

Joy Kindness Respect Honesty



**Castleview Wellbeing Strategy
(Includes Inclusion and Equalities)**

'The state of being or doing well in life; happy, healthy, or prosperous condition; moral or physical welfare.'
Oxford Dictionary

'Inclusion means taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of every child, young person and adult'.

(How Good is our school? 4 (2015))

'Equality is described as the removal of discrimination, disadvantage, inequality and / or barriers which can affect people on the grounds of the protected characteristics'.

(Equality Act 2010)

Key Aim of this strategy:

This policy and procedure is based on City of Edinburgh Council policy and procedure and the views of staff, parents and pupils within our learning community.

'In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel; We belong, We contribute, We learn, We are supported and we help others.'

Every child should feel secure; nurtured, valued, included and supported within our learning community. Our aim is that every child is present, participating, achieving and supported.

This strategy should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

We aim:

- To ensure our school family has a shared understanding of wellbeing.
- To ensure we have the best systems in place to support and improve the wellbeing of all children and families.
- To ensure relationships across the school community are positive and supportive.
- To ensure all staff understand our restorative approach/ethos and feel confident implementing this.
- To ensure learners, parents and carers, staff and partners feel that they are treated with respect and in a fair, just and supportive manner.
- To ensure all learners are included, engaged and involved in their learning, the life of our school and feel part of our school family.
- To ensure all children and young people feel and are very well supported to do their best.

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Rationale

Wellbeing is complex and influenced by multiple factors. In this strategy we focus on two key factors in school – Inclusion and Equalities for all.

At Castleview we recognise that we all experience ups and downs, some of us face barriers and that everyone deserves the best possible care and support. We support our children to learn in different ways according to their needs. Research shows that as children develop, some require more support than others do. This need arises for a variety of reasons such as a learning difficulty, sensory differences, challenges with emotional regulations, adverse childhood experiences and social communication issues. At Castleview we strive to meet the needs of all our children in a fair, compassionate and proportionate way.

It is widely recognised that establishing open, positive and supportive relationships across the community leads to better learning which ultimately leads to better behaviour. Promoting a climate in which children and young people feel safe and secure is fundamental to ensuring each individual child is supported to do their best. Castleview is an inclusive community that works in partnership with parents, carers and partner agencies to support all of our children. When children experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This can present difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve and deal with a problem. If it takes time to get over a problem we will work with the child and their family to work out the best way forward. This may involve making adaptations, providing additional support.

Vision Values and Aims

Vision Statement

At Castleview children get the best start in life. We see the whole child and support them to achieve success in a happy purposeful atmosphere

Aims

To provide a Caring and Supportive learning environment
To deliver inspirational teaching and learning which unlocks creativity

Values

Joy and Kindness and foster good relationships throughout the school and beyond
Respect and Honesty and see every member of the school family as an individual

Live Love Learn

At Castleview Primary School, supporting pupils to a high standard is integral to us achieving our vision and aims. In turn, the ambition of our vision fits perfectly with striving to ensure that all children are supported effectively.

Our Vision, Aims and Values sit inline with the United Nations Convention on the Rights of the Child. Protecting these rights for children and teaching children what they are is built into the life and language of the school. Every class creates their own classroom charter which consists of selected rights chosen by the class and details of how the adults will respect these as well as how the pupils will.

Restorative Approach Building Positive Relationships

At Castleview we have adopted Froebelian principles to support positive behaviour and restore relationships. 'Froebel placed an emphasis on discussion between the adults and child'. We believe 'discussion helps the child analyse and reflect, to come to an understanding of the implications of actions and so to work out a solution to a problem'. (Tina Bruce).

Universal Supports

At Castleview we have a number of universal supports in place to ensure we support children in a restorative and nurturing manner:

- Consistency is key and visible. Positive behaviours and routines support children to feel safe and secure.
- All learning spaces are set up using the CIRCLE Document.
- The Visual Support Project is used throughout the school.
- All staff are encouraged to use simple Signalong.
- At Castleview every staff member and pupil greet each other in a kind and nurturing way.
- Each class has a recognition board where learning attitudes are positively recognised throughout the teaching day. The recognition can be refreshed for each lesson, hourly or daily.
- We walk smartly and calmly through the school to ensure everyone feels safe. All staff members should model this to our children.
- All staff wear lanyard displaying our school values and restorative questions.
- All staff wear emotion visuals and command visuals on their lanyard.

We believe all behaviour is a form of communication and is telling us something. At Castleview we consistently recognise and consider the whole child to get a true picture so we can ensure the correct supports are in place.

To support staff members and children's wellbeing and ensure we have a consistent restorative approach, Castleview has a restorative flowchart that staff members can refer to. The flowchart is displayed in all classrooms and key areas around the school.

