

Using SHANARRI Wellbeing tool to tackle barriers in primary schools.



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IT'S GIRFEC AND WELLBEING IN ACTION!

NIF Priority and Falkirk Council Priority

- Improvement in children and young people's health and wellbeing
- Improve attainment and positive destinations for Falkirk young people

HGIOS4/ HGIOELC Quality Indicators

- 2.4 Personalised Support
- 3.1 Ensuring wellbeing, equity and inclusion

The cluster health and wellbeing group created a wellbeing indicator tool, one for children in P1-P3 and another for children in P4-P7 These are now being used twice a year by all children in the cluster to identify their strengths and next steps in relation to Health and Wellbeing.

Method

Rather than implement across the whole school as we would have done previously, using QI approaches we adopted a small test approach. We developed a driver diagram and considered current data on HWB.

We developed a wellbeing booklet to be used with ALL children and teachers had to test using QI with at least one child who had identified something they wanted to improve.

Staff confidence was identified as a key driver as was identifying more vulnerable children to adopt an early intervention approach in line with GIRFEC principles.

Process Change

What did we do?:

- Build confidence in staff re HWB tool with regular support sessions
- Complete the wellbeing tool with young people
- Makes sure all children have targets to work in their booklet and know to speak with teacher if need support.
- Identify at least 1 YP who could benefit from working on 2 HWB barriers to learning as a test of change.(plan, do, study, act cycles) in order to influence a barrier to learning.

Achievements & Key Learning Points

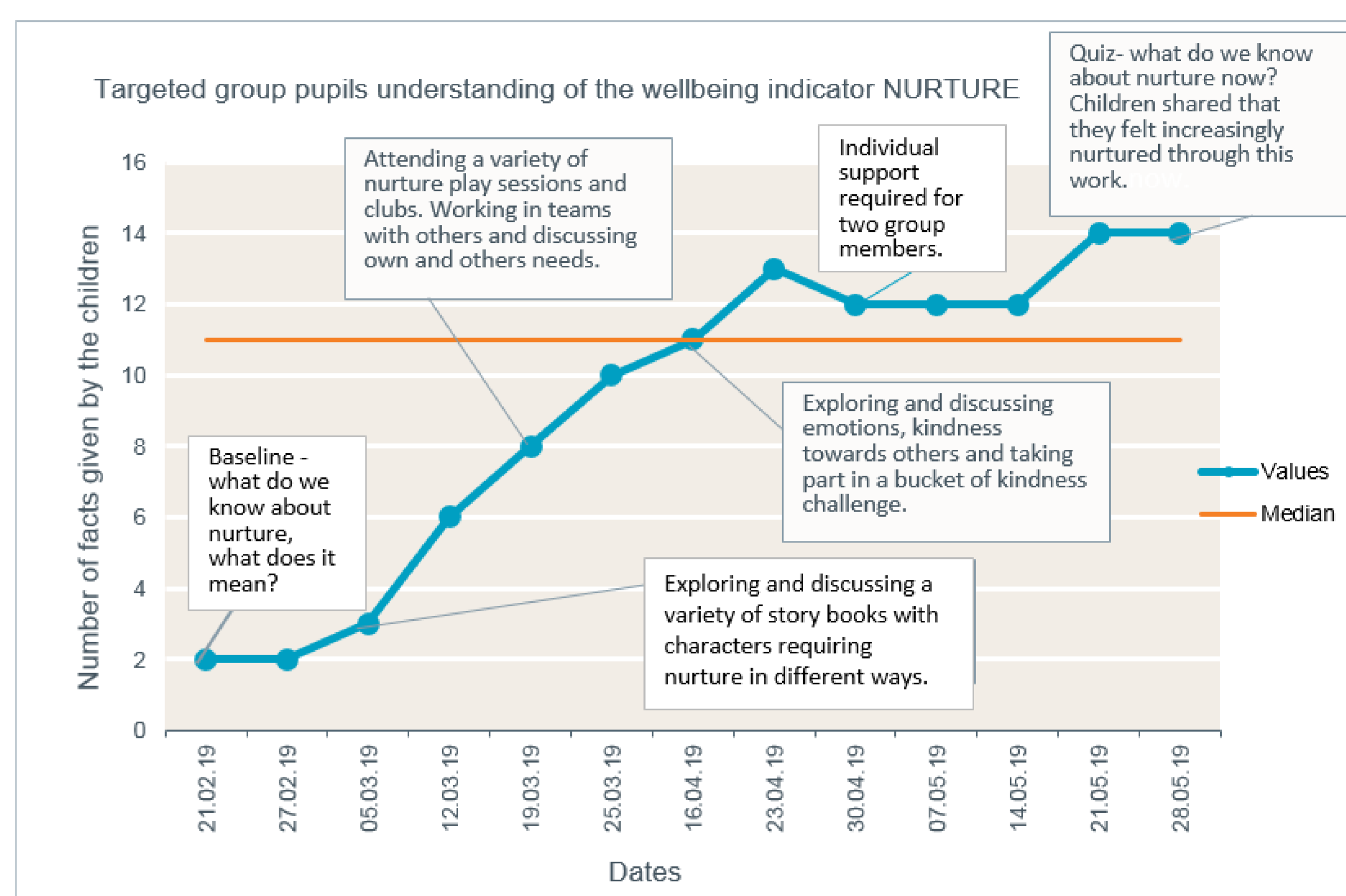
- Staff and pupils throughout the cluster have a shared knowledge and understanding of what each SHANARRI indicator looks like at each level.
- There is a consistent approach to tracking HWB across the cluster.
- Staff have increased awareness of barriers to learning, common themes across the school and have increased in confidence in using the HWB indicators in order to influence barriers to learning.
- Staff report that PDSA methodology and collaboration has resulted in transferrable interventions for other pupils.
- There is an increased use of the language of SHANARRI in the classroom. Children are now more able to recognise and use this language to identify their strengths and development needs within HWB.

