

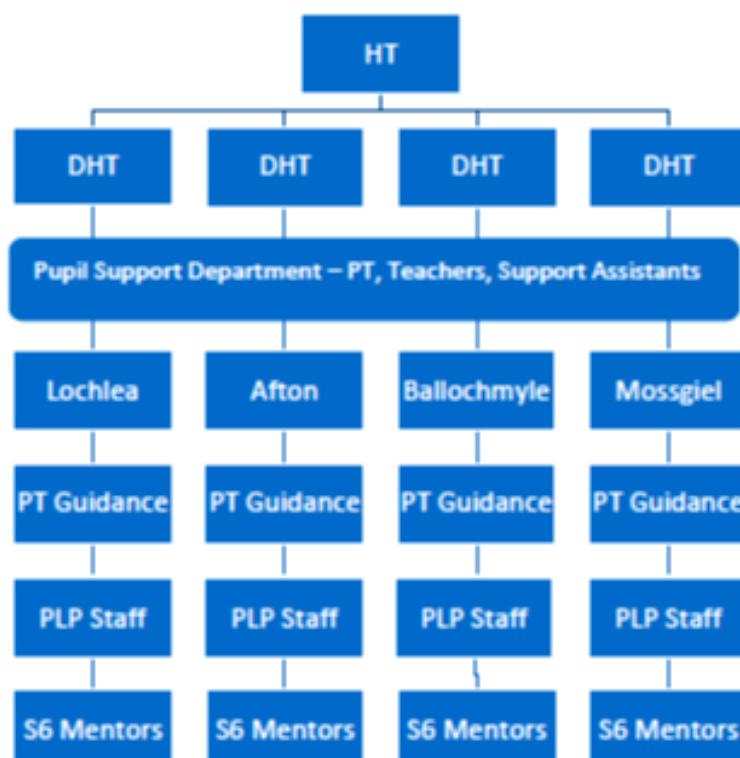


Auchinleck Academy

Wellbeing, Equality & Inclusion

Topic	Page
1. The Pupil Support Team	2
2. The Relationships Framework	4
3. Nurture	6
4. The Inclusion Hub	7
5. Skills for Life, Learning & Work	11

1. The Pupil Support Team



How do our relationships, culture and behaviours shape Auchinleck Academy ?

SLT and middle managers promote a strong, nurturing and caring ethos and ensure that pupil wellbeing is at the heart of everything we do and is at the centre of all decisions.

Our vertical Pupil Support system allows the Deputes and Guidance Teachers who lead each House to form strong, supportive relationships with families, and encourages joint working to improve outcomes for our young people. Several members of staff have volunteered to be Guidance Support Teachers. Working closely with the House teams, these members of staff offer additional daily support in managing attendance, assessing wellbeing and mentoring young people.

Our Pupil Support team has a sound knowledge and understanding of the needs of our young people, their families and communities. This information is shared formally and informally as appropriate and with pupil and parent consent. All staff understand the profile of our community including Scottish Index of Multiple Deprivation data. 45.2% of our young people reside in deciles 1-3. 94% of our pupils reside in deciles 1-6. Staff are aware of the barriers that many of our young people face at home, in school and in the community, and use this information and data to target support and ensure that pupils' needs are met.

Whole staff in-service training on how to support young people with Autism was recently organised by the Support Team in response to an increase in the number of children in the school who have been diagnosed with an Autistic Spectrum Disorder. As a direct result of this an 'Autism friendly' room was created which serves as a calming environment where young people can go to relax and receive additional support to help with their learning and/or social, emotional and behavioural needs.

The school culture of inclusion for all enables young people in the senior stages to model positive relationships and support the social and emotional wellbeing of others through mentoring and buddy programmes.

Strong Supportive Leadership

Mandatory staff training delivered by senior leaders throughout the year ensures that all staff are aware of their statutory duties in relation to wellbeing and pupil support. The culture of inclusion also supports staff to make sure they are confident in meeting the needs of all pupils.

All staff have a shared understanding of young people's needs and their role in valuing each child as an individual. Staff know our young people well and go above and beyond to support them in removing any barriers to learning and inclusion.

The Guidance staff have an open door policy and encourage pupils to self-refer when in need of support or advice. Guidance staff regularly go into the community to meet with young people and their families at home to try and address concerns regarding school attendance and engagement. Young people who are particularly vulnerable, including those who are Care Experienced, receive additional support from staff mentors or senior buddies who meet with them on a regular basis. Many young people who face barriers to learning arising from social, emotional, behavioural and/or learning needs have regular timetabled periods in the Pupil Support Department, which is staffed by a Depute or Guidance Teacher, and Support for Learning staff.

