

Period to: 15/05/2019  
Prepared: 04/06/2019  
Prepared for: Teacher

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Billy



The feedback is designed to provide multiple levels of information. An overview for each indicator explains the construct structure and what may be included. Following that is a brief summary of the pupil's score boundary, based on three levels of low, moderate and high. There are also scores reporting the percentage score for each indicator. Topics for conversation are available on under each of these.

Safe

Safe reflects dsfs's feelings of security in their surroundings, at home and in school. It also indicates if they feel unsafe in their community (this links to stigmatisation). Being safe is easier if the student is in an appropriate peer group for their age and their peer group is not involved in risk-taking behaviours. As well as feelings of safe this indicator includes questions about their own risk-taking, whether basic needs are met and whether their feelings about being safe is impacting their state of mind.

What does Safe consist of?

Safe at school	60%	
Safe in the Community	40%	
Safe with friends	60%	
Grooming	60%	
Safe in the Family	57%	

How is Billy doing?

dsfs seems to be fairly safe. However, if they appear to be in danger or the child has problems which could be difficult to solve, they can be referred to someone with expertise tailored to meet the child's needs.

Safe at school

Topic questions

- OVERVIEW: Safe at school included questions that may indicate bullying, either verbal or physical.
- Which parts of the day is hardest for them?
- Are there things they would like to change?
- Is there action they think the school could take that would help them feel safer?
- Does the school have a safe place that students can access?

Safe in the Community

Topic questions

- OVERVIEW: A lack of community cohesion can make young people feel unsafe. These questions asked if there were signs of violence or neglect in their community.
- Where do you feel safest when you are in your community
- Talking to the student about their community, about safe places they may be able to access or about issues that worry them may help the student identify what their concerns with.

Safe with friends

Topic questions

- OVERVIEW: Peer safety includes questions that measure how safe the student's peer group is. For example, do they have friends who are involved in some level of antisocial behaviour?
- Check also their own risk behaviour scores and grooming scores
- Talking to the student about risky behaviour and what the influence friends may have. Does the behaviour of your friends worry you?
- How do you feel when your friends are involved in behaviour that might get you in trouble?
- Do you think your friend's behaviour may affect you?
- Moving away from an existing friendship group can be scary. It helps by starting to make links with more positive peers rather than a sudden cut-off.

Grooming

Topic questions

- OVERVIEW: This set of questions checked whether there are behaviours by the student or around the student that may indicate they are at risk of being groomed.
- Talk to the student about their friendship groups or about how they feel about some of the behaviours their friends engage in.
- They may be quite scared if they have been threatened or believe they have been coerced into illegal behaviour
- Speak to safeguarding officers at school if you have any concerns following conversations.

Safe in the Family

Topic questions

- OVERVIEW: Questions in this section asked the student about care in the home and negative family experiences
- This subconstruct is linked to Physical health, mental health and grooming
- When does the student feel safest in their home?
- What could be done to make them feel safer?

## Healthy

Healthy includes screening for physical and mental health problems, and risky negative behaviours such as unprotected sex, drinking and possible drug use. Individual patterns of behaviour are measured as well as possible sources of support and external influences, for example, parental eating and exercise patterns. If dsfs also scored low on Active then this may be a good place to start conversations about healthy behaviour and diet.

### What does Healthy consist of?

Mental Health	58%	
Physical Health	60%	
Computer Behaviour	60%	
Risky Behaviour	67%	

### How is Billy doing?

dsfs's score is in the moderate range, and they seem to have some healthy behaviours, but this could be improved. It would be helpful to have a conversation with dsfs explaining how bad habits can affect our lives. Encouraging them to monitor their own behaviour, and reminding them of people willing to help them with this, may also be useful.

#### Mental Health

##### Topic questions

- OVERVIEW: These questions included some basic screening questions developed by the World Health Organisation for adolescents.
- Check the related scores of physical health and stigmatisation.
- Speak to the student about how they are feeling, encourage them to access school counselling services if they are feeling like they are not coping.
- Encourage them to access school counselling services if they are feeling like they are not coping.
- Check school policies for whether you can access other resources, such as GP

#### Physical Health

##### Topic questions

- OVERVIEW: Physical health included questions that asked whether the student feels they have a good diet or are involved in exercise activities.
- A related topic to this is Risk
- Does the student feel they are physically active enough? Do they think that other people believe them to be active enough?
- What would be a couple of initial goals as a first step to becoming more active? Setting some simple exercise goals can be a big first step, for example walking to school.
- Does the school have a school nurse that may be able to help the student develop positive health behaviours?

