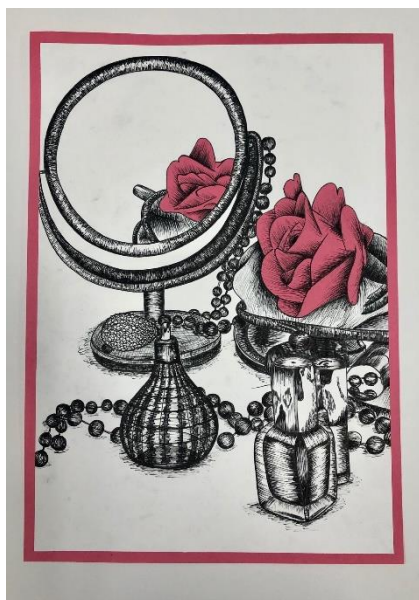
A Weekly Interventions meeting led by Head Teacher Mr Doug Watt reviews support requests from Guidance Teachers and Depute Head Teachers and further Interventions can be put in place.

Individual Education Plan

When a child or young person requires additional support, it is important that an IEP is created to support their individual needs. This should be drawn up by their Guidance Teacher/Key Teacher and will involve the pupil and the parents and any other relevant support staff.

This can include:

- Who is a partner to the plan
- Reason for the plan
- Summary of the child's needs against the well-being indicators
- Desired outcomes
- Resources
- Timescales for action and change
- What needs to be done and by whom - who to contact in an emergency
- Interventions put in place
- Arrangements for reviewing the plan



Mental Health First Aiders in School

The following members of staff are qualified Scottish Mental Health First Aiders.

Alex Priest	Depute Head Teacher – Child Protection Coordinator
Leanne Ritchie	Depute Head Teacher – Stewart House
Shona Allan	Principal Teacher Guidance – Wallace House
June Bain	Principal Teacher Guidance – Stewart House
Louise Holmes	Family Liaison Officer
Alistair Maclean	Targeted Support Teacher – Princes Trust Lead
Vicky Mitchell	Hearing Support



Wellbeing Team

<u>Role</u>	<u>Staff Member</u>
Wellbeing Teacher	Susan Allerton
Wellbeing Family Worker	Alice Stopani
Wellbeing PSA	Emma Bradford

The role of the Wellbeing team is to support young people who have experienced trauma or Adverse Childhood Experiences (ACEs) in a setting which is familiar to them. This support is located within Northfield Academy in the Wellbeing Hub. Young people and their needs are identified by Guidance, Senior Managers and Targeted Support staff in weekly Interventions meetings.

Within the Wellbeing Hub young people will work in a nurture based setting and be supported through various interventions such as building confidence and self-esteem, friendship/relationships work, cognitive behaviour strategies, mindfulness, ASDAN, emotional literacy, numeracy and literacy. Young people may also work towards accredited programmes of achievement.

The role of the Wellbeing Family Worker will be to support young people both in school and in the Northfield Community. Working in partnership with parents is a core priority of Northfield and the Wellbeing Family Worker will be able to link with families to improve communication between home and school as well as signposting local community supports.



Appendices

Appendix A – Wellbeing Statements

Wellbeing Statements for use by Classroom Teachers

SAFE

- Is experiencing bullying behaviour or discrimination by peers or adults at school
- Behaves in a sexually inappropriate way for their age and stage of development
- Displays signs of physical neglect (i.e. poor hygiene, inadequate food, clothing etc.)
- Does not have the necessary resilience to cope with adverse circumstances
- Is often pressurised by others to do things which put them at risk

HEALTHY

- Does not display age-appropriate physical development in fine and gross motor skills
- Does not display age-appropriate communication, social skills and development
- Is not able to cope with normal stresses of everyday life without undue or persistent anxiety, depression, withdrawal or aggression
- Is not able to talk about feelings in age-appropriate way
- Is misusing alcohol, nicotine, drugs or other harmful substances
- Has a lifestyle that presents as a threat to current or future health and wellbeing
- Is unduly anxious about the physical changes taking place during puberty

ACHIEVING

- Is not meeting appropriate level of attainment, even with additional support
- Does not respond to the additional support offered
- Does not express a sense of achievement from what they are learning
- Has no aspirations to go on to further/higher education or other positive destination
- Lacks optimism and can't see potential in ability
- Is not coping with rules, arrangements of classroom environment including collaborative working
- Does not attend school regularly

NURTURED

- Does not appear happy or satisfied with life
- Appears to have emotional and developmental needs neglected
- Displays signs of physical neglect (i.e. poor hygiene, inadequate food, clothing etc.)
- Does not seem satisfied with life, rarely smiles or laughs

ACTIVE

- Does not respond to physical challenges in sport/activity settings
- Is less physically active than their capacities permit
- Is not actively involved in sporting or recreational activities at school
- Is not developing an aptitude in any cultural, sporting or recreational activities or hobbies
- Does not express a sense of achievement from their activities