The Pupil Support team has established effective relationships with partners and works closely with them to improve outcomes for young people. Many of our partners contribute to the provision of bespoke packages of support and individualised timetable for those who require it. Our Home/School Link Worker meets individually and with groups of young people who are risk of disengaging. Support is tailored to the needs of the child. She runs a 'Positive Choices' group, for example, in partnership with our Campus Police Officer for those involved in risk taking behaviour. Youth Workers from Vibrant Communities provide a mentoring and befriending service for some of our pupils who are in need of a positive role model. Staff from Yipworld, a local third sector youth organisation, take classes in the school to support young people in planning for their future life and work. Our partners are supporting many of our young people to gain wider achievement qualifications such as Prince's Trust Achieve, Duke of Edinburgh, SQA Employability and Playback Ice.

Staged Intervention processes are well established with a strong emphasis on Solution Focused Approaches. The DHT with responsibility for Pupil Support oversees and chairs all multi-agency meetings. The House team, partners, young people and their families are consulted and involved in decisions and contribute to the formulation and regular review of the Child's Plan.

Prior to ASN reviews all teachers and partners are involved in contributing to the Plans and Wellbeing Assessments of the children they support by identifying strengths and areas for development in relation to the Wellbeing Indicators. Pupil views are sought prior to reviews using the Wellbeing Web tool. Parents, pupils, staff and partners involved in supporting a child are invited to ASN reviews which take place throughout the school year as required, to evaluate the effectiveness of the support which is in place. In consultation with the child and their parents, a new Child's Plan is agreed in which targets are set and supports identified to help overcome any barriers to learning and achievement that the child is encountering.

2. The Relationships Framework

How do the relationships in Auchinleck Academy affect the outcomes?

As a result of our Relationships Framework, an ethos of mutual respect exists in Auchinleck Academy where staff and pupils work together in a caring climate, to develop and maintain positive relationships at all levels, which improves outcomes for learners.

Teaching staff, support staff, pupils and parents were consulted extensively in devising our whole school Relationships Framework. As a result, all members of the school community have ownership of and value the Relationships Framework and are confident and consistent in implementing it. The Framework is driven by our shared school vision and core values of Respect, Equality, Teamwork, Responsibility and Achievement.

Our Relationships Framework clearly identifies the agreed roles and responsibilities of all stakeholders in building and sustaining positive relationships and maintaining an ethos of respect, inclusion and equality.

Respect for children's rights underpins the Framework and permeates all aspects of school life.

Strong Leadership-What is the role of the Senior Leadership Team?

A Relationships Working Group consisting of a range of interested staff at all leadership levels was formed to revise the existing Behaviour Policy. Through discussion, consultation and collaboration with the Rights Respecting School group, this policy evolved into our current Relationships Framework which includes our Rights Respecting Classroom Charter. The Rights Respecting School group consists of staff and pupils who

were instrumental in the development of the Relationships Framework, which is constantly evolving to meet the needs of the school community. For example, we are currently reviewing our toilet arrangements to ensure that our practice respects the rights and dignity of all young people.

Our Relationship Framework has been reinforced through a variety of activities ranging from themed assemblies, PSE inserts, curricular inputs, visual displays, support groups and daily conversations and Interactions with pupils. As a result, staff and pupils are confident in promoting equality and recognising and challenging discrimination.

Senior leaders model Rights Respecting language and attitudes and insist on a consistent approach to the promotion of positive behaviour and relationships at all levels. The Rights Respecting Charter is displayed in all areas of the school and serves as a guide to action and behaviour on a daily basis for staff and young people. Key members of staff at different levels have been trained in Restorative Approaches and have been involved in leading the roll-out of a whole school Restorative Approaches programme.

This approach encourages a whole school ethos around the rights and views of young people and involves staff and young people working together to resolve and learn from conflict and repair relationships.

What do our young people think?

Pupils have a clear understanding of their rights and actively promote children's rights within our school and community. This was recently recognised when the school was awarded Silver Rights Respecting Schools status.

Young people appreciate the support that they are given to resolve incidents of disagreement and conflict in a restorative way, considering the feelings of others and focusing on repairing relationships and learning from mistakes when things go wrong.

Pupils feel valued, respected and listened to and as a result have led change within the school, for example, they have led the LGBT charter, MVP initiative, ASN awareness assemblies and children's rights assemblies within the Learning Community.