#### Computer Behaviour

##### Topic questions

- OVERVIEW: This set of questions asked the student about the time they spend online or playing computer games. For the majority of children online socialisation can be positive, however, for some it can become problematic.
- Ask the student if they have ever tried to reduce their time online or game playing and found they couldn't.
- Ask if their friends mention how much time they spend on time.
- Suggest the student keeps a diary for a week, logging how often they spend playing games on consoles or computers?
- Check their scores on mental and physical health.

#### Risky Behaviour

##### Topic questions

- OVERVIEW: This set of questions asked the student not only about lack of positive behaviours but whether they were actively involved in negative behaviours, for example, sexual activity without protection, smoking or drinking.
- Related topics are mental health, grooming and nurturing
- Can the student identify behaviours that may have resulted in this low score?
- They may be reluctant to talk about behaviours but talking to them about resources they can access to support behaviour change may help.

## Active

Active covers a wide range of activities that dsfs may be involved in, either at school or in their local community. In addition to sports, the construct also explores whether there is the opportunity to be involved in hobbies, clubs or societies. It also includes barriers (scored as opportunity) such as; lack of money, personal reasons for non-involvement or a disability.

What does Active consist of?

Active

50%



[How is Billy doing?](#)

dsfs is not very active at all, and they indicated there were issues of opportunity for them. This could be a good starting point for a conversation about their level of activity. Encouraging them to become involved in a club at school could also help to increase how active dsfs is.

### Active

#### Topic questions

- OVERVIEW: Being active is important to well-being. Active here means more than just being involved in sports, but also taking opportunities to take up hobbies or join groups.
- Check also the related health scores and included in peer group score.
- What are their interests, including sports or hobbies?
- Talk to students about the benefits of being involved in a range of activities, including mental health, self-esteem and a sense of belonging.
- It may be that they are not involved due to issues of family finance, if this is the case, can the student access school groups?
- Start with a target of listing some of the groups they would like to join.

## Nurtured

A sense of being nurtured is important to well-being, this indicator represents whether dsfs feels nurtured at home. This will include feeling that they have caring and supportive carers, who are encouraging of their school progress and career plans. A nurturing environment will educate dsfs to avoid risk.

### What does Nurtured consist of?

Quality of Relationship	55%	
Support	60%	

### How is Billy doing?

This student has a few adults in their life who look after them and whom they spend time with, but they would benefit from some more attention. Sometimes adults don't even realise they're not spending enough time with their children. It would be beneficial to help dsfs look for someone who will pay attention to them.

#### Quality of Relationship

##### Topic questions

- **OVERVIEW:** Relationships are the basis for a sense of feeling nurtured. Children and young people may find that they have good relationships with people other than their parents. Research shows that even one significant positive adult in their lives can protect them from adversity.
- Check their family safety scores as well as their risky behaviour. These are all related.
- If possible talk to the student about their home life, try to get a feel about who they have in their lives to lean on. It may also be that they need boundaries.
- Are there other adults who care for the student who may be suitable to emotionally support them. Like an aunt or uncle?
- What could the student do to develop the relationship with their carer?

#### Support

##### Topic questions

- **OVERVIEW:** A sense of being supported is important to feel nurtured. This subconstruct considers whether the student has adults who support them during difficult times or encourages their aspirations and goals.
- Feeling supported can also be linked to low expectations and a low level of achievement.
- Who does the student talk to when they need help or support. This may be a starting point.
- Explaining to them that everyone, even adults, talk to others when they need advice might help them start looking for support from other adults.
- Do the student's parents help when you need advice? If not, can other adults help, such as older siblings?
- It may be worth talking to parents about support at the parents evening and may help students feel better supported.

## Achieving

Achieving provides information on how important achieving at school and progressing in their future career plans is to dsfs. It indicates the level of aspiration they have and whether there are any issues of engagement and current involvement in planning future careers, training or higher education. The achieving indicator also measures whether dsfs feels supported to progress in school and beyond and whether there are any issues with exclusion.

