

Lenzie Academy



School Well-Being Support Groups



Information Booklet

August 2019

Seasons for Growth



AIM: The programme aims to support people to cope with change, loss and grief in their lives.

The programme focuses on issues such as self-esteem, managing feelings, problem-solving, decision making, effective communication and support networks. It links well with the mental and emotional health and well-being area of curriculum for excellence. Seasons for Growth is one of a number of programmes presented by The Notre Dame Centre. The Notre Dame Centre is renowned for its innovative and unique approach to supporting children and young people and adults experiencing difficulties in their lives. Seasons for Growth is supported by the Scottish Government.

The core element of the programme is the promotion of social and emotional wellbeing. This is achieved through small peer support groups facilitated by a trained 'Companion(s)'.

Each group meets for 8 sessions. Each session runs for approximately one hour during which participants engage in activities such as art work, storytelling and discussion. The aim of the group is to nurture and encourage participants to think and talk about their feelings, acknowledge their change/ loss, learn strategies for coping, realise that they are not alone, strengthen relationships and promote peer support.

The first session supports the group to set a list of Group Rules which promote the importance of confidentiality, listening, respecting, allowing all to contribute and accepting some of the group may wish to 'pass' on some discussions. A calm, considerate and comfortable atmosphere is established.

At the first session group members also receive their own Journal. During each of the 8 sessions time will be allocated to enable participants to complete pages of their Journal. This often involves making notes and drawing pictures expressing what has been discussed.

Participants keep their Journals following completion of the programme to encourage them to reflect back on their 'journey' and to provide continuous support long after the group meetings are over.

Following the 8th session the group hold a 'Celebration Event'. Group members can invite family/ friends along to this event. During this informal gathering participants are encouraged to share their thoughts on their Seasons for Growth experience.

There are 5 different Journals (levels 1 - 5). Each group's Journal level is selected depending on the age, ability and nature of the group members.

Dove Self Esteem Group

AIM: To help students build body confidence and avoid valuing themselves- and others, on the basis of appearance. Students develop respect for their own individuality and the diversity they see around them, gaining skills and confidence to be the best version of themselves.

A series of 3 55 minute workshops, exploring the key factors that influence body confidence and self-esteem of young people. Students will learn to become savvy, critical consumers of media.

Through discussion, role play, analysing real advertising, watching films and completing activity sheets, students will recognise appearance-related pressures. They will explore how images of people in professional media (such as magazines, television and advertising) often misrepresent reality, being manipulated to sell products or services.

Students will recognise that comparing people and things by the way they look is human nature but explore how these comparisons can be harmful. Students will identify how personal and social media can also promote appearance ideals, with negative consequences for themselves and those around them, and develop strategies to promote and protect their body confidence in the future. Finally, students will consider the role they can personally play in challenging appearance pressures, committing to one action that champions body confidence in themselves and others.

A range of resources, videos, and activities have been designed to help support young people in their body confidence journeys and cover topics such as friends and relationships, teasing and bullying, growing up and body image, and the role of the media.

What is covered in the sessions?

Session 1: Appearance Pressures

Session 2: Body Confidence

Session 3: This is me!



Individual Staff Mentors



AIM: To provide quality additional individual support for those pupils in Lenzie Academy that may have circumstances affecting their ability to achieve their potential.

We offer staff mentors to:

- Specific S1 pupils who have been highlighted by parents or primary school staff
- Any pupil (S1-S6) who has been nominated by their guidance teacher or year head
- Pupils who face multiple barriers to learning
- Pupils who are applying for full time employment
- Pupils who are applying to college

A number of staff have volunteered to be staff mentors. After a pupil has been identified by their Guidance Teacher or Year Head, a mentor will be assigned and a brief outline of the reasons behind the pupil being offered a mentor will be offered.

The PTG will arrange the initial meeting between the pupil and staff mentor. Staff mentors are allowed to extract pupils from classes up to 3 times to establish a mentoring relationship. Meetings during class time may not be necessary for some pupils as they may be willing to meet at lunchtime or interval and this is encouraged where possible.

Mentors usually aim to meet pupils on a weekly basis initially in order to build a relationship. In addition, it may be possible to meet ad hoc in addition to planned meetings.

If the member of staff/pupil feels that things are not progressing or the pupil discloses anything of a child protection nature then they would inform the PT/year head/child protection co-ordinator.

Evaluation forms are collected throughout the mentoring period in order to monitor the progress of the pupil. There is a bank of resources that can be used to help with the mentoring process.

