

# Working Together to...

Empower and enable pupils, staff and families to look after their own health and wellbeing.

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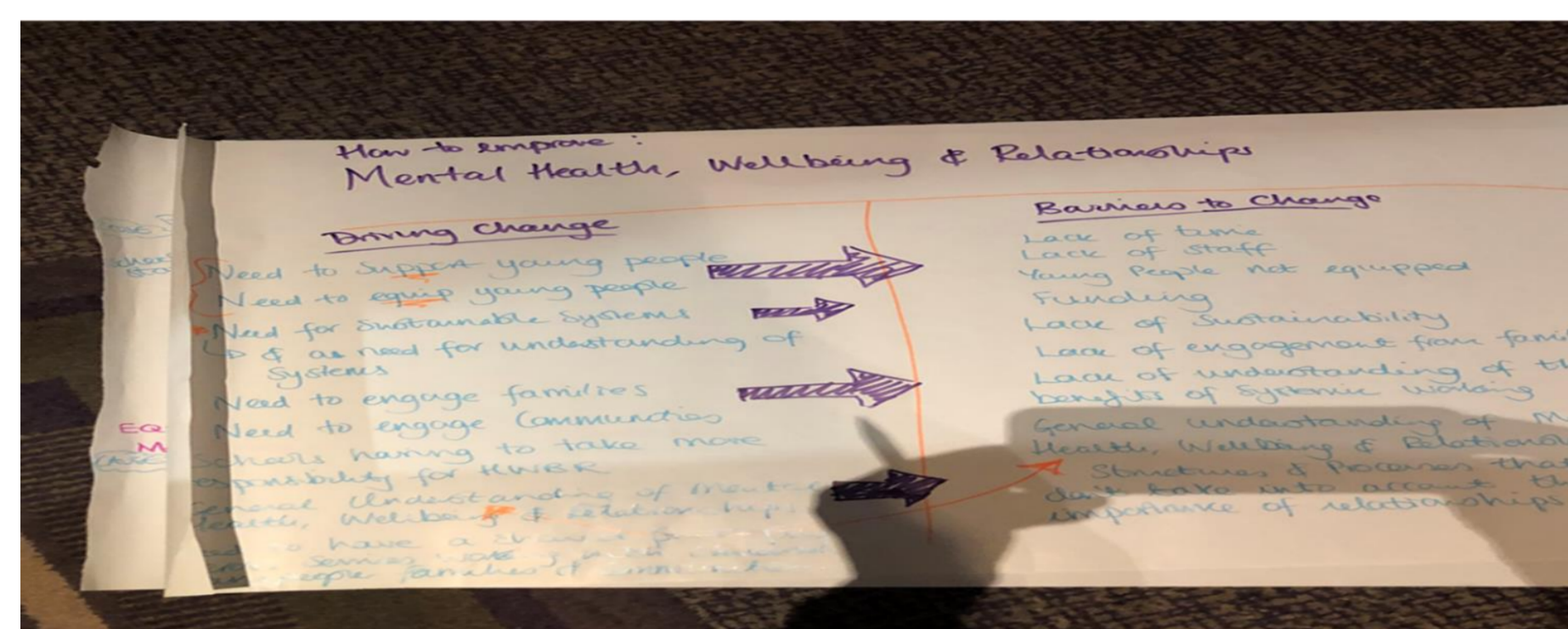


The project is looking at developing the language that pupils and staff use to be able to communicate issues around their wellbeing. The Wellbeing Indicators (SHANARRI) are used regularly within schools and many pupils will have knowledge of them from Primary school. We hope to help to embed this language and explore what each indicator might mean for each individual pupil, resulting in them developing their help seeking behaviours.