3. Nurture

What do we do at Auchinleck Academy to nurture our young people?

The school's nurturing and caring ethos runs through all aspects of school life, promoting and developing the well-being of our young people. Targeted nurture to vulnerable young people is provided through our daily breakfast club and designated nurture classes. The appointment of a nurture teacher will allow us to develop this further by delivering daily literacy and numeracy classes to nurture groups in S1 and S2.

All members of teaching staff have taken part in professional learning on basic nurture approaches and have an understanding of brain development and attachment theory.

Nurture training will be repeated on an annual basis. A member of the Senior Leadership Team has attended Education Scotland training on 'Applying Nurture as a Whole School Approach', and has since started a Nurture Implementation Group within the school. Group members have received further CLPL to enhance knowledge and understanding of Nurture principles and associated strategies.

The group is currently undertaking self-evaluation of the school's existing Nurture provision and is working with the Educational Psychologist to build on current good practice and further promote and support the use of nurturing approaches across the school.

Strong Leadership – what is the role of SLT?

Appointment of PT Literacy, Numeracy and Nurture will support further development of whole school and targeted nurture approaches. Senior Leaders model supportive, nurturing relationships and are working with all staff to ensure that all classrooms across the school are nurturing environments.

Quote from Jennifer Howitt, Educational Psychologist

Staff at Auchinleck Academy have a particular focus on wellbeing and relationships when supporting their pupils. They recognise the importance of developing positive relationships with their pupils and prioritise this, viewing it as a basis for successful learning and teaching. The majority of staff view behaviour from an ecological perspective and gather robust wellbeing assessment information in order to inform how to best meet the needs of their most vulnerable learners. They offer a variety of flexible approaches to engage and support their pupils. The school recognise behavioural management strategies might not work for their most vulnerable learners and are using relational approaches alongside the nurture principles to meet the needs of these pupils. Staff have engaged well with Nurture Training and case study approaches over the years as well as beginning to embed a relationships framework into whole school practice. There is evidence that staff recognise how early experiences affect development and may impact on behaviour in a Secondary School setting. The school have established a nurture implementation group and are currently evaluating existing nurturing practice at a whole school level.

4. The Inclusion Hub

What do we do at Auchinleck Academy to make sure all our pupils are included?

East Ayrshire's Relationship Working Group worked collaboratively to write '*East Ayrshire's Relationship Framework*'. Throughout this process exclusion rates across East Ayrshire (EA) were scrutinised and discussions around the effectiveness of East Ayrshire's referral system to the Authority Screening Group (ASG) for pupils with Social, Emotional, and Behavioural Needs (SEBN) highlighted the lack of resources to support these young people.

A proposal was made by the EA Relationship Working Group to bid for funding to establish, and pilot a provision, that supported young people with SEBN within a mainstream environment.

Auchinleck Academy was deemed as an appropriate campus to pilot the project and were selected by Psychological Services to be part of a Scottish Attainment Challenge funded project. This decision followed an inspection report that identified Auchinleck as being 'very good' in terms of QI 3.1; Wellbeing, Equality and Inclusion as well as having a 'strong nurturing ethos'.

The pilot has given Auchinleck Academy the opportunity to establish an Inclusion Hub within the school community and this is one of the only secondary SEBN provision available within the authority currently.

The Inclusion Hub within Auchinleck campus enables a variety of pupils with SEBN to continue to access mainstream education within their own community and to develop skills to enable them to participate in planning their future.

Pupils referred to the Inclusion Hub benefit greatly from the provision as it acts as an intervention to ensure these young people attend, engage and achieve within mainstream as opposed to being referred to an out with placement. The vision is to build capacity for their future by developing skills for life and work and developing pathways into future employment, further education and positive destinations. Due to the Hub being part of the school community it allows pupils to maintain relationships with key members of staff within the Academy and also encourages them to transfer their attachments to staff within the Hub. Whole school CLPL on attachment theory ensures that pupils within the Hub will be exposed to the same approach when accessing mainstream provisions as part of the integration process. The Hub ensures that the young people still have a link with the school community resulting in a smoother transition when pupils are ready to integrate back into the mainstream school.

Each pupil within the Hub has a bespoke timetable that allows them to have a flexible package between the Hub and the mainstream school. The package also permits the pupils to access a range of vocational pathways such as: Dynamic Youth, John Muir Award, Prince's Trust Achieve, SQA Employability Award, DYW/Prince's Trust The Bike Maintenance Project, Positive Choices Group, Careers Group and Outdoor Learning.