Additionally, as a whole staff, five key restorative questions were agreed to support restorative conversations:

1. What happened?
2. Who has been affected?
3. How do they feel?
4. What should we do to put things right?
5. How can we do things differently in the future?

Picking Up Your Own Tab

This refers to every staff member taking responsibility for managing and supporting behaviour and their relationships with pupils. This does not mean that there is no support from the Senior Leadership Team, rather that the support they provide will veer towards standing united as a team and allowing teachers to be able to lead restorative conversations. For example, a member of the Senior Leadership Team may release a teacher from class to be able to resolve an issue.

Meet and Greet

As the school bell goes to start the day, the Headteacher welcomes children and families as they enter the playground. Class Teachers welcome pupils into the class each morning. Some

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classes have chosen to offer a choice of 'meet and greet', where pupils can choose a handshake, high 5, hug or a smile.

Recognition Boards

Recognition Boards are an effective way of rewarding positive behaviour through attention and specific praise. A target is chosen by the children in each class and becomes 'what the teacher/staff member/class are looking for'. There should be a standard of high expectations and a focus on going 'over and above'.

Strategy Context

This strategy is underpinned by Scottish Government legislation and City of Edinburgh Policy including:

- UNCRC (Incorporation) (Scotland) Act 2024
- Health and Safety at Work etc. Act 1974
- Education (Additional Support for Learning) (Scotland) Act 2004
- Education (Scotland) Act 1980
- Standards in Scotland's Schools etc. Act 2000
- Children and Young People (Scotland) Act 2014
- Equality Act, 2010
- Edinburgh Learns: Positive Relationships and Behaviour Policy (2026)



Staged Support

To effectively promote and maximise positive relationships and relational practice at Castleview we have a staged assessment model whereby universal measures are in place for all children and young people with targeted and intensive interventions being available when there are concerns about a child or young person's relationships and behaviour.

Universal whole school approaches and measures are in place to promote positive relationships, relational practice and behaviours. These include an established culture and

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ethos which promotes positive relationships and behaviour which is shared with pupils, parents, and partners in the learning community to build strong relationships to support collaboration between all stakeholders. Communication is a key principle of fostering relationships. Information about every child/ young person's relationships and behaviour is shared with their parents at least once per term (October Parent consultation, November Learners Update, February Parent consultation, June End of Year Report).

Targeted support is put in place to help address patterns of concern emerging. Targeted measures are put in place when concerns are noted regarding relationships, behaviour and learning. This is done through a Wellbeing Concern Form and discussion at the Wellbeing Team.

Intensive interventions are put in place for children and young people where patterns of dysregulation, distress or challenging behaviour have been identified and there has been little impact through targeted support. Actions should be reviewed regularly and interventions evaluated over time.

Collegiate Activity Time and Inservice CLPL training allows for whole school training needs as these occur. Staff are signposted to individual training needs as required. We are committed to effective collaborative working with other professionals and involving pupils and families.

Understanding Wellbeing (Getting It Right for Every Child, Scottish Government - 2016)

Wellbeing sits at the heart of the Getting it right for every child (GIRFEC) approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their wellbeing.

A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.

How does GIRFEC define wellbeing?

To help make sure everyone - children, young people, parents, and the services that support them - has a common understanding of what wellbeing means, we describe it in terms of eight indicators.



Each child is unique and there is no set level of wellbeing that children should achieve. Each child should be helped to reach their full potential as an individual. The wellbeing indicators help make it easier for everyone to be consistent in how they consider the quality of a child or young person's life at a particular point in time. Families and people working with children and young people can use the wellbeing indicators to identify what help a child or young person needs in order to help them access the right support or advice. All services working with

children and young people, and those who care for them, must play their part to promote, support and safeguard children and young people's wellbeing.

At Castleview, learners evaluate themselves against the wellbeing indicators biannually (September and February). This gives all children an opportunity to discuss their wellbeing with their class teacher.

Pupils in the Child Planning Meeting (CPM) process have an opportunity to share their wellbeing views either in the CPM (if appropriate) and or through completing Wellbeing Webs/My Views GIRFEC template with a trusted member of staff.

In addition once a year teaching staff complete a Leuven Emotional Wellbeing scale for each child in their class to help identify learners for Wellbeing Targeted Interventions.

Wellbeing Roles and Responsibility

Class Teachers

Class Teachers have responsibility for creating a safe, happy, organised learning environment, identifying barriers and ensuring that they adapt responsively to suit the needs of the pupils in their classroom. This is referred to as 'Pathway One/Universal Support' and can involve approaches such as adapting their learning environment, tailoring learning and teaching, providing additional resources such as visual aids and maintaining an increased level of communication with the parents and carers.

Class Teachers have a responsibility to highlight any concerns they have regarding the learning and wellbeing of a child through pastoral notes or Wellbeing Concern. Collaboration with colleagues is often useful and a vital part of supporting learners and the Wellbeing Team can assist with this.

