



## PSO Role at Cramond Primary School Session 20/21

The Pupil Support Officer role at Cramond is based upon the foundations of promoting health and wellbeing. This is achieved by through assessment, collaboration, and using identified key supports and strategies to ensure all children are included and understood. Our PSO, Tyne Lovell, has a close working relationship with our DHT, Anna Hughes, who oversees GIRFEC at Cramond. Together they have an emphasis on making positive links with parents to ensure good working relationships, as well as promoting our nurture and restorative approaches which are embedded in our everyday practice at Cramond.

By sharing awareness and developing understanding of what behaviour is and why it occurs, we as a whole school team are more able to build positive relationships, support co-regulation and encourage self-regulation, to help children thrive emotionally, socially and of course, academically. Below is an overview of how the PSO role, in partnership with the wider school team, helps to achieve this at Cramond:

### PSO role objectives:

- Helping to establish key roles and promote the importance of building positive, nurturing relationships
- Promoting a restorative and reflective practice by sharing awareness and understanding that all behaviour is communication
- Using observations to identify social and emotional difficulties to help increase the understanding of specific needs
- Supporting the development of Individualised targets, and supporting these over time in line with GIRFEC
- Building children's own personal toolbox to develop coping skills and raise resilience
- Making links with parents and partnerships agencies

### PSO role - The What:

#### PSO in class support:

- Ensuring good routines and predictability
- Promoting importance of having opportunities for time out/relaxation/calming activities
- Promoting understanding of individual needs
- Supporting staff to use and implement the CIRCLE framework

#### PSO targeted support:

- Support for anxiety management using LIAM
- Building emotional resilience
- Solution Focused Approach
- Key adult time/Nurture
- Restorative Approach



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### Evaluating Impact:

#### Parent involvement:

We fully recognise that developing positive and respectful relationships is key to knowing and understanding the children and families that we work with, therefore our PSO will keep you updated on the work we are doing in school with your child. Parents will be given the opportunity to find out about the activities being delivered in school, ask questions and offer feedback.

#### Teacher involvement

Evaluating the impact of learning in health and wellbeing can be complex and challenging as feelings and experiences can be very subjective. Teachers are encouraged to evaluate how well key messages have been absorbed through observing changes in confidence, behaviour, engagement and coping strategies of children. All staff are invited to provide feedback which can help in adapting future sessions where appropriate.

#### Formal evaluation measures:

Our PSO lead interventions are measured using a range of evaluation tools that help to inform us on how well a specific support or intervention is going. This can help us to reflect and adapt targeted supports to meet the individual needs of all of our learners.