The Inclusion Hub

Ensuring recognition by the national qualification framework for their personal successes, helping to equip them with essential skills required for life, learning and work.

Although timetabling within the Inclusion Hub can be challenging at times, as levels of engagement in learning often depends on dynamics within the group, access to mainstream provisions and staff allows pupils to have success out with the Hub and build key relationships with staff. By adopting the nurture model pupils are also able to access the Hub either in a morning or afternoon session suiting the needs of the individual and the group dynamics.

Strong Leadership – what is the role of SLT?

Initially when establishing the Inclusion Hub the DHT of the Inclusion Hub liaised with the Hub class teacher, all SLT within Auchinleck Academy and then with other agencies within the authority to agree on a shared vision for the Inclusion Hub. Working collaboratively with the Hub class teacher the DHT led the writing of a policy and distributed to SLT initially followed by Auchinleck Academy staff and other agencies for consultation.

The Inclusion Hub is a fully integrated part of the school where the DHT encourages multi-agency working and ensures effective communication with guidance staff and DHTs linked with Hub pupils is forefront. All SLT within the school play a pivotal role in the continual evaluation and review of the Hub and its journey.

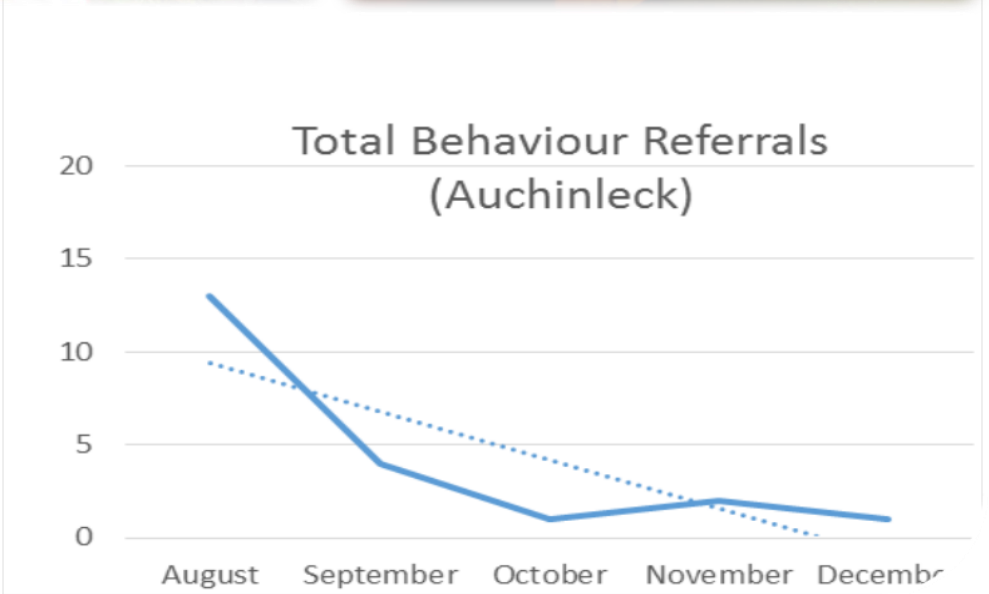
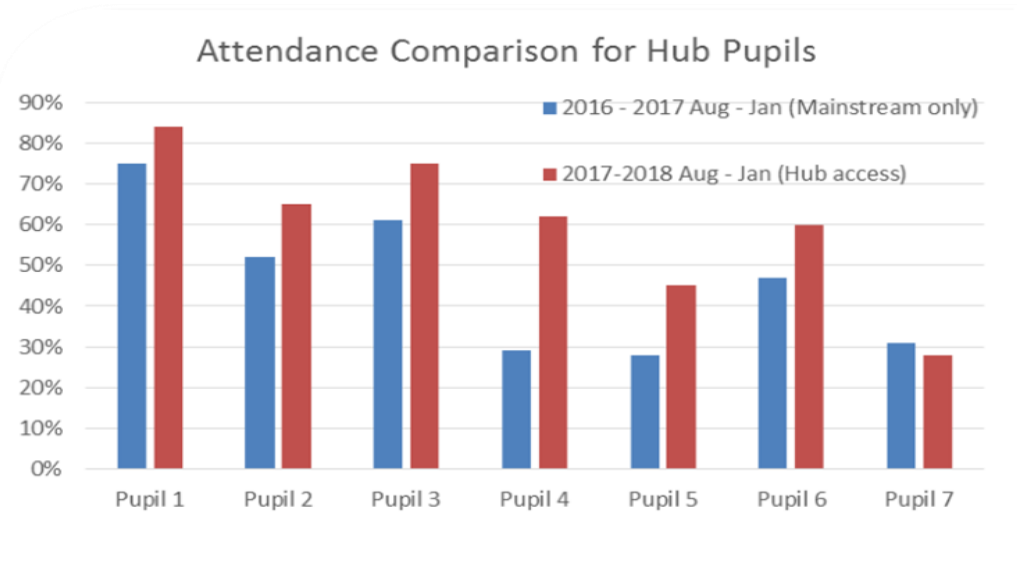
The Inclusion Hub DHT is an active member of the SLT within the school attending all SLT meetings to give weekly updates on the project, work collaboratively to discuss programmes and plan next steps. This also ensures awareness of daily operations, and the wider life of the school, and also allows the Inclusion Hub Depute to be involved in the school as a whole. This is essential to make sure that information can be shared with the Hub pupils as well as allowing them to be an active part of the school community. Opportunities are created for the Hub pupils to plan, lead and be part of aspects of whole school projects such as sponsored and fund raising events. All SLT act as a support to the Inclusion Hub staff and pupils and the HT liaises with DHT daily supporting where appropriate.