### What does Achieving consist of?

School support	60%	
Belonging	70%	
Aspirational	100%	
Aspirations	45%	
Engagement	55%	
Behaviour	64%	
Self Efficacy	60%	

### How is Billy doing?

dsfs is having a few problems at school. They may not see any reason to get a good education or they are having trouble at school because it's difficult to learn. If an adult has the chance to meet with dsfs, they should be asked what needs to change for them to make school more interesting. Focusing on changing the classroom environment, and giving this child the right resources to succeed, will encourage them to be more resilient.

#### School support

##### Topic questions

- OVERVIEW: These questions asked how well the student feels supported by their teachers, maybe through difficult occasions
- Related topics are: engagement, included at school, nurtured and included in the community
- Why do they feel unsupported at school?
- What could they do to feel more supported?
- If this is combined with low support at home and the community then this student has few appropriate adults to talk to.

#### Belonging

##### Topic questions

- OVERVIEW: This is linked to an academic sense of belonging, for example being noticed when they do something good at school.
- Check the student's sense of school membership and included in school.
- Which teachers do you get along with?
- Do you have any teachers that you think notice you when you do good work?
- Set some simple goals about talking in class. Asking questions rather than sitting quiet or chatting to friends.

#### Aspirational

##### Topic questions

- Confidence about their ability at school
- how they feel about the likelihood of pursuing a career they are interested in
- career planning
- role models from wider family or community members.

#### Aspirations

##### Topic questions

- Overview: This group of questions asked the student about their hopes and wishes for the future.
- Groups related to this are Engagement, school support and Included at school
- Where does the student want to be in 5 or 10 years?
- What would their ideal job be?
- It may be hard for a young person to connect the school with options but having a chance to talk about potential careers may open a way for them to increase their aspirations.
- Plan with careers for what GCSE or training options are their next steps

#### Engagement

##### Topic questions

- OVERVIEW: Engagement is linked to how well the student is getting along with teachers and peers as well as positive studying behaviours, for example completing homework.
- Check also scores in Aspirations and School Membership.
- Ask the student why they feel disengaged.
- Speaking to them about the next step after school and how they can get there may be a good start.
- Students become disengaged for a wide range of issues but may include issues of aspirations and/or lack of support at home.
- Set up a weekly conversation with guidance teachers. This may help this student increase engagement

#### Behaviour

##### Topic questions

- OVERVIEW: These questions were asking about their understanding of negative behaviour and inclusion in school activities.
- Refer to the school behaviour policy if this has not already been done.
- Checking their scores on other indicators may give you an understanding of how the pupil feels about themselves, which could be affecting their behaviour,

#### Self Efficacy

##### Topic questions

- OVERVIEW: These questions were presented when the student scored low on engagement. It may help you understand if this is due to lack of confidence. Self-efficacy is the belief that they are capable of doing what is asked of them.
- Previous failures can add to this sense of lack of belief in the ability. Students will often come across as overconfident while making little progress in school.
- Talk to them about how they handle problems and challenges.

## Responsible

Responsible reflects how much responsibility dsfs feels they are given and how responsible they act towards individuals and their community in general. It also reflects dsfs's ability to make judgements.

### What does Responsible consist of?

Consequences of actions	55%	●
Development and Leadership	53%	●
Supporting others	60%	●

### How is Billy doing?

dsfs can act responsibly, however they sometimes get themselves into trouble. This student should be encouraged to talk to a trusted adult for help making better decisions and staying out of trouble.

#### Consequences of actions

##### Topic questions

- OVERVIEW: Developing a sense of responsibility is helped if the student has an understanding of the consequences of poor decisions or behaviours
- A low score here can be linked to the sub-constructs Risk and engagement
- Talking to the student about why the school needs rules and how they are enforced may be a starting point. Understanding that a community needs to work together for all pupils and staff can be hard to understand if they are always in trouble.
- Understanding that a community needs to work together for all pupils and staff can be hard to understand if they are always in trouble.
- Does the student understand the school behaviour plan?
- Are there issues, such as anger, that can be addressed with support in school?

#### Development and Leadership

##### Topic questions

- Overview: This set of questions were designed to find those students who were doing well at school and ready to move into mentoring or leadership
- Does the student have any desires to be a leader in the school: Prefect/Mentor etc
- What about joining a club or organisation where leadership skills could be developed.

#### Supporting others

##### Topic questions

- OVERVIEW: Being responsible includes support friends and others in need. These questions asked the student if they did this
- Check the groups Included in Peer group and Belonging in School.
- Does the student have any ideas on providing support to their friends

## Respected

Respected reflects how well dsfs feels acknowledged and listened to. It includes how much they feel stigmatised if they have identified as LGBTQ or having disabilities. Someone who is respected has good levels of self-esteem.

