

GIRFEC – Getting It Right for Every Child

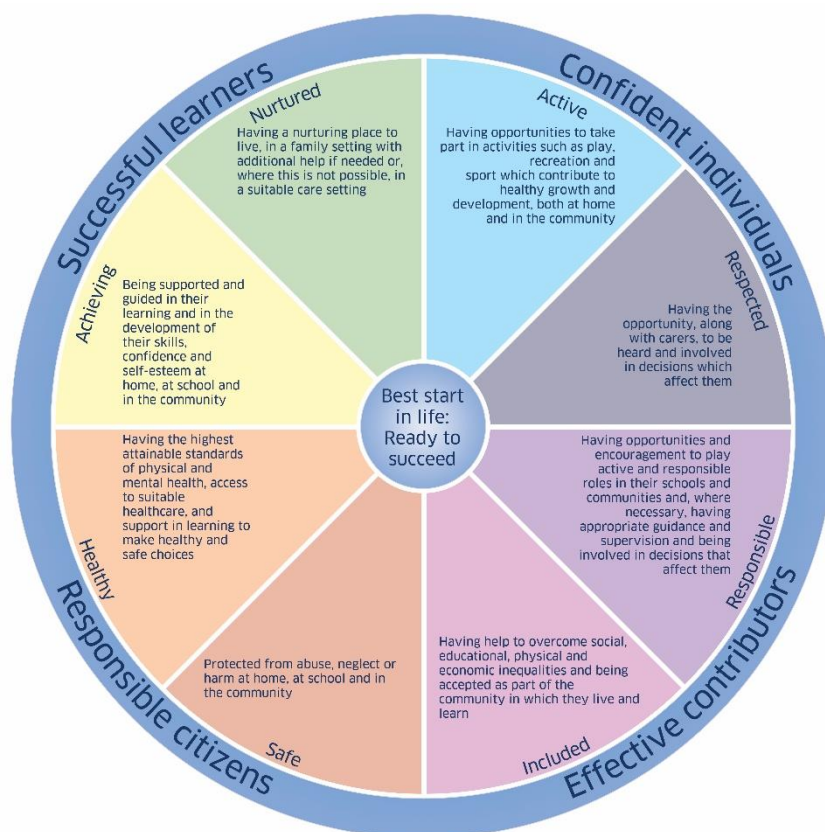
The GIRFEC approach is a national programme of action to improve the wellbeing of all children and young people in Scotland. It requires that all services work together better to support children and young people. This includes strengthening arrangements for information sharing, shared assessment based on a common language and encouraging earlier intervention to ensure that children and young people get the help they need when they need it. It stresses the importance of understanding and assessing risks and needs across all aspects of the child's wellbeing.

Child protection must therefore be seen within the wider context of supporting families and meeting children's needs through GIRFEC. This means:-

- putting children's needs first
- ensuring that children are listened to and understand the decisions that affect them
- ensuring they get the appropriate co-ordinated support needed to promote their wellbeing, health and development



**getting
it right**
for every child



UN Convention on the Rights of the Child

Antonine Primary School is registered with “Rights Respecting Schools” and is committed to creating a safe and inspiring place to learn.

Legislation and practice in child protection are underpinned by principles derived from Articles of the UN Convention on the Rights of the Child 1989 ratified by the UK Government in 1991. Although not directly enforceable in Scottish Courts, it is Scottish Government policy to implement the Convention wherever possible. The principles include:-

- each child has a right to be treated as an individual
- every child who can form a view on matters affecting them has the right to express those views if they so wish and those views should be given due weight in accordance with the child’s age and maturity
- parents should normally be responsible for the upbringing of their children and should share that responsibility
- each child has the right to protection from all forms of abuse, neglect or exploitation
- in so far as it is consistent with safeguarding and promoting the child’s welfare, public authorities should promote the upbringing of children by their families
- any intervention by a public authority in the life of a child must be properly justified and should be supported by services from all relevant agencies working in collaboration



What is 'good' emotional health and wellbeing at Antonine Primary School?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions
- For all in our school

We want our children to:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.



Rationale

The emotional health and well-being of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

Good teaching and learning start with positive relationships underpinned by a good knowledge of children's rights. Antonine Primary School is proud to call itself a "nurturing" school. Nurture is based on attachment theory and recognises the importance of positive relationships for well-being and learning. Antonine PS use the six nurture principles (see below), to consider what children and young people need to achieve success.

1. All learning is understood developmentally (*Children are at different stages of development – socially, emotionally, physically and intellectually, and need to be responded to at their developmental level in each of these areas.*)
2. The school offers a safe base
3. Nurture is important for wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. Transitions are important

We use the four key areas of impact for children learning about being a Rights Respecting school; wellbeing, participation, relationships and self-esteem.

Curriculum organisation

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- School, playground and class charters developed alongside the staff, pupils and parents
- Clearly identified rewards and consequences, understood by all
- Rewarding positive behaviour and achievement through the dojo point system
- Positive Growth Mindset
- Setting appropriately challenging tasks
- Providing a forum for listening and talking
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience
- Emotions check-ins daily in every class

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

We also promote emotional health and wellbeing through our School Values which are embedded in our learning: Respectful, Happy, Resilient and Nurturing.



We see parental involvement as a vital part of emotional well-being. Regular opportunities exist to promote partnership with parents, including:

- Welcome meeting in September – a chance to meet the staff, find out about the organisation, routines and curriculum in each class
- A 10 minute consultation twice a year and the opportunity for a further appointment with the Support for Learning teacher if required
- Open afternoons linked to on-going school initiatives
- Regular opportunities to give feedback
- Opportunities for classes to share learning throughout the year
- Involvement in planning and reviewing pupil Form 4s and “Team around the Child” meetings for specific children.
- Inviting parents to Christmas Nativities, the Carol Service, Harvest Service, Easter Service and End of Year Celebrations.
- Regular updates on class twitter accounts

Inclusion

All curriculum policies make reference to inclusion key to our school ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children’s needs.

Pastoral organisation for pupils

Our methods include:

- Recognising and responding positively to a child’s emotional, mental health and/or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to children’s emotional, mental health and well-being’
- Liaising with appropriate agencies to enlist advice and/or support
- Planned nurture sessions
- Clearly communicating individual pupil strategy maps

Clear policies for Positive Relationships and Rights, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

- Pupil Council involvement
- All pupils P1 to P7 contributing to school improvement through “Leading the Learning” groups
- Rights Respecting Schools ambassadors
- Identified School Mental Health Champion – Mrs M McFarlane
- Achievement assemblies and recognition in class.
- A whole school system of rewards for individuals: dojo winner, above and beyond, curriculum certificates
- Well-being Champions

We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Monitoring and evaluation

Provision across the school is monitored by the Senior Leadership Team, Mrs McLaughlin, Headteacher and Mrs Casey, Depute Headteacher.

The Head teacher will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and training days provide regular opportunities for the quality of care to be evaluated and developed.

We are committed to reviewing our policy and good practice.

This policy was last reviewed on: April 2024.