RESPECTED

- Does not feel listened to or taken seriously by parents, teachers or peers
- Is experiencing bullying behaviour or discrimination by peers or adults at school
- Does not have a well-developed sense of self-esteem and self-respect

RESPONSIBLE

- Does not abide by the school's rules
- Does not understand the consequences of not following school rules
- Is not appropriately dressed when attending school
- Does not exercise appropriate self-control over their emotions and behaviour
- Does not recognise when they are badly behaved and does not respond positively to correction
- Does not show remorse after wrongdoing, especially when it has hurt or upset others
- Does not show respect for others' possessions including school materials and equipment
- Engages in activities which are deemed to be disruptive
- Shows little concern and compassion for others
- Is involved in bullying or discrimination against others
- Does not adopt safe practices and does not act responsibly in high-risk situations (e.g. when using tools, participating in physical contact sports)
- Does not have a positive and respectful approach to other people's sexual identity
- Feels pressurised by others to do things which put them at risk

INCLUDED

- Does not feel listened to or taken seriously by parents, teachers or peers
- Does not appear to have someone they can turn to, trust or rely on when anxious or upset
- Does not appear to have a secure and supportive network of family members or friends
- Does not appear to have a well-developed sense of identity or belonging

Appendix B – Wellbeing concern form

Wellbeing Concern

Pupil Name:	Click here to enter text.	PTG:	Click here to enter text.		
		Reg Class:	Click here to enter text.		
Subject:	Click here to enter text.	Target Grade:	Click here to enter text.	Current Working Grade:	Click here to enter text.
Level:	Click here to enter text.				
Teacher:	Click here to enter text.	Date Concern Raised:		Click here to enter text.	

Wellbeing Concern:	Select all that apply	Wellbeing Concern:	Select all that apply
Safe	<input type="checkbox"/>	Active	<input type="checkbox"/>
Healthy	<input type="checkbox"/>	Respected	<input type="checkbox"/>
Achieving	<input type="checkbox"/>	Responsible	<input type="checkbox"/>
Nurtured	<input type="checkbox"/>	Included	<input type="checkbox"/>
Comment on Concerns:			
Click here to enter text.			
Please submit to PTG, Admin and copy to Faculty PT			

To be completed by PTG:

ACTIONS TAKEN	Select all that apply	ACTIONS TAKEN	Select all that apply
Discussion at House Meeting	<input type="checkbox"/>	Referral to in school Partner	<input type="checkbox"/>
Discussion with pupil	<input type="checkbox"/>	Referral to School Counsellor	<input type="checkbox"/>
Discussion with parent/carer	<input type="checkbox"/>	Referral to School Nurse	<input type="checkbox"/>
Referral to SfL	<input type="checkbox"/>	Referral to Ed. Psych.	<input type="checkbox"/>
Referral to family learning	<input type="checkbox"/>	Referral to external agency	<input type="checkbox"/>
NEXT STEPS AND ANTICIPATED OUTCOME			
Click here to enter text.			
Please return to class teacher and copy to Faculty PT			

Appendix – C – Roles and responsibilities – Guidance Teacher, SFL Teacher, Faculty head SFL, Key Teacher and partners



Support in Northfield Academy

Roles and responsibilities

Guidance teacher

S. Allan – Wallace, I. Johnson – Bruce, J. Bain – Stewart, E. Constable - Macbeth

Provide personal support to young people.

Work closely with families and carers.

Support, monitor and track the progress of all young people in case-load (achievement/attainment/behaviour/attendance).

Play a key role in transition arrangements and prepare young people for adult life.

Support teaching and support staff to foster relationships with young people by providing advice, information, training and encouragement.

Deliver and evaluate PSE programme.

Coordinate young people's timetables and review to ensure the integration of services to provide seamless support for young person.

Teacher – Targeted support

R. Collins, E. Macleod, M. Hill, S Chaudhry, E. Sutherland, G. Henderson, A Ruffet-Zaragoza, A Maclean

Undertake relevant assessments in identifying ASN

Provide useful advice and strategies on the basis of identification, teaching and assessment of young people with ASN

Teach alongside teachers to help meet ASN

Plan and teach groups and individuals either in class or different environment

Provide advice and guidance to staff on learning/behaviour needs for individual young people

Liase with specialist services to support Class Teachers to incorporate additional/alternative strategies into the class curriculum.

Contribute to professional development of all staff

Pupil Support assistant

Build relationships with the young person

Offer emotional support and acceptance to vulnerable children

Provide support with specified support programme

Provide support advised by medical professional

Welcoming and departing young people to school and classrooms

Faculty Head – Targeted support

R. Nicol

Work across same roles as Teacher targeted support

Guide and support all Support team members to undertake their role effectively

Ensure PSA are deployed effectively and receive suitable training to meet needs

Prepare, plan and undertake a key role in transitions

Coordinate Assessment Arrangements for candidates with additional support needs.