S6 Pupil Mentors

AIM: To provide quality additional individual support for those pupils in Lenzie Academy that may have circumstances affecting their ability to achieve their potential.

S6 pupils are provided with the opportunity to volunteer as a pupil mentor. This will help them achieve their Saltire Award for Volunteering.



We offer S6 mentors to:

- Specific S1 pupils who have been highlighted by parents or primary school staff as needing additional support with settling into Lenzie Academy
- Any pupil (S1-S3) who has been nominated by their guidance teacher or year head
- Any pupil (S1-S3) who requires some reassurance from an older pupil about life at Lenzie Academy and what they can expect.

Quite often a young person may seek reassurance from an older pupil in the school about certain challenges they face. This may be in relation to homework, making friends, becoming involved in extra-curricular clubs, how to study for tests or how to organise their resources/work for the different subjects they have. S6 mentors are invaluable in this process as they can relate to the pupil and how they may be feeling as they may have experienced it themselves when they were younger.

A number of S6 pupils have volunteered to be staff mentors. After a pupil has been identified by their Guidance Teacher or Year Head, a mentor will be assigned and a brief outline of the reasons behind the pupil being offered a mentor will be offered.

All pupils involved in the mentoring process are training in how to deal with certain instances and are trained so that if a pupil discloses anything of a child protection nature then they would inform their year head/child protection co-ordinator.

The PTG will arrange the initial meeting between the pupil and S6 mentor. Mentors are encouraged to meet with the pupil on a weekly basis initially to build a relationship. These meetings take place at lunchtime and intervals.

PSE Mentors

AIM: To provide additional support in PSE classes and to allow junior pupils to develop relationships with senior pupils in the school and have a trustworthy senior pupil to discuss various issues with.

Similar to the role of an individual pupil mentor S6 pupils are provided with the opportunity to volunteer as a PSE mentor. This will help them achieve their Saltire Award for Volunteering. Mentors in PSE classes will be involved in supporting the work of the teacher and assisting pupils with completing tasks. This will also provide the opportunity for junior pupils to seek advice and support from senior pupils in the school.

Bounce Back Group

AIM: To build positive relationships with the selected pupils and develop an understanding/knowledge of pupils' individual strengths, weaknesses, hopes and aspirations. This will in turn support pupils to develop resilience in a way that is appropriate to their individual circumstances/needs.

This group will be targeted towards selected S1 pupils. This will involve a 6 week course lasting one period per week. The primary aim of the course is to help children cope with day-to-day situations where they need to develop more resilience. By encouraging students to try out varied activities it is hoped that students may be able to better cope with the challenging aspects of school and day-to-day life. This resilience course offers a framework for finding the best ways of helping young people to get through when life is particularly tough. In order to build on pupil's resilience 5 main areas will be focused on; Basics, Belonging, Learning, Coping, Core self.

- * Build positive relationships with the selected pupils.
- * Develop an understanding/knowledge of pupils' individual strengths, weaknesses, hopes and aspirations.
- * Support pupils to develop resilience in a way that is appropriate to their individual circumstances/needs.



Promoting Positive Behaviour Group

AIM: To help participants to understand the impact of their behaviour within the school context and, through reflection and discussion, encourage them to make more positive choices. This should improve organisation, engagement in subjects, reduce conflict and help increase feelings of connectedness in school.

Prior to starting the group work pupils will have an initial personal interview and complete a questionnaire to establish a baseline of their thoughts and feelings about themselves, peers and their circumstances.

The group work will focus on several main areas based around actions and consequences and their impact on themselves and others. At the end of the group work there will be a concluding personal evaluation and target setting session.

The group sessions will concentrate on:

- Trigger Situations
- Thoughts and Emotions
- Physical Feelings
- Actions and Consequences



Scenarios will be used within the sessions to allow participants the opportunity to discuss possible responses and how to prevent escalation/confrontation. Group members will also have the opportunity to discuss specific problems they have had so they can reflect on their role in any situations of conflict and be encouraged to consider the views of others. As a group they will also discuss and offer solutions based on their own experiences.

Breakfast Club



AIM: To decrease pupil anxiety about the day ahead by providing a supported start to the day where any worries can be discussed with staff and supports can be implemented.

In liaison with Guidance staff, pupils who would benefit from a 'soft start' to the day are invited to join breakfast club which takes place at 8:30am every morning. During breakfast club the pupils are responsible for preparing toast and tea/coffee/juice and are encouraged to discuss the day ahead while eating breakfast. Staff are able to help pupils identify solutions to any worries about school that they have and speak with subject teachers if required.