Pupil Support Assistant, Pupil Support Officers, Early Years Practitioners

Support staff play a critical role in supporting our pupils in the classroom. This varies from working with groups or individual children. These staff are very much part of the collaborative discussion around how we ensure support is most effective and their contributions valued. Staff are timetabled to groups, classes or to work with individuals and these timetables are created as a result of thorough examination of needs across the school. They are evaluated and adapted responsively throughout the year.

Headteacher

The Headteacher is the Named Person for all pupils in school. They are also the Child Protection Coordinator and have responsibility for the support and monitoring of Looked After Children. This includes attendance at Hearings, LAC/LAAC Reviews and relevant collaboration with professionals and families. The headteacher oversees and coordinates effective self evaluation of the Wellbeing agenda.

Wellbeing Team

The schools Depute Headteachers are key members of the wellbeing team. They lead the wellbeing agenda in the school taking a strategic line of sight on certain levels/stages. They also take a strategic key role on specific elements of wellbeing including Risk Assessments, Communication Passports, Healthcare Management including identifying staff training needs, CSPs, IEPs, SCERTS, Boxalls and timetabling. The school operates a 'Key Person' system to ensure that pupils who require a higher level of support or have a number of professionals

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working with their family have one key person overseeing their support, correspondence and paperwork. This person acts as Lead Professional. This improves collaborative working and streamlines the GIRFEC approaches. Children with an IEP, CSP, Care Experience or have a high profile of Need always have an SLT key contact.

The Wellbeing Team meet weekly. All staff contribute and affect Wellbeing Meeting agenda by completing wellbeing concern forms. This process is detailed in the Wellbeing Flow Chart below and includes concerns related to Pastoral, Wellbeing Indicators, Discriminatory Behaviours and Behaviours of Concern. Stage Leads, The Support for Learning Teacher and PSOs link closely with the Wellbeing Leads. The Wellbeing Team is responsible for Child Planning Meetings, referrals to partner agencies, ERG (Education Resource Group) referrals, IEPs, coordinating CSPs, processing and actioning pupil wellbeing concerns, overseeing and reporting to partner agencies, Overview of Pupils' Additional Support Needs, creating additional plans and quality assuring these including Communication Passport, Risk Assessments, SCERTS and support for all staff to ensure we strive to meet the needs of all our learners.

Support for Learning Teachers (SfL Teachers)

We subsidise our allocated budget for Support for Learning Teachers. We provide additional teaching staff for literacy and numeracy interventions and for our Inclusion Support classes (groups with a Nurture and SCERTS focus). We also don't shy away from the fact that all teachers are support for learning teachers as the wellbeing role is so broad.

All teaching staff not allocated to a class have a specific remit including; direct and co-operative teaching, inclusion resource, assessment, administering assessments (such as NSAs, SWRT,) consultation and liaising with class teachers (eg providing advice following a Wellbeing Concern), working with parents to provide updates on supporting needs, contributing to Team Around the Stage meetings and staff development; delivering training on supporting learners.

Universal Supports

At Castleview we have a number of universal supports in place to support the inclusion and engagement of our children:

- During the August Inservice we take time to set up classrooms using the Circle Document and take time for initial Team Around the Stage meeting making sure everything is in place for learners.
- We hold quarterly Team Around the Stage Meetings to review stage inclusion.
- We are part of the Visual Support Project. Each class has the same visual timetable resource. This is used consistently in each class. Key areas around the school are also clearly labelled.
- We also use board maker visuals for instructions and emotions, members of staff also have these on their lanyards so they can be accessed easily.
- To support further support our learners, particularly those with Dyslexia, we use buff paper for all printing and we use Century Gothic as our school font.
- We try wherever possible to ensure the school environment is decluttered. We believe a tidy and organised learning environment promotes calmness and focus. All displays are backed with Hessian and green bordette.
- We support our children to learn in different ways according to their needs. Class Teachers should prepare differentiated learning tasks where appropriate.
- All after schools clubs are free for all of our children to eliminate participation barriers.
- All children are provided free milk and fruit daily as well as access to our morning bagel bar.