Key Teacher – Targeted support

R. Collins, E. Macleod, M. Hill, S Chaudhry, E. Sutherland, G. Henderson, A Ruffet-Zaragoza, A Maclean

Work across same roles as Teacher targeted support

Attend support meetings for identified pupils

Work with the families and carers of identified young people by providing updates on learning

Coordinate learning plans and update IEPs

Family Liaison officer, Home School Liaison Officer

L. Holmes, L. Fraser

Work closely with Pastoral Team, SLT in supporting young people and families in ensuring excellent attendance.

Monitor and analyse attendance data to identify trends with specific focus on young people with ASN

Ensure ACC policies and procedures are being followed with specific focus on CME

Partners

Sport Aberdeen – Active schools Assistant

SHMU

Sacro

Specialist & Early intervention Team

Social work

The Foyer

Barnardos

Youth Work

VSA

Priority Families

MCR Pathways

Aspire to be outstanding

Appendix D – Roles and responsibilities – Classroom Teacher, Faculty Head and Senior Leaders



Support in Northfield Academy

Roles and responsibilities

Classroom Teacher

Classroom teachers hold the main responsibility for nurturing and educating all pupils in their class.

Develop meaningful relationships with children and young people and ensure a positive learning environment to promote learning and personal development

Work constructively with parents.

Undertake effective approaches to planning for the class, groups or individuals and differentiate the curriculum accordingly. Along with colleagues, take responsibility for developing Individualised education programmes where necessary.

Develop well considered curriculum programmes for the class as a whole, for small groups and for individuals.

Deliver high quality learning experiences which include active learning, Assessment is for Learning strategies, co-operative learning and effective use of ICT.

Continuously track and monitor the progress of all pupils through formative assessment and evaluation of outcomes.

Remain alert to lack of progress or accelerated progress and understand the importance of communicating concerns to relevant others about progress.

Work in partnership with Support staff to plan, deliver and review.

Ensure effective communication/consultation with Support staff.

Guide PSAs and ensure strategies are meaningfully implemented.

Adjust daily timetables when necessary to maximise support.

Incorporate suggested strategies, resources and advice whenever possible.

Faculty Head/Principal Teacher – Subject

B. Docherty, G. Blatherwick (acting), M. Lyon, A. Strachan, C. McCune, R Goldie (acting), D. Milne, K. Sproul-Brown, M. Guthrie, A. Dean

Work across same roles as Classroom Teacher

Guide and support all Classroom teachers within their team to undertake their role effectively

Ensure continuous professional development and be able to model best practice in teaching

Promote within the school and ethos of inclusion and professionalism

Ensure Classrooms Teachers have access to and understand the individual ASN needs of all pupils within class

Ensure the curriculum and learning and teaching is appropriate for children and young people in department

Ensure robust approaches to Faculty self-evaluation which takes account of how well class teachers meeting learning needs, including additional support needs

Contribute to professional development of all staff

Senior Leadership Team

Head Teacher - D. Watt

DHTs - L. Ritchie, D. Craig, T. Simpson, A. Priest

Have very good knowledge of support, best practice, referral systems and procedures.

Ensure continuous professional development and model good practice.

Demonstrate commitment and unconditional positive regard to all child and young people including those with additional support needs.

Promote within the school and ethos of inclusion and professionalism.

Develop and implement a school policy which clarifies how the school meets learning needs including ASN

Work in close partnership with parents and carers

Ensure effective provision of pastoral care for all pupils

Ensure provision of support for all pupils who require additional assistance with their learning and provide support for all staff

Ensure all duties in relation to Child Protection are carried out

Co-ordinate support for LAC

Provide clarity of roles and responsibilities within and beyond school

Promote a team approach which incorporates all partners

Ensure effective communication across all teams

Ensure robust approaches to whole school self-evaluation which takes account of how well the school and each class teacher meets learning needs

Support teams in professional development and review

Effectively use the School Improvement Plan to continuously improve the way in which learners additional support needs are met

Ensure 16+ co-ordination is undertaken effectively

Aspire to be outstanding

Appendix E – Individual Education plan

SAFE	
HEALTHY	
ACHIEVING	
NURTURED	
ACTIVE	
RESPECTED	
RESPONSIBLE	
INCLUDED	

Action plan to address <i>child / young person's name</i> needs in relation to the following					Date agreed:	
Wellbeing indicators:						
<input type="checkbox"/> Safe <input type="checkbox"/> Healthy <input type="checkbox"/> Achieving <input type="checkbox"/> Nurtured <input type="checkbox"/> Active <input type="checkbox"/> Responsible <input type="checkbox"/> Respected <input type="checkbox"/> Included						
Desired outcome						
Short term Indicator to show when the outcome will be achieved (What do we want to happen?)	Measure of success? (How will we know)	Action / Intervention (What are we going to do?)	By when?	By whom?	To be completed at review by:	
					Change Recorded? Improved / No Change / Deteriorated	Impact on desired outcome
Parent/carer contribution						
Child/young person contribution						