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Aug 2021-Mar 2022

SHINE Development Officer Secondment Report

Aim: Investigating how best to Implement the SHINE Network whole-school approach to health and wellbeing in Scottish Secondary Schools
(Overview extract from the full report)

Introduction

This report outlines my journey in considering how the data generated from a health and wellbeing survey could be shared with key stakeholders – staff, pupils, parents/carers and other school community partners.

Although familiar with the work of SHINE within the School of Health and Wellbeing, my school, Bannerman High School, was not a member of the SHINE Network. This provided an opportunity to observe the implementation of the SHINE model in a large, urban, Scottish secondary school from the very start of the process.

To underpin the work of my secondment, I wrote the following objectives following discussion with the SHINE Network Manager,

1. Introduce SHINE to the learning community at Bannerman HS (SLT, staff, parents and pupils) via key meeting cycles and action groups
2. Run the MH survey in order to generate up-to date live data to discuss with stakeholders, set up the infrastructure for discussion of the data.
3. Make links with Glasgow City Council to establish a contact and keep them updated on the progress of the project.
4. Plan and develop a way to introduce the use of HWB data in the school setting to parents as key stakeholders – sharing materials and involving them in the discussion about the way HWB data can be used in a school setting to improve wellbeing and consequently attainment.

In addition, I wrote a personal strategic career development objective:

5. Gain experience in partnership working with key stakeholders in line with this driver in the National Improvement Framework.

Development Work Progress

Objective 1 - Introduce SHINE to the learning community at Bannerman HS (SLT, staff, parents/carers and pupils) via key meeting cycles and action groups.

Early in my secondment, having introduced the SHINE Network Manager to the Depute Head overseeing my school project, I presented information about our intention to use the SHINE Online Pupil Mental Health survey to the Health and Wellbeing working group, the parental engagement group and pupil support team meeting to familiarise staff with what membership of the SHINE network brings. I then worked with PSE lesson presenters to roll out the SHINE mental health survey, ensuring that we kept to the ethical principles underpinning the survey, such as disseminating information and giving opt-out information two weeks in advance to both parents/carers and pupils.

I distilled the instruction sheet in the SHINE Digital Folder down to two power-point slides that each PSE teacher would show; I embedded the introductory video that the SHINE Network Manager had recorded into one of the slides. This gave clear instructions on how to access the survey, what to do if a pupil did not want to answer a question or were not sure how to answer, what happened to the information submitted and important safeguarding information.

This support in place for busy teachers led to 64% of the school roll of 1,011 completing the survey between November 2021 and January 2022.

Objective 2 - Run the MH survey in order to generate up-to date live data to discuss with stakeholders, set up the infrastructure for discussion of the data.

When the survey was completed, a school data report was provided within 48 hours. The data report was disseminated initially through the school structures in place - the Senior Leadership Team and the Principal Teacher of Pupil Support with the Mental Health and Wellbeing remit who had established a new mental health working group.

I met with all of the Senior Leadership Team bar one and invited responses from the Pupil Support Team to gather their views on the data. I made notes as my school's senior leaders reflected on what the data showed them, embodying the aims of HGIOS 4 (How Good is Our School?), *Self-evaluation for self-improvement:*
- Collaborative approaches to self-evaluation.
- Analysis and evaluation of intelligence and data.
- Impact on learners' successes and achievements.

I asked each DHT and the HT 3 questions. Their reflections have been summarized and recorded below:

Summary of Senior Leader Reflections on Question 1: "what stood out for you or your year group?"

The data reports prompted discussions and consideration of the following topics:
- The purpose and key aims of the school community and how to promote a sense of belonging and self confidence amongst pupils.
- The factors behind the lower-than-expected, self-reported pupil ratings for
  - General health
  - Satisfaction with appearance
  - School experience
- The prevalence of low mood, self-harm and pupils at risk of depression.
- Potential links in the data – how does positive satisfaction with home/family/health impact on lower outcomes for school and appearance and vice versa?
- To what extent the factors of increasing age and the COVID lockdowns have impacted on the data.

Summary of Senior Leader Reflections on Question 2: "Which questions/area of questions would you like to go deeper into if pupil focus groups were held?"