Group Teen Triple P

AIM: The Triple P Program is a parenting and family support system designed to prevent - as well as treat - behavioural and emotional problems in teenagers. It aims to prevent problems in the family, school and community before they arise and to create family environments that encourage children to realise their potential.

Group Teen Triple P is a broad-based parenting intervention delivered over eight weeks for parents of teenagers up to 16 years old who are interested in learning a variety of parenting skills. Parents may be interested in promoting their teenagers development and potential or they may have concerns about their teenager's behaviour that they want to change. The program involves four (2 hour) group sessions of up to 12 parents.

Parents actively participate in a range of exercises to learn about the causes of adolescent behaviour problems, setting specific goals, and using strategies to promote a teenager's skills development, managing inappropriate behaviour and teaching emotional self-regulation. Parents also learn how to plan around risk-taking behaviour or risky situations. Then there are three (15 to 30 min) individual telephone consultations to assist parents with independent problem solving while they are practicing the skills at home.

Parents or caregivers that benefit from Group Teen Triple P are those who have concerns about their teenager's mild to moderate level of behavioural problems or simply wish to prevent behavioural problems from developing. Parents who have completed lower-level interventions and have not achieved the goals they wanted, may benefit from a Group Teen Triple P intervention. Parents need to be able to commit to the whole eight sessions.

What is covered in the sessions with parents?

Session 1: Positive parenting.

Session 2: Encouraging appropriate behaviour.

Session 3: Managing problem behaviour.

Session 4: Dealing with risky behaviour.

Session 5-7: Implementing parenting routines 1-3.

Session 8: Program close.



Primary Care Teen Triple P

AIM: Primary Care interventions incorporate brief behavioural counselling as an early detection and brief intervention approach to managing identified problems. Practical advice on managing specific problem behaviour is provided, assisted by the use of parenting tip sheets and DVD resources.

Primary Care Teen Triple P is a brief targeted intervention in a one-to-one format that assists parents to develop parenting plans to manage behavioural issues (e.g., rudeness, disrespect) and skill development issues (e.g., independent problem solving, dealing with strong emotions, positive communication).

Practitioners provide 3-4 sessions (15-30 minutes each) over a period of 4-6 weeks. Sessions can be done in person, over the phone or as a combination of both. During the sessions parents learn about what influences the development of teenage behaviour problems and then develop an individualised parenting plan based on information sheets specifically targeting the parent's area of concern.

Parents or caregivers who benefit from Primary Care Teen Triple P are those with a specific concern about their teenager's behaviour and who prefer one-to-one consultations. They are likely to benefit when their teenager's behaviour problems are mild and uncomplicated by a high level of family stress. Parents receiving this intervention sometimes then choose to do a Group Teen Triple P course if problems persist.

What is covered in sessions with parents?

Consultation Session 1: Assessment of the presenting problem.

Consultation Session 2: Developing a parenting plan.

Consultation Session 3: Review of implementation.

Consultation Session 4: Follow up. If necessary, referral options are discussed.

Wellbeing Enhanced Transition Groups

Aim : To develop enhanced links between the Wellbeing Teacher and identified P7 pupils from the associated primaries. To build positive relationships and encourage increased confidence for P7 pupils who may have emotional additional support needs.



To supplement the Enhanced Transition Programme already in place, this year has seen the launch of the Wellbeing Enhanced Transition Groups.

Our Wellbeing Teacher visited each of the three associated primaries for six sessions. The programme ran from October to May.

Prior to meeting the pupils, SDQ (Teacher) forms and a Social Skills Assessment form were completed by the class teacher. This identified pupils' strengths and difficulties.

- Session 1: Introductory session. Pupils completed an SDQ (Student) and a Social Skills Self Assessment form.
- Session 2: Getting to know you. Using conversation cubes and "Who am I" sheets.
- Session 3: My Qualities. Interactive activity identifying positive and negative personal qualities and then naming pupils own qualities on "My Qualities" worksheet.
- Session 4: Focus on the good. Development of self-awareness and self- esteem. Pupils write their top 6 good qualities and then identify 10 good points about themselves.
- Session 5: Lenzie Academy Transition focus activity. Discussion and activity centred around what pupils are looking forward to and any questions or fears they may have.
- Session 6: Celebration and Evaluation. Evaluation forms completed by P7 pupils.

Evaluation forms completed by pupils, staff and parents.

Pupils are then invited to a breakfast club experience, as an introduction to

The Wellbeing Base in Lenzie Academy, The Hub.