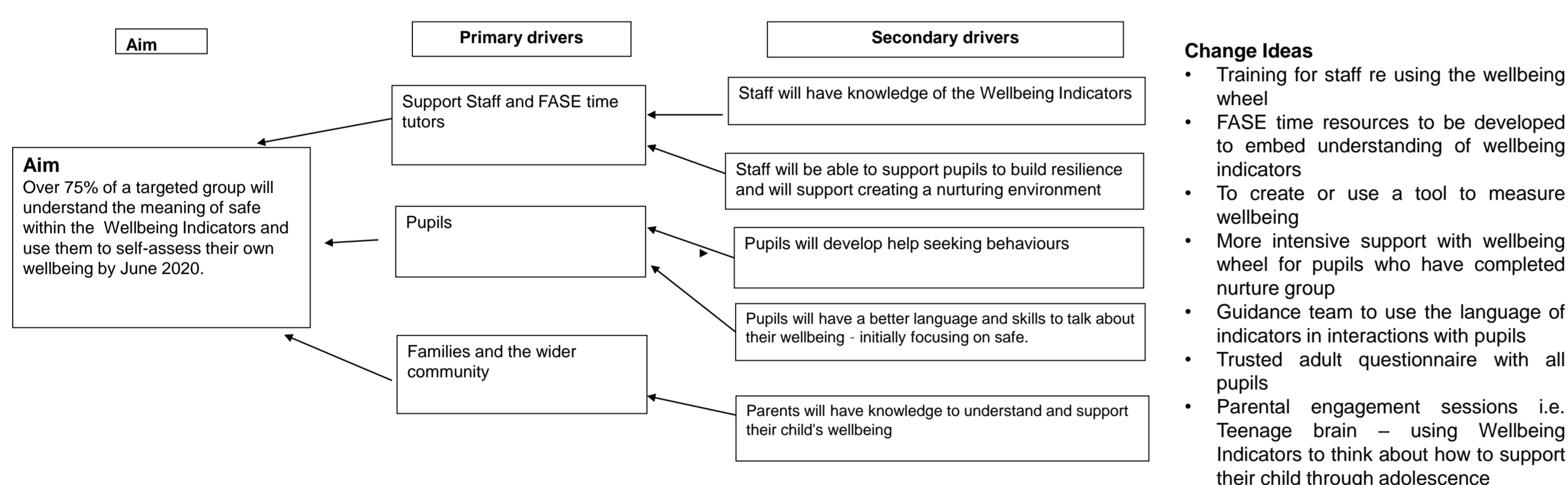
**Aim:** Over 75% of pupils will understand the meaning of Safe within the Wellbeing Indicators and use it to self-assess their own wellbeing by June 2020\*

## Method

The school and wider community had been impacted by some tragic events and wanted to come together to provide opportunities to support the wellbeing of young people and their families. The aim was to bring the community together and start conversations about their personal wellbeing and the wellbeing of others. Evidence was used from the national GIRFEC guidance that developed the Wellbeing Indicators (SHANARRI) into common language for professionals and school pupils. Although this language is embedded in professional dialogue, it is not always evident that it has been the case with our young people in school. A force field analysis was used to explore the issues and help understand what our aim might be.