The discussions highlighted particular areas for focus:
- Embedding a positive culture.
- Ensuring that pupils feel valued, liked and supported by staff.
- Increasing pupil self-confidence.
- Investigating how the different genders experience and enjoy school – is there sufficient diversity in approach, challenge and provision for all.

Summary of Senior Leader Reflections on Question 3: "Is there anything you would like the health researchers to know about our school's data or your experience of the school's involvement in SHINE?

- Do you have any suggestions on how to increase enjoyment in school? Are there any case studies of schools who have managed to see an improvement here?
- How do we create wellbeing in school?
- Is someone looking at staff feelings as this seems to set the tone/link to how we make the school a more positive and enjoyable place?

- Do you have any advice on how to increase the sense of belonging within a school community?

The data report was then shared with the multi-agency (MATES) team which includes the school's full time youth worker, the campus police officer, the MCR Pathways Coordinator, our DYW worker (Developing the Young Workforce) and our Action for Children Family Support Worker. This group's overwhelming view was that the data report validates their work. One of the team used the phrase 'it adds substance to what we do'. The team made helpful observations regarding survey completion for groups not in school or off-timetable survey by providing a desktop computer in the base.

Barriers to Progress (Objectives 1 & 2)

There were some barriers to progress in the first part of this objective – running the mental health survey. Two issues in particular did hinder our progress with achieving 100% completion rate. A third was related to the omicron covid outbreak which visited Scotland in late November/December.

- **Timing** - coordinating the timing of my secondment with space in the school's PSE lesson calendar, S4 prelim exams and the relaunch of the survey for 2021-2022 being in October 2021 meant running the survey November to January when September would have been preferable. Hopefully going forward, earlier completion will lead to higher completion rates.

- **Technical challenges**. Carrying out the survey on GCC ipads proved difficult. In comparison, SHINE leads in Authorities using Chrome books completed the survey in 30 minutes approx. In my school, issues with the ipads centred around:

  - poor connectivity resulting in constantly reloading the survey. It took twice as long and frequently pupils did not finish the survey in the 50-minute period. The feeling of having to hurry to finish most definitely affected some young people rushing through the last third of the survey.
  - difficulty opening Safari (common issue with ipads due to pupils not running updates or forgetting passwords).
  - pupils arriving without their ipads. In short, all of the issues usually faced by teachers marred the data collection exercise.

Potential solutions identified:
- some pupils used their mobile phones – this raises the question of whether it is possible to optimise the mental health survey for mobile phones.
- A technical officer from GCC's ICT provider is looking into the identified issue with the proxy server which caused the connectivity issues.
- Improved training for staff around troubleshooting with ipads.

Solutions during the secondment

In a large secondary school, I would recommend the allocation of a single 'point person' who is off timetable to ensure consistency with each PSE class – this can be up to 15 classes in a large secondary school. Ideally this would be the SHINE lead who is in contact with the SHINE team. I took the first class for each year group, working with the timetabled PSE teacher, showing them how to persist with the i-pad issues and was on hand to provide additional pupil support and reinforce the pupil safeguarding messages and the purpose of the survey.

Further areas for improvement
- Consistency of attendance in PSE by pupils in the senior phase.
- Number of staff responsible for PSE per year group challenges the ability to deliver the key messages and protocols first hand to all concerned which risks diluting the quality of delivery.

Objective 3 - Make links with Glasgow City Council to establish a contact and keep them updated on the progress of the project.

Various meetings were held with representatives working with Glasgow City Council which were importance for knowledge exchange, networking and identifying potential collaboration. My meeting with the Mental Health and Wellbeing Quality Improvement Officers at GCC allowed me to let GCC staff representatives know how fruitful the secondment was and share learning. In particular, my meeting with the Chairperson of GCC Parents' Group will support my future development work to increase parental engagement with the data reports. The SHINE model was presented to the school's parental engagement working group to discuss what information would be shared with the parental body and what associated supports the school would like to offer that are linked to survey results.

Objective 4 - Plan and develop a way to introduce the use of HWB data in the school setting to parents as key stakeholders – sharing materials and involving them in the discussion about the way HWB data can be used in a school setting to improve wellbeing and consequently attainment.

