



# John Paul Academy

## Wellbeing Hub

### How are we supporting young people at JPA?

At the heart of Nurture is a focus on wellbeing and relationships and a drive to support the growth and development of ALL children and young people.

John Paul Academy adopts a whole school approach to implementing nurture and supporting young people within the classroom. It is the responsibility of all teachers and support staff to meet the needs of learners in their classroom.

For some young people, however, it may be necessary to provide more intensive and personalised support in order to meet their needs and make learning more accessible. This can be provided in class or within our Wellbeing Hub.

The JPA Wellbeing Hub provides intensive support and intervention to ensure our most vulnerable young people can attend school, feel safe, secure, and valued and are given an equal opportunity to achieve and succeed.

This document provides an overview of the support groups and interventions provided within the JPA Wellbeing Hub.

#### **Health & Wellbeing**

##### Nurture and Support group

The aim of the nurture & support group is to understand what lies behind behavioural difficulties and to enable young people to value themselves through the experience of being respected and cared for by others. This group will offer short term, structured intervention that seeks to return all young people to full-time education. An action plan will be put in place and shared with appropriate staff.

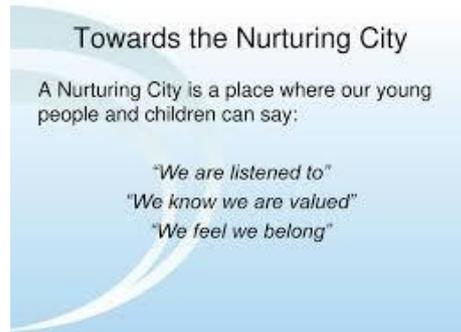
Identification for nurture: Young people who are experiencing social, emotional and behavioural difficulties that are hindering and/or preventing their learning will be identified via pupil support. A Boxall profile and SDQ will be completed in order to best understand the individual's needs and suitability for the group.

##### Soft Start

Helping young people transition from life at home to life in school and providing a safe base for young people to start their school day. The time spent in soft start will help prepare young people for the day ahead. Including having breakfast, reviewing timetable, discussing concerns and checking homework is up to date. This time will also be used to develop emotional literacy. Young people will be referred through the integrated support meeting or from DHT.

## Break & Lunch Club

Providing a safe space for some of our most vulnerable young people to have their break and lunch. The wellbeing hub offers an opportunity for young people to socialise with their peers and take part in fun activities and games.



## Support for Learning

Nurture Numeracy: Providing a safe, encouraging and supportive environment for small groups of young people to develop their numeracy skills and consolidate the basic functions of maths. A structured programme allows for targeted support for each individual in order for them to learn, develop and understand maths, whilst continuing to make progress. Young people will participate on a termly basis.



## Seasons for Growth

This Programme is designed to strengthen the social & emotional wellbeing of young people who are dealing with significant loss or change. This may include death of a loved one, parental divorce or separation and many other life changes and or losses.

Maximum group size: 6

Young people will learn about Seasons for Growth during assembly, they can then self-refer through their pupil support teacher. Separate groups will run throughout the year for different age groups.

## Support for Learning – Literacy

Phonics/Literacy Support: A structured, systematic programme that aims to ensure sound, basic phonological awareness. Time will also be dedicated to ensuring young people can fluently read the 'common words' with ease, developing their fluency, accuracy and confidence.



Paired Reading: 15 minute sessions of paired reading with young people needing extra literacy support and who need to build confidence with their literacy skills. Senior pupils can be identified to buddy up with S1/S2 pupils and help them with their reading.

Reciprocal reading: With a focus on developing skills in summarising, questioning, predicting, and clarifying, the reciprocal reading programme will support young people in developing their fluency and comprehension in reading whilst increasing their language and vocabulary.

*All of our literacy programmes will be reviewed on a termly basis and a decision will be made as to whether or not the young person will continue on the programme.*



## **Health & Wellbeing**

### **Building Self-esteem and confidence (S1/S2 Girls)**

This group is designed for young people who present as having low self-esteem or who are lacking in confidence. This group will provide an opportunity for personal development and growth. We will work with young people to help develop strategies and provide support in order for them to grow and develop. Groups will be structured to ensure the correct group dynamics (age groups, personalities etc).

Maximum group size: 6

Frequency: one period per week for a minimum of 8 weeks.

### **Building positive relationships (S1 and S2 groups simultaneously)**

It can often be a difficult time for young people starting secondary school; meeting lots of new people/friends and trying to make sense of who they are in relation to their peers. As a result there can often be a breakdown in communication and in friendship groups.

This group aims to improve friendship skills, enabling the development of their ability to manage emotions and behaviour through the promotion of positive peer relationships and emotional literacy amongst girls.

Maximum group size: 6

Frequency: 1 period per week for 6 weeks

### **Building Resilience (S1/S2 Boys)**

A solutions-focussed approach to building resilience in young people who are experiencing difficulties in managing and controlling their anger and other emotions. This 6-8 week block will help young people identify their emotional triggers and provide an opportunity to develop strategies and solutions.

Maximum group size: 6

Frequency: one period per week for a minimum of 8 weeks.

## **Health & Wellbeing**

### **Mindfulness**

Developing awareness, self-regulation and resilience in our young people through short mindfulness sessions. Practicing mindfulness allows individuals to focus their attention on the present moment, while calmly acknowledging and accepting their feelings, thoughts, and bodily sensations. Young people will initially attend 20 minute sessions, introducing them to the concept of mindfulness and building their knowledge and understanding of how to practice mindfulness.

### **Life skills in the community**

Young people will learn how to become involved in the local community through independent travel, interaction with others in the community including shop keepers, police, fire brigade etc. shopping and budgeting, communication, taking part in leisure activities.

# COMMUNITY LEARNING AND SKILLS

### **Alternative PE**

This group is designed for young people who require additional support and who for one reason or another are opting out of PE. This group will offer a short-term alternative to their mainstream PE class. Focus will be given to building confidence, developing positive exercise experiences, establishing healthy habits and daily fitness routines. This programme will run on a termly basis.



## **Health & Wellbeing**

### **Looking after me**

This group will encourage young people to take responsibility for looking after themselves. There will be a focus on personal care and hygiene, body image, self-esteem, online safety and relationships. Young people will participate in group activities and discussions and will formulate daily routines and personal habits that they can take forward.

This group is for girls in S1-S3

Maximum group size: 6

Frequency: 1 period per week for 6 weeks



### SocialEyes

SocialEyes is a well-established approach to supporting social understanding and coping strategies for young people on the autistic spectrum.

This course will focus on supporting young people in understanding their autism, developing their social and communication strategies, the social world and their community, starting conversations, ending conversations, taking turns, sensitive topics, personal space, eye contact, volume of voice, active listening/interrupting, keeping on topic/interests, understanding emotions and body language.



### Drawing and Talking

Drawing and Talking is a child-centred therapy focussing on prevention, early intervention and recovery of mental health issues.

It focusses on a serial drawing technique for use with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. The technique is based on Jungian and Attachment (Bowlby) theories.

This programme works on a 1-1 basis and is designed to support those who are not realising their full potential either socially or academically.

### Community Involvement

Parents/carers coffee mornings and celebrations: Coffee mornings will be arranged throughout the school year to encourage communication between parents/carers, young people and teachers and staff at John Paul Academy, with the intention of building on the already positive working community.

### **Parents in Partnership**



### Community and service

Encouraging young people to make a meaningful contribution to their community, both during and after their time at JPA. Young people will be involved in volunteering with local charities and fundraising activities.

This programme will be on-going and once established, young people can opt in and out. Young people will be notified following completion of our other course.