## Process Change



## Achievements

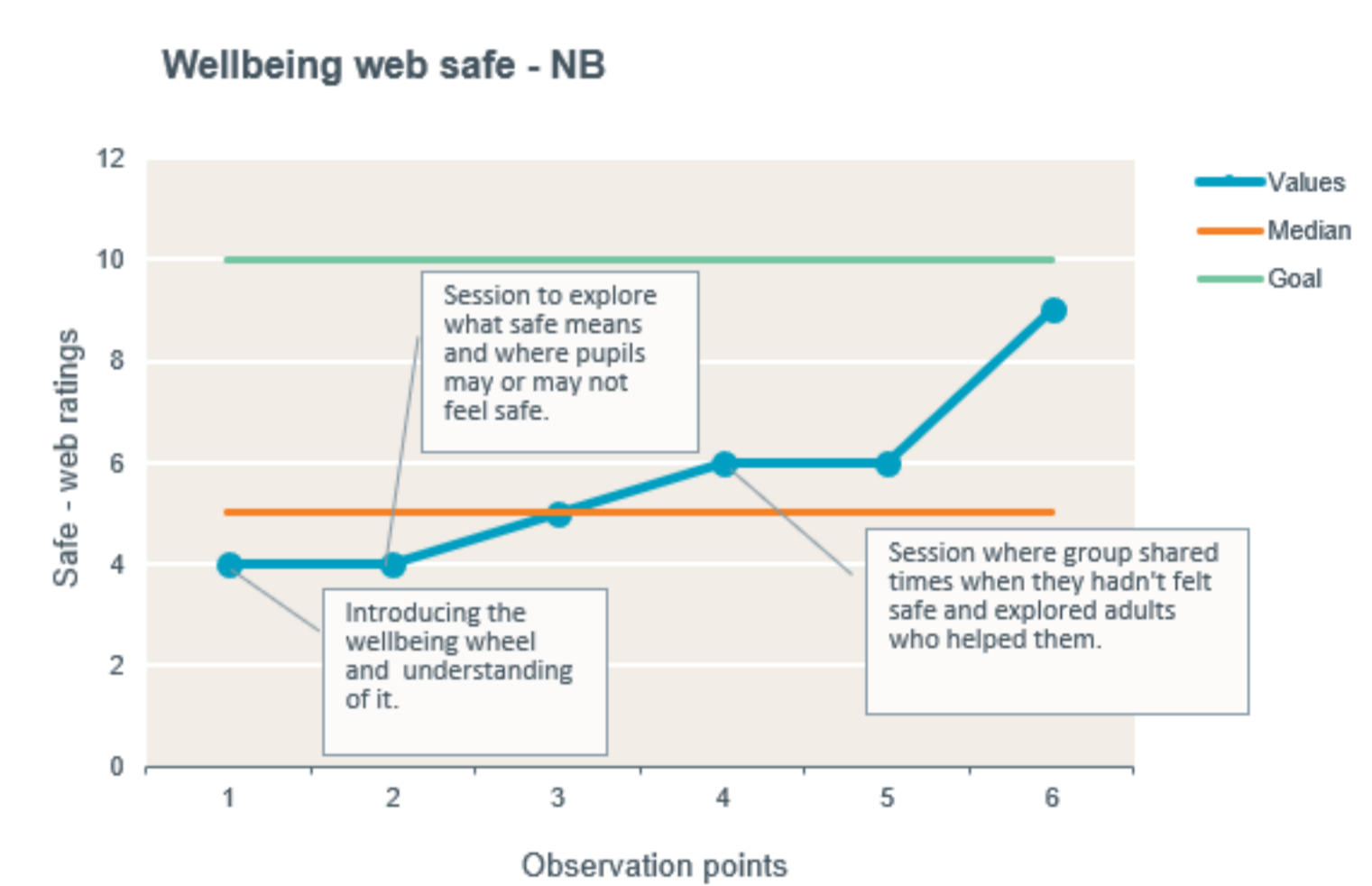
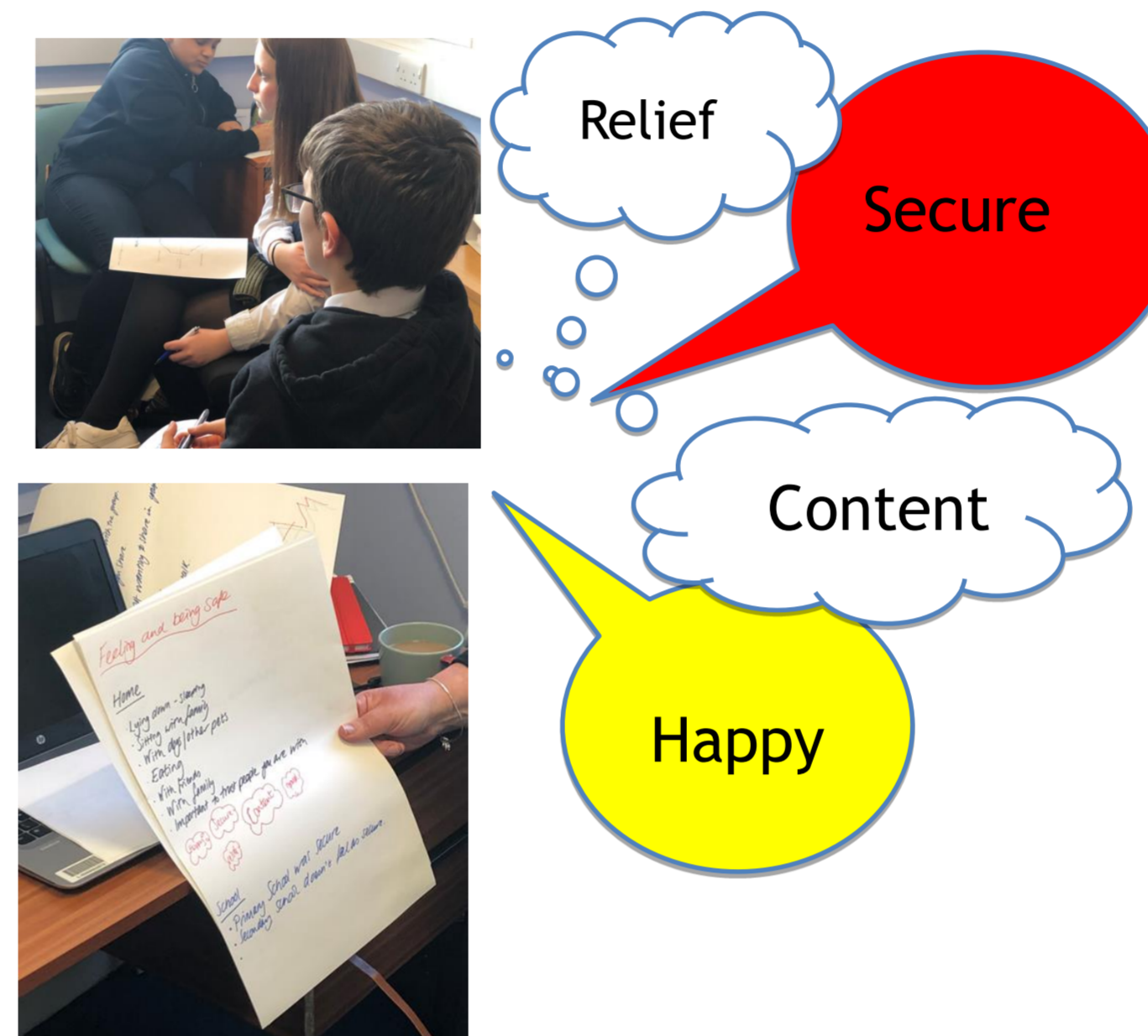
- Using QI tools allowed us to pace the project and create our evidence as we went along.
- Collaborative working between school and health was good to bring together broad knowledge bases.
- Identifying the real power of relationships in supporting wellbeing.