The DHT is tasked with leading and driving the pilot ensuring that appropriate evaluations and assessment are completed and relevant evidence is collected and collated so that the impact of the project can be measured.

Working alongside the SLT the Hub Depute drives mainstream school initiatives within the Hub including: School Values, Relationships Policy, Restorative Approaches, Rights Respecting Schools and Nurturing Principles to ensure that all Hub pupils are being exposed to the same ethos ensuring a smooth transition within mainstream.

The Inclusion Hub

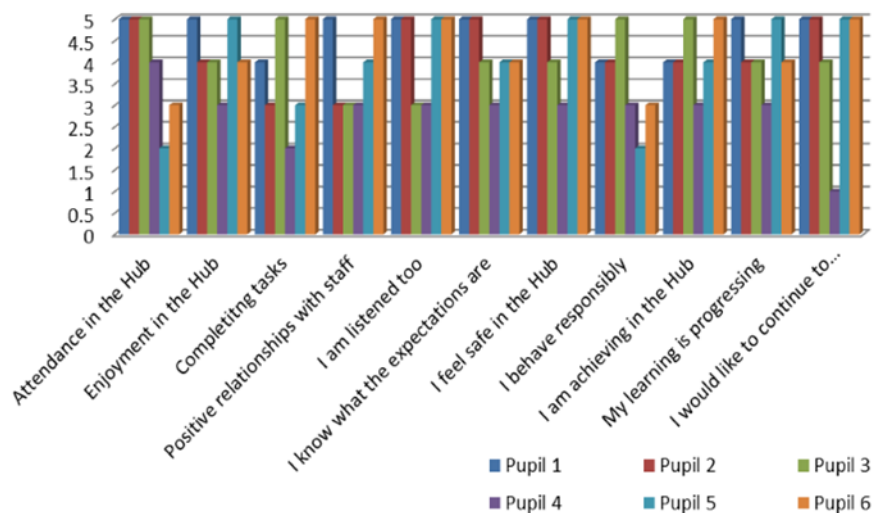
In most cases the DHT is deemed as the lead professional for the pupils within the Hub and is responsible for organising and chairing meetings, writing and evaluating action plans and ILPs whilst working collaboratively with the hub class teacher, guidance staff and SLT. All significant events are shared and recorded within pastoral notes.