### What does Respected consist of?

Respected	50%	
Self Stigmatisation	53%	
Self-respect/self-esteem	60%	

### How is Billy doing?

gets some respect from others, but not quite enough, making it harder for them to overcome life's challenges. This student should be encouraged and helped to do things that make people notice them, in a good way.

#### Respected

##### Topic questions

- OVERVIEW: Being respected by others is important to our well being. This includes being heard on views that are important to them, either at school or in the community
- Related topics are Included and Stigmatisation
- How do you feel about school, family or friends? What would you change?
- By listening to them about themselves you will be respecting them. Feeling respected starts by being heard.
- Where do they not feel heard?

#### Self Stigmatisation

##### Topic questions

- OVERVIEW: Stigmatisation occurs when someone feels different and receives negative attention because of this. Self-stigmatisation is the process of internalising those attitudes. Students who have sexual or gender identity issues, or immigrants and ethnic groups are at particular risk of this. Also, consider those students who may have learning or physical needs
- What actions are happening in your life that makes you feel "singled out", different?
- How could we change this?
- Who could you speak to about your identity and self-image?

#### Self-respect/self-esteem

##### Topic questions

- OVERVIEW: Self-esteem is the value a person gives themselves. It is based on years of opinions and thoughts, sometimes from ourselves but also from others around them. Comparing ourselves against other people and judging our mistakes as far worse than theirs is a sign of low self-esteem. Social comparison online seems to have made this much worse, especially in young people who are vulnerable.
- Who could they speak to about how they view themselves? If self-esteem is very low support can help.
- Listing good things about themselves can be hard for people with low-self esteem but ensuring they are realistic about setting goals can help them make small steps. Focusing on small wins can help them see their skills.
- How much do they depend on social media? Social media is great for many young people, for someone with low self-esteem it encourages unhelpful comparison.
- Check their mental health, stigmatisation, and physical health scores.

## Included

Included is a measure of how well dsfs feels connected to the various groups in their life. This includes their school, community, home and peer group. How well they feel acknowledged (or listened to and heard) by these groups is also measured. Acknowledged is important in feeling included, but also in other indicators, a low score on feeling acknowledged will lead to dsfs having a feeling of disconnect with the group. As well as subjective feelings of being included, this indicator also identifies if their school is a place of belonging.

### What does Included consist of?

School membership	40%	
Included in community	40%	
Included in peer group	60%	
Included in school	60%	

### How is Billy doing?

dsfs doesn't seem to feel very connected or people are making them feel like they don't belong anywhere. They need help to find a group of people where they feel they belong and who will support them, but not a group of people who will get them into trouble. They need people whom they like and who like them back.

#### School membership

##### Topic questions

- There may be some issues with how well this student feels they belong at school, can they explain how they feel about school?
- Do you have other concerns about their behaviour in school or their attitudes, if so can they talk to a school (process name...guidance teacher)?
- Maybe talk to them about what they want from careers and how that can help?
- are there things they would like to change?

#### Included in community

##### Topic questions

- OVERVIEW: Included in the community is particularly important to students who have identity issues. This is about feeling accepted by the people around them at home. Outside of home do they have important relationships that make them feel they belong. For example youth clubs.
- Where in their community is safe and fun?
- Do other friends their age use clubs in the community?
- How do they feel about their neighbours?
- Checking the council website for community groups may help.
- Check their feelings of safety in the community.

#### Included in peer group

##### Topic questions

- OVERVIEW: Peer group for adolescents is very important. Feelings of exclusion can be very painful and feel very real. Of course, this may happen on social media as well in face to face.
- Check also their sense of safety, exclusion can be a form of bullying which may escalate into physical or online aggression.
- Do they meet their peer group friends outside school
- Are they included in peer group activities outside school
- Talk to them about how they feel about their peer group. Do they have friends that have things in common? Are there groups in school that could build on shared interests.

#### Included in school

##### Topic questions

- OVERVIEW: Included in school is sperate from school membership and has questions about how included they were to do with their learning or future career or how active they are in their current learning.
- If the score is low, check also achieving, this may help understand why the student feels excluded.
- Talk to them about how they can actively become involved in their learning. Do they take opportunities to discuss issues with their teachers or guidance teachers?
- Get the young person to set some achievable goals. This can give a sense of being in control