KEY LEARNING – QI approaches, helped children but also teachers to reflect on learning. Will keep building this across our practice.

AIM – Increase teacher confidence using wellbeing indicators to remove barriers to learning from 3 to 8 by Easter 2019.

AIM – Increase knowledge of WB Indicator 'Nurtured' in a targeted group of children by Easter 2019

Results



An approach that helps young people work on their own solutions with a trusted adult has been developed and embedded in our school and cluster. We now have a better understanding of our whole school wellbeing needs but importantly we have a deeper understanding of some of our more vulnerable young people's needs. We have seen better engagement from parents and will use the wellbeing booklet as an engagement tool with parents.

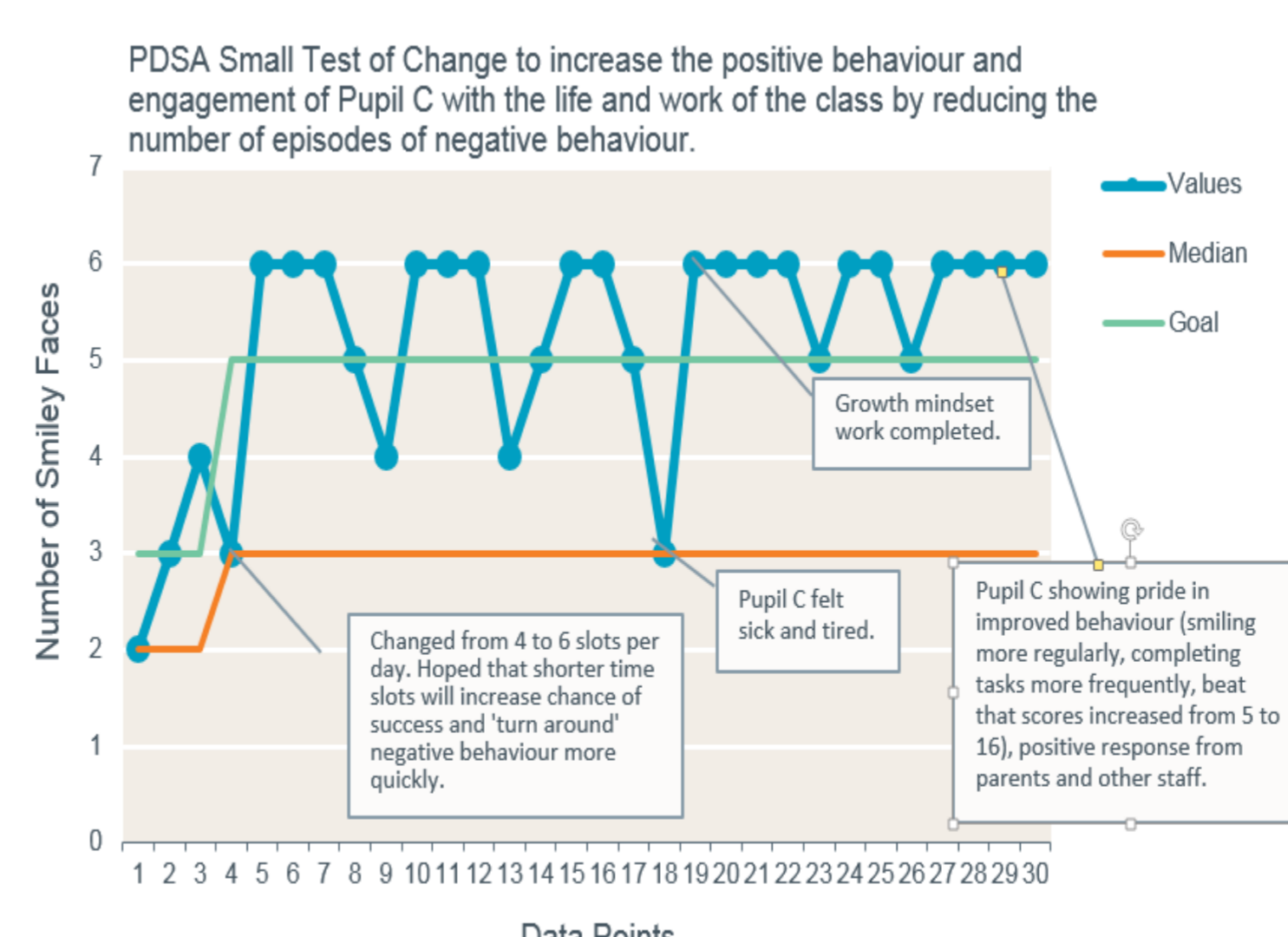
Conclusions & Scale/ Spread

Results for whole classes are great. Individual children have been able to identify and remove their own barrier which has been fantastic! Staff confidence is high and teachers feel very comfortable using the tool and data over time to show what's working.

The approach has been scaled across the cluster and is now being considered at whole council level.

Children & Parent's Comments

"We know lots more about Shanarri and our strengths and next steps within it."



"Work on promoting healthy choices has certainly transferred to choices at home as well as a level of self-awareness".

The talk from the police and work we did helped me to score myself from 3 to 5 at the end of the year."