



Clobber Primary School

Getting it right for every child



The Wellbeing Indicators

The above model shows the wellbeing indicators, often referred to as SHANARRI:

Safe	Protected from abuse, neglect or harm at home, at school and in the community.
Healthy	Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.
Achieving	Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.
Nurtured	Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.
Active	Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.
Respected	Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.
Responsible	Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.
Included	Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

At Clober, we ensure that we promote wellbeing using these indicators. We ask children and parents about their wellbeing and put measures in place to support when necessary. Lots of factors of school life connect to the wellbeing indicators. Here are some ways in which we promote each aspect of wellbeing:

Safe	Health and wellbeing curriculum eg road safety, substance misuse, relationships and sexual health, anti-bullying, class charter, school policies and procedures to ensure safeguarding
Healthy	Healthy meals in the dining hall, promoting healthy eating and snacks, health and wellbeing curriculum re looking after the body, PE, after school sports clubs and the daily mile
Achieving	Tracking and monitoring of attainment and school attendance, life skills and employability skills such as team work, co-operation and conflict resolution, policies and procedures related to including every learner, support plans and targeted support for those with additional support needs
Nurtured	Health and wellbeing curriculum, positive ethos, development of self-esteem and self-respect, groups such as Seasons for Growth, LIAM, health and wellbeing and Lifelinks counselling
Active	PE, Daily Mile, Outdoor education, breaks and lunchtimes
Respected	Consultation about the life of the school through pupil council and focus groups, school ethos and school values, respect for self and others, including respect for property
Responsible	Health and wellbeing curriculum: ability to take responsibility for actions and words, copes with challenge and difficulty. Participation in clubs and activities, organisation of events in schools, P7 monitors, P6 buddies
Included	Health and wellbeing curriculum: social and emotional health, tracking of participation in clubs and events, both in school and outwith, ensuring children are included in class and in the playground, positive relationships with peers.

How Clober Primary supports children in school

Children come to school each day and we would always have high expectations that they will settle into school, engage in lessons and have a great time with their friends. We are an inclusive school and our belief is that the best place for children to thrive with their learning and relationships is to be with their peers and their own teacher, in their own classroom.

Sometimes this can prove difficult though. Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues.

Sometimes these barriers disrupt class learning or cause difficulties during break times. Sometimes these tricky situations affect only the child themselves and sometimes they can impact on their classmates and staff they work with.

At Clober we work hard to support all our children. We put in place universal strategies that support in a variety of ways. We also have targeted interventions that support groups of children or individuals.

If there's been a tricky issue or challenging time there are a range of strategies we can adopt that can support an individual, group or class that has been affected.

Working with our Parent Council, we've put together this document that details some of our approaches in school to ensure we get it right for every child.

Together time



If there's a tricky issue at playtime or in class these are some of the approaches staff may take to help:

- Whole class circle time. These are class conversations that give everyone a chance to talk about their thoughts, feeling, emotions or experiences.
- 1:1 chats between a staff member and pupil
- Buddy or peer groups to chat with
- Restorative discussions between children who have had an issue. [You can read more about restorative approaches by clicking here.](#)
- Story times using books about themes that may have been challenging.
- Discussing, developing and revisiting class charters which contain rules codes of conduct and relate to the rights of the child. We work hard to develop these with the whole class and support consistency and acknowledgement about what's working well.
- Talking as a whole school: sharing issues we've experienced at school to help overcome them or encouraging participation in whole school assemblies where class work, group and individual successes are shared and celebrated weekly.
- Talking about and learning conflict resolution approaches (linked to restorative approaches):
 - De-stress before we speak
 - Time for everyone to speak and be heard
 - Listening to what others have to say
 - Negotiating solutions together
- Emotion Works sessions supporting calming and self-regulation, mood and feelings exploration. This is usually done in groups and sometimes done with the whole class.
- 1:1 support for children to help understand, acknowledge and plan for transitions within the school day/week/year as these can be an added time of concern or anxiety.

- Teacher feedback on behaviours, learning and work to support children to have a sense of pride and accomplishment in the day they are having at school.
- Health and Wellbeing groups which explore the themes of friendship, cooperation, conflict resolution and resilience
- Seasons for Growth group that explore themes of bereavement, separation, loss and resilience
- LIAM (Let's Introduce Anxiety Management) for individual pupils aged 8 and above
- Lifelink Counselling sessions for individual pupils aged 10 and above

Classroom management approaches



Staff work hard to manage their classrooms to support positive learning and teaching times. Here are ways they support positive behaviour management:

- Having routines in place supports children to know what to expect in their school day/ week.
- Visual timetables help children to see what is planned for their day at school
- We aim to 'meet and greet' each morning, helping to get the school day started positively.
- Additional time for learning if learning has been disrupted
- Additional down time to do recovery activities
- Positive behaviour management strategies to recognise and name good behaviours (“catch them being good”)
- As teachers, we don't underestimate the power of smiles, kind words, acceptance following behavioural incidents.
- Teaching approaches that are supported by being fair and consistent to all. We aim to treat every child with the same level of respect.
- Consistency: staff showing that we hold high expectations for all our pupils
- Use of class based systems to promote an ethos of success and achievement such as messages home, recognition boards, stickers and certificates
- Use of the school values to promote a sense of belonging and team work. Children are awarded certificates at assembly for displaying our school values.