- We do not charge a cost for school excursions. Each class is entitled to one paid school trip per session and we encourage all teachers to make the most of the incredible resources we have on our doorstep (Craigmillar Castle, Heritage Trail, Arthur's Seat, Woodlands, Bridgend, Thistle Centre of Wellbeing)
- Keys for Communication Resource is embedded throughout our Early Level

Targeted Supports

We recognise that due to various reasons some children require additional support. We offer a number of Targeted Intervention supports:

- Individual Visual timetables and workstations for specific pupils
- Regular Child Planning Meetings
- English as an additional language support
- Attendance Support Meetings working in partnership with parents/carers
- Communication Passports for individuals as required
- Social Stories are provided to support individuals to manage a variety of different situations.
- Risk Assessments for individual children with a detailed script of support and successful strategies
- SCERTS and Boxall plans are put in place for children who struggle with emotional regulation.
- Part-time timetables for individuals finding a full school day too overwhelming.
- Daily morning pick-ups are carried out by PSOs.
- A weekly Tea Club for families

Intervention Support Groups

- Read, Write Inc, Arts and Craft groups, Nurture, TIPS, Rainbow Class, Den class, Nest Class, Bespoke movement breaks, Sensory Circuits, Colourful Semantics, Seasons for Growth, Handwriting, Touch Typing, Spelling, Emotions Talks, Social Skills, Life Skills, Circle of Friends, Playboxes, Outdoor Learning, Biking and Card Club.

We also work in partnership with the following agencies and community supports:

- Gold and Gray Football Coaching, Craigmillar Castle, Craigmillar Castle Park, Scottish Book Trust, Big Breakfast, Sandy's Community Centre.

Pupils at Risk of Exclusion

These learners are supported by:

- Bespoke timetables for individuals that are built around the best interests of the child
- Key adult support available
- Individual Risk Assessment with clear script with successful strategies to follow
- Communication passport detailing likes/dislikes so all staff have a consistent approach to supporting our most vulnerable children
- SCERTS or Boxall plan where appropriate

Tracking Progress

- Pupil Tracking Trackers to be completed throughout the year and more importantly discussed.
- Individual children's plans are to be referred to and evaluated throughout the year
- CPM actions regularly tracked and evaluated
- Wellbeing concerns are tracked and evaluated
- Attendance monitored weekly

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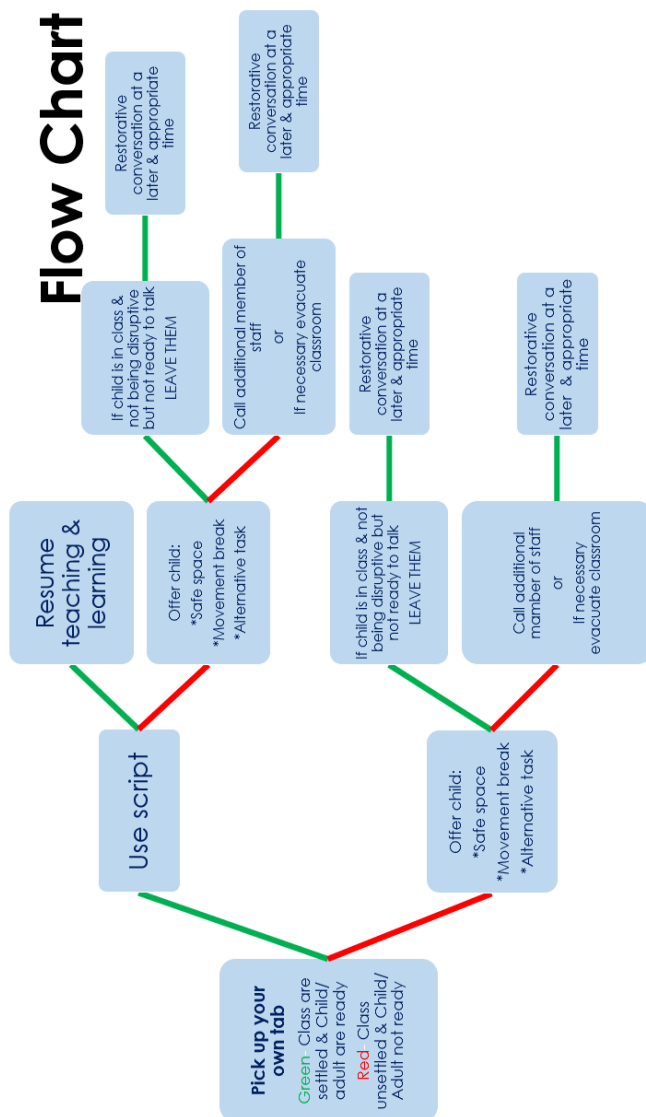
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- Wellbeing Team Meetings
- Team Around the Stage Meetings
- Team Around the Child

Self-Evaluation

- Evaluation of our inclusion and equality systems is built into our 'So What' Quality Assurance Calendar. All staff evaluate throughout the year and targeted supports for individuals through Team around the Stage meetings
- Staff are encouraged to attend all relevant training and a variety of CATs are run in school, such as Supporting Children with Learning Difficulties, Trauma Informed Approach, Care Experienced Awareness Training, Young Carer Awareness Training, Confident Staff Confident Children, Dyslexia awareness training, Sensory Processing Training, Essential Child Protection Training, Essential Equalities Training

Restorative Flowchart



Wellbeing Flowchart