Discussion of the SHINE data with members of the SLT has further raised questions about what parents and carers might welcome support with. Before the 2021/22 session ends, the questionnaire to parents and carers carried out in Dec 2019 will be repeated, this time with the inclusion of

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questions about mental health and wellbeing. My discussions with the wider team contributed to the engagement with the whole-school approach to MH framework, leading to a system of meetings and groups forming around the SHINE data which will support the effective implementation of the SHINE model going forward.

In a parental engagement meeting in February 2022, as a group we discussed some areas of focus on health and wellbeing that we might ask parents and carers about – primarily to ask if they need support, advice or training on any of these issues. Questions identified were:

1. *What aspects of young peoples' mental health would you like to know more about?*
   Anxiety/low mood   Self-harm   Negative thoughts   Feeling lonely   Body Image   Other

2. *Would you be interested in attending an evening online session looking at any of these?*

Objective 5 - Gain experience in partnership working with key stakeholders in line with this driver in the National Improvement Framework.

This objective has been met by wide and varied partnership working in the groups mentioned earlier. Specific outcomes from this objective are:
- the SHINE data will form a central part of a school INSET day where I will present some of our key findings to over 120 catering, janitorial, teaching and support staff.
- the collegiate group will use the SHINE data in a Career Long Professional Learning (CLPL) presentation previously given to staff on 'Teachers as Brain Surgeons', demonstrating the brain's ability to form new synaptic connections when a young person feels safe and has secure attachments.
- I will present with our Pivotal Champions, who drive our Relationships Policy, to explore potential links in the data report with relationships/behaviour in the school community.
- my work to embed the SHINE model from scratch in August 2021 in a large secondary urban school is playing an important role in shaping the discussions and decision-making around the use of HWB data to drive HWB improvements in the school setting, in Teaching and Learning practice and in the Relationships Policy.

- I presented at the SHINE Virtual Network Conference in November 2021, offering insight on my development work and the opportunity to network for further developments to all network members. From this session I made useful contacts in schools in Perthshire, West Lothian and East Dunbartonshire to share practice on the delivery of the survey as well as the implementation of the data reports with parents and carers.

- I took part in a knowledge exchange session with the SHINE team to provide feedback on the SHINE Interactive dashboard to ensure that its format and content is appropriately tailored for use in the school setting.

- In February 2022, I co-led Webinar 7 in the SHINE Expert webinar series along with the other SHINE Development Officers. These webinars are organised to share practice and up-to-date knowledge with other network members and associates. This offered the opportunity for teachers to find out more about my development work and following this I was able to email some of my experiences and advice to Local Authority leads in North Ayrshire and South Lanarkshire.

- I was invited to contribute to a CLPL event for teachers in South Lanarkshire, again promoting the use of SHINE in Scottish secondary schools.

- My increased familiarity with education policy as a result of being a SHINE Development Officer, in particular the Scottish Government Whole-school approach to Mental Health Framework and the National Improvement Framework.

Barriers to Progress (Objectives 3,4 & 5)

The barriers to these objectives mainly centre around time and communication methods - coordinating timely meetings around key stakeholders' busy schedules and finding compatible methods of communication in a hybrid environment. Having more time to work with the results of the survey, had we been able to undertake it earlier in the term, would have helped us plan interventions.

Knowledge Exchange and Engagement Opportunities

From the various knowledge exchange and engagement opportunities documented in this report which came about during my secondment, the benefits were:

- Hearing how other schools had used their data:
  - Eg1 a curriculum planning group in a secondary school liaised with their primary cluster, using the P7 cluster SHINE data report to plan the S1 course. Repeating the survey next year with S1 will see if their changes had resulted in any measurable differences.
  - Eg2 using the report findings to inform the topics in Health and Wellbeing lessons. Wider Achievement time and afterschool activities were adjusted accordingly.
  - Eg3 I was able to compare completion rates between schools using Chromebooks and ipads and discuss plans to share the data with the Parent Council.

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- o Eg4 sharing helpful practice tips to support a school who had had a very low response rate.
- Working as a team of SHINE Development Officers with Fiona MacDonald and Kelly Craig, despite working remotely, proved a very valuable collaboration:
  - o an example of 'iron sharpening iron' – we learned a lot from what each other was doing and worked together seamlessly when co-presenting in the Unit Conference, SHINE Annual Conference or in our Webinars.
  - o when one of my cluster primary schools was unable to access ipads to carry out the Mental Health Survey, I arranged for the P7 classes to have access to our secondary ICT facilities. Fiona assisted with walking pupils to Bannerman High School and I welcomed them and started them off on the survey.
  - o I had carried out a survey of parents/carers in my school in December 2019 and Kelly was about to do same, so we shared our experiences of this to learn from each other.