## Key Learning Points

- We initially started as one team with Tain Royal Academy. We thought that we could have one project across the two schools but the QI tools helped us to see that we had different aims and intentions.
- We started with too big an aim. We thought that as the project idea was tied up with the School Improvement Plan we could start with the whole school approach. QI tools helped us to 'drill down' until we had a more manageable target group.
- Understanding the impact that external factors bring eg PMHW time reduced to one day a week due to promotion and a school inspection.
- Using the knowledge that our home team (Guidance staff) had about their caseloads to identify the target group.

## Results

- At the start of the project 50% of the targeted group had previous knowledge of the wellbeing indicators. They were all able to use the wellbeing web to identify feelings of safety. Through regular sessions they spoke about times they felt safe at school, home and in other settings. They used vocabulary to describe feelings related to being safe.



School is a break from home, and home is a break from school

## Conclusions

We feel that our aim has been met – 100% of the targeted group are now able to understand the meaning of safe within the Wellbeing Indicators and are using it to self-assess their own wellbeing. By doing this project, relationships with the targeted group were developed and these have been key in achieving such positive results. It is obvious that regular check-ins with young people is of benefit to them. They were able to explore times that they felt safe and times when they had struggled with this, both at home and at school. They were able to come and speak at out with arranged times, and opened up about their feelings. There was improved attendance for 3 of the 4 pupils. The QI tools helped us to think about all the data we hold for our young people and how we can identify those who would benefit from similar interventions. Our annual 'Trusted Adult' survey complements this work and has helped to consider young people who could be targeted in a similar way.

I think hard about these questions!

## Scale/Spread

- Resources are being developed to deliver and to support the embedding of knowledge about the Wellbeing Indicators in FASE Time. Particular year groups (S2 and S3) to be targeted. This will involve CPD sessions with FASE Time tutors.
- To continue thinking about using this model to support targeted pupils to help develop relationships and understanding of their stories.
- Building a HWB tracking system, using the Wellbeing Indicators, into their S3 Profiles (using Google Sites) – SIP 20-21.
- Guidance Teacher "proactive" interviews – using the SHANARRI model/tracking evidence, and recording conversations.
- Parent sessions that support some understanding of how the Wellbeing Indicators can help them to think about their child's development and how to support them – May 2020.
- To think about how to develop a similar project to support staff wellbeing – May 2020.