John Muir Award



Pupil Views March 2018

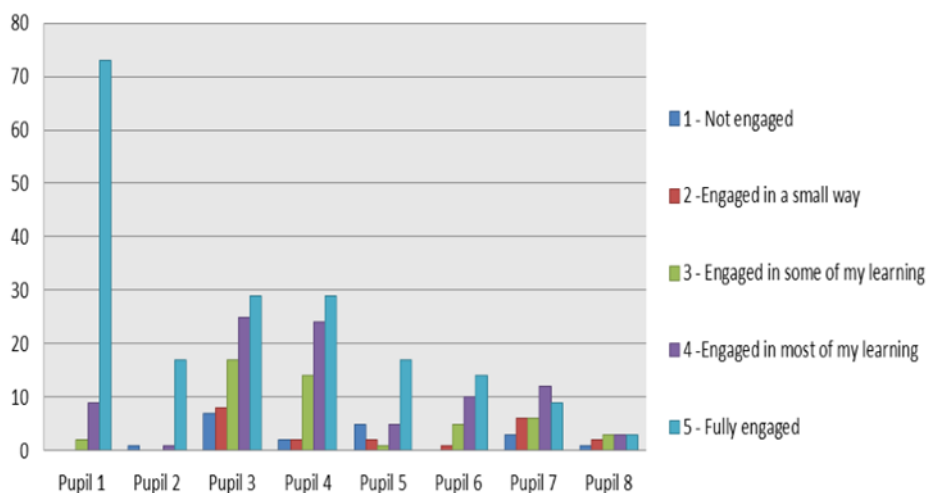


Whole School Enterprise



Levels of engagement (Jan - March 2018)

(based on number of sessions in the Hub)



5. Skills for Life, Learning & Work

What is Auchinleck Academy's unique approach?

PSE

The PSE course has been designed taking account of pupil and parent views, the local area and current issues facing young people today. Pupil feedback is sought in order to evaluate and make changes to the course. The topics constantly evolve and change to suit the needs of the learners and ensure that they have choice in their learning.

Guidance teachers teach PSE to their house groups, which fosters positive relationships between the Guidance staff and young people. It also demonstrates to pupils the importance of PSE and leads to high quality delivery of the experiences and outcomes of Health and Wellbeing.

There is a strong focus from S1 on skills for life, learning and work. This is incorporated into the course in a number of ways such as through input from the school career's adviser, and use of the My World of Work website.

A focus on children's rights permeates the PSE course with every topic being linked to articles from the United Nations Convention on the Rights of the Child.

There is strong partnership working to ensure the success of PSE. Partners involved in the provision and delivery of PSE include Yipworld, Ayrshire Chamber, Vibrant Communities, LGBT youth and various mental health charities.

Most S4 pupils achieve a level 4 Employability Award through PSE which DHT's and PTG's help to deliver over the course of two timetabled Employability days. Course work contributing to the Employability Award is also completed in daily PLP classes.

DYW

A range of vocational qualifications are being developed and delivered including Barista, Bike Maintenance and Nail Technician in partnership with Princes Trust, DYW Ayrshire and Ayrshire College.

A Flexible Pathways Initiative (FPI) has been developed which allows pupils in S4 and S5 to participate in a programme of work experience, college attendance and vocational qualifications.

PLP

All pupils attend a daily 10 minute Personal Learning Planning (PLP) period which leads to a productive start to the morning, setting the tone for the rest of the day. There is a detailed programme of activities which supports young people to develop skills for life, learning and work, and helps them to assess their own progress and areas for development in relation to their learning and wellbeing. Ongoing review and evaluation of the PLP programme takes place in consultation with parents, pupils and staff.

There is a strong focus within the PLP programme on promoting wellbeing, raising awareness of children's rights, skills development and planning for future choices and change.

PLP (Cont.)

All unpromoted members of staff have responsibility for a PLP class. This ensures that teachers across the school are involved in leading learning within key aspects of Health and Wellbeing and have an important role in providing personal support to all young people. This fosters positive relationships and contributes to our nurturing whole school ethos.

S6 pupils support PLP staff each period, following a programme which includes one-to-one support for pupils with completion of their PLPs, pastoral interviews and buddying.

Strong Leadership – what is the role of SLT?

PSE

SLT work with staff to ensure PSE is a valued element of the whole school curriculum. The provision and delivery of PSE has been highlighted as a priority in order to raise its profile with pupils, staff and parents.

A working group that incorporated a range of expertise from staff across the school was created to develop PSE courses. The staff group engaged with the experiences and outcomes, discussed teaching and learning strategies and created lessons based on the 4 significant aspects of learning.

PSE is given priority on a PTG's timetable before any subject input. This further emphasises the value of PSE within the curriculum.

PLP

All staff and pupils have been consulted in the development of this programme and their views are regularly sought to inform improvements and ensure that the programme continues to meet the needs of pupils.

Senior leaders and Guidance staff are highly visible during the PLP period and value the daily contact with young people within their House group. This time is used to enforce expectations, build relationships and promote whole school values.

DHTs and PTGs support PLP staff with the delivery of programmes and evaluate the work completed in class.

What do our young people think?

Pupil feedback is very positive regarding the PSE and PLP programmes. This is demonstrated through pupil questionnaires.