Barriers to Engagement

SHINE streamlines its communication with schools through the central contact of one SHINE lead in each school to avoid overburdening schools and, in line with the SHINE privacy notice, does not hand out contact details of members to 3rd parties without first asking for permission to make the introduction. I had wanted to work with one particular school as it was within my Council area and had a very similar catchment area and strong commitment to promoting good health and wellbeing, but as the SHINE lead was absent, there was no reply. It was frustrating to not be able to share with them what I was undertaking in Bannerman High School.

One recent change has been that when schools become members of SHINE, they are asked to enter an additional contact's name and tick a box to give permission to contact them if the other contact is unavailable.

Reflection on the Experience and Conclusions

Over the past six months I have been able to start an important piece of work and see it through to completion as I have had time to devote to it. So often in school, time is snatched between so many other competing demands that it is commonplace for initiatives to start, then lose momentum and stall. There is immense satisfaction in holding the data report in your hands and then seeing how impressed others are with the quality of data, the analysis offered by the SHINE academic team and challenge questions posed within it. It is especially pleasing to see it now form a cornerstone of two whole-school events to disseminate the data and drive whole school improvement, in a School Improvement Conference.

As outlined earlier in the report, it was a privilege to listen to the Depute Heads in my school as they shared their reflections on the data in March 2022. They were very honest about the challenges the data presented and I gained a fresh appreciation of their desire to nurture the young people within their Year Group.

I have also enjoyed the opportunity to read the research papers circulated around the unit, such as a PHS report on Covid-19 impact on young people which further stimulates my own reflection and professional practice.

My involvement with SHINE has allowed me to present a session on South Lanarkshire Council's programme of CPD to help schools utilise the SHINE Mental Health and Wellbeing Survey and to signpost the network as a resource. By doing so, I am again fulfilling Objective 5 in terms of my own professional experience in working with others. I am engaging with part 3.3.1 of the Standards for Career Long Professional Learning – "Engage critically with literature, research and policy". I am leading robust professional dialogue through both face-to-face and online discussions.

Thank you to everyone in the Unit for being so welcoming and especially to the SHINE team, who have been nothing but kind and encouraging as I adapted to hybrid working and the different pace of academic life!

Post – Secondment Update: May 2022

Following the dissemination of the SHINE Mental Health Survey to the groups of staff in Bannerman High School, I was able to undertake further areas of research within our own school community. In May I ran a 'deep dive' focus group with the girls in an identified year group, sharing some of their year group data that had concerned us with them and asking them to be very candid about what it was like to be a pupil in that year group at Bannerman High School.

On 6 June we held a School Improvement Conference, seeking the views of our BGE pupils in a number of areas, Supporting their mental health and wellbeing was one of them. Again, I was able to share some of the SHINE data with the whole cohort, around 600 pupils, who came to the Wellbeing station in small groups and were asked to give some interactive feedback. I was part of a group who met with HM Inspectors who visited the school in the week beginning 13th June. The Inspectors had examined the SHINE data prior to the discussion and the very valid question raised was 'what difference does/will the data make?'. It should be noted this comment was not just about the SHINE data but considering the part it plays more widely in School Improvement.

Finally, on 7 June, I gave a presentation on SHINE and how my involvement had benefitted Bannerman High School to 25 staff responsible for Health and Wellbeing in South Lanarkshire Secondary Schools. Post-event evaluation feedback has informed me that this was very well-

received and three more schools have signed up to become members of the Network since the event.

Acknowledgements

- To my school – to every member of staff who listened to me and joined in everything to do with SHINE! Especially to my points of contact – Lynn Peoples and Ruth McConachie, for their considerable time and encouragement.
- To the other SDOs – for being great companions on the SHINE journey.
- To Dawn Haughton, SHINE Manager, for her exemplary skills as a manager.
- To the SHINE team – consistently encouraging and made SDOs feel very much as a key part of the team despite the challenges of remote working.