- Worry box in class for children to post concerns or worries privately to the class teacher who can follow up privately or during set times like circle time.
- Staff consider carefully seating arrangements and work with children to give choice and support in who they work with. These arrangements are changed regularly to support children feel settled in class with others they can work with.

Curriculum approaches to supporting pupils at school



What we learn in our classrooms also helps us to understand, be supported and build our resilience:

- PSHE lessons exploring friendship, behaviour, relationships
- Team building games and activities
- Time in a different part of the school (gym, hall, different classroom area) can often change the dynamics positively within the class.
- Physical activity in the gym or outside. Running off a bit of steam can help!
- Anti-bullying approaches, campaigns, supports within class and across the whole school.
- Creative approaches (drawing, painting, writing) to explore feelings, thoughts and opinions.
- Puppet play times to explore feelings, thoughts and ideas.
- Free play time to explore feelings in home corner, painting area, role play areas
- Drama time to explore feelings, thoughts, emotions
- Growth mindset activities
- Brainstorming approaches exploring feelings, thoughts, emotions, solutions, challenges, difficulties
- Classroom learning related to Rights Respecting Schools and the UNCRC
- Engaging activities that motivate and support learners to continue/ take their learning further.
- Yoga activities to support calm, settled, mindfulness time

Recognising the positives



Children respond well to positive praise and attention and this can help engage them and make them feel enthusiastic about school and their learning. These approaches also help when it feels like we're going through tricky times. We use the following approaches to help:

- Good news home (individual approaches)
- Recognition of excellent behaviour, of those who go above and beyond
- School to home communication through email, text message or phone call.
- Sharing photographs and school work through displays throughout the school and on Seesaw.
- School assemblies promote in school and out of school successes and achievements
- Whole school focus on anti-bullying, kindness, resilience and cooperation

Individual approaches

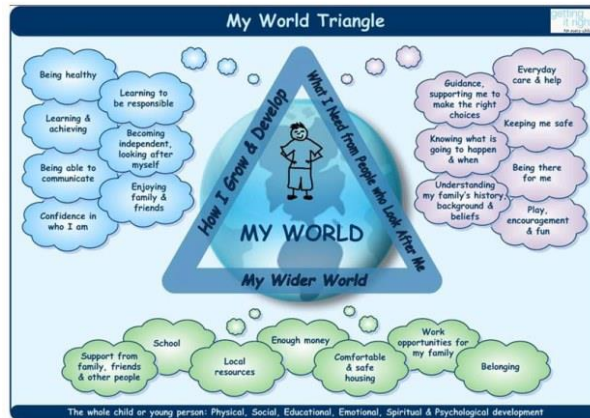


Sometimes individual children need individual, tailored approaches to support them. Here are some of the ways we do this at Clober:

- Additional time or/and support from the Senior Leadership Team
- Counselling support
- Use of symbolised timetables to support children to understand what will happen during the school day (or week) so they know what's coming up and are reassured the day is progressing as planned by the teacher.
- Time out and /or quiet areas in the classroom (e.g. library corner) or school (e.g. Rainbow Room) that children can go to if appropriate.

- In an age/stage appropriate manner use of teddy bears/ dolls/ soft furnishings that can be cuddled, played with, held if needed.
- Signposting children to know who is available at different times to support or help them (in class, playground, dinner hall, corridors, etc).
- Individualised planning for learning, playtimes and transitions.

GIRFEC: My World Triangle



Partnership working



Sometimes it helps when adults work together or when we connect with partners to support children in different ways. Here are some of the ways we do this:

- Working with parents and carers to discuss approaches that will work with their individual child.
- Staff time to explore, train, reflect, plan, re-plan, engage in professional learning and dialogue.
- Engaging with agencies and professionals out with school. Some examples of this are:

- Educational Psychologist,
 - Health
 - Charities such as ChildLine, NSPCC and Respect Me
 - Woman's Aid
 - Social Work
- Creating a Child's Support Plan together to ensure school and wider multiagency supports meet the needs of the child
 - Our work with Active Schools aims to engage children in physical activities that, in turn, support their mental wellbeing.

We promote open communication between home and school.

This is a key strategy which we know works in getting it right for our pupils.

If you have a concern about your own child do consider the following:

- Phone us at school for a chat: 0141 955 2232
- Email us and we'll get back to you: office@clober.e-dunbarton.sch.uk

Useful links for parents and carers:

<https://www.gov.scot/publications/shanarri/>