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Solihull Healthy Schools Programme School Story template

(To be completed and submitted to QuAG in order to achieve Solihull Healthy Schools Enhancement status)

Having achieved your measurable health and wellbeing outcomes you will want to share your success within the school community and beyond.

We have suggested some headings to help you tell your success story.

Date: July 2013

School name: Shirley Heath Junior School

Location: Solihull

Number of pupils: 336

Shirley Heath Junior School is a larger than average junior school based in Shirley in Solihull. Our children are predominantly white British and we have a lower than average percentage of children eligible for free school meals. The number of children identified as having SEN is broadly average though this number is continually rising. The school has worked extremely hard to gain and maintain our 'Healthy School' status and has been working on the 'Enhancement Model'. The school have been actively promoting emotional health and wellbeing, involving all areas of our school community including staff, children, parents and governors.

What needs did we identify?

Following the distribution of the HBRQ, several key 'needs' were identified; in particular, a large number of children were displaying low levels of self-esteem, particularly linked to body image. A concerning number of girls were reporting that they would like to lose weight. In addition to this, a large number of Year 4 girls reported that they worried 'quite a lot' or 'a lot' about the way they looked. As a result of these findings, we decided this was a key area which needed addressing. Following discussions with governors and senior staff, various methods were implemented across the curriculum with the aim of raising self-esteem within school. The children within the classes were not overweight therefore it was clear that the problem related to children's perceptions of themselves and how they felt they should look.

In addition to the issues highlighted regarding weight and body image, another key need was identified, as a result of evaluating the HRBQ data; a high proportion of Year 4 children were displaying low scores on self-esteem. We realised that we needed to ensure that this was tackled by all members of staff and across all areas of the curriculum where possible.

A further area which was highlighted by the HRBQ was within the area of Anti-Bullying. As a school we take bullying extremely seriously and have a very pro-active approach to dealing with incidents of bullying, through both whole school teaching and learning, and with strategies in place to support children in coping with and reporting incidences of bullying. After evaluating the HRBQ it emerged that a large number of children failed to report the view that school took bullying seriously. It was understood from these results that this was an area which needed addressing, so that all children and parents were aware of the policies and procedures in place



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within school and where they could go for help. This need was supported by the finding that a higher number of boys than we would like reported that they would keep a bullying problem to themselves.

Finally, the HRBQ identified a significant number of girls in Year 6 who reported being picked on or bullied because of the way they look. As a school we sought to reduce this number by educating children and adults on ways to manage these situations and conflicts as they arise, and promote a more complimentary culture across school.

What outcomes did we focus on?

In order to support the development of self-esteem and promote positive and health body images, we decided to focus on reducing the number of girls who reported that they would like to lose weight. The improvement would be measurable as the children initially completing the HRBQ in Year 4 would be completing it later in Year 6. This allowed us to monitor and evaluate the impact of the interventions put in place and highlight where modifications would need to be made.

Linked to this, another outcome decided upon to encourage a positive body image, was to decrease the number of year 4 girls who reported that they worried 'quite a lot' or 'a lot' about the way they looked. Again, we felt that by re-administering the questionnaire to the children two years later when they were in Year 6, we would get a clear picture of how effective the strategies and interventions put in place had been, and we would be able to modify and add to these as required. We decided to work on the basis that if we could successfully foster a more positive self-image through appropriate interventions and units of work, and encourage children to consider their inner qualities, then the number of children worrying about their appearance should reduce and consequently less children would feel the need to lose weight. This is based on our assumption that these trends result in low self-esteem rather than a real need to lose weight, as the vast majority of our children are within a healthy weight range.

Further to this, we decided to include another measurable outcome linked to overall self-esteem scores; namely, it was decided that we would persevere to decrease the number of children who reported a self-esteem score of 9 or less. This was important as we wanted to ensure that we were able to evaluate the impact of the strategies we put in place to improve children's feelings of worth and make adaptations as necessary.

Linked to the previous outcomes, we decided to monitor the number of Year 6 girls who reported being picked on or bullied because of the way they look. We felt that by promoting a compliments culture across our school community, we would aim to raise awareness of how our words and actions can affect others. This should in theory then filter through to result in less incidences of bullying in this area. We also felt it was important to educate children, staff and parents on how to deal with such incidences, and ensure that children were aware of the many avenues within school available to report such problems and also to support children with these.

As an extension of this outcome, we decided to add the outcome of decreasing the number of boys that would keep a bullying problem to themselves. As a school, we have invested considerably in Anti-Bullying resources and provisions. In addition to a creative curriculum which teachers implement across the school, many positive anti-bullying messages and



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lessons, we also have various facilities for the support of children struggling in this area, including peer mediators, buddy stops, a place to talk and think books. We felt that it was important to highlight the various options that children have available to them, so that they knew where to go if they did experience a problem with bullying, and thus should be less likely to keep it to themselves. It is clear that shouldering such worries alone will only lead to lower self-esteem and a poor self-image, so we felt this was an important area to tackle across the school, but particularly with the cohort identified by the HRBQ.

Through the use of the HRBQ and also informal discussions with various groups of children, it emerged that a number of children did not feel that school took bullying seriously, or were unsure about this. As a result, our next outcome stated that the number of children reporting that school takes bullying seriously would increase. We felt that this was an area which we could tackle across the school, and on a number of occasions throughout the year. We felt that it was important to ensure that children knew exactly what bullying is and were educated not only on how to deal with it, but also on how they can expect it to be handled within school. It was considered that parents also needed to be made aware of what school considers bullying to be and how we will tackle incidences within school.

What activities/ interventions did we put in place in order to achieve our outcomes?

In order to ensure that children develop a positive body image and self-esteem, we have implemented units of work in PSD specifically targeting these areas. The lessons involve looking at what we base our own self-image on, encourage children to reflect on their inner qualities, identify positive role models and evaluate the impact of the media on our images of ourselves and others. The PSD subject leader was able to access training around body image in the primary school and subsequently led training for staff. As a result, a range of lesson plans and resources have been implemented across the year groups, supporting and complimenting the SEAL unit 'Good to be me'. These have supported children in developing a positive body image.

We were also fortunate enough to receive INSET training on the subject of Body Image by an advisor. A staff meeting was held in order to ensure that all staff and management were aware of the importance of promoting a positive body image for all children, and how important it was for them to understand how their own attitudes and behaviour could influence children. Staff reported that this was hugely beneficial not only in identifying the issues surrounded body image in our children, but also in informing them of ways to model good attitudes and influence children's self- image in positive ways. Focussed learning opportunities have been built into the curriculum and these have been positively evaluated by both staff and children.

Further to this, it was then considered important to involve parents in the process of developing positive body images and self-esteem in their children. As a result, a newsletter was administered discussing the importance of fostering a positive self-image and informing parents of the steps that we are taking in school to tackle these issues. Suggested family activities aimed at raising self-esteem were suggested and resources provided in order for children and parents to consolidate the work done in school at home, within their family settings.

In addition to updated resources across the curriculum, to include and develop positive self-esteem, identity and self-worth, we have also ensured that there are many positive opportunities to think and learn about differences and diversity through mediums such as whole school



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assemblies, displays and learning opportunities. As a school we hold celebration assemblies for a variety of faiths and encourage children to share their knowledge of these areas and celebrate the differences between them. We also ensure that we draw upon children's knowledge and experience of different cultures and hobbies within lessons, in order to foster a sense of pride and build on self-esteem with the opportunity to share knowledge with their peers.

In order to support our positive learning environment we have developed a compliments culture across school which is modelled by staff at all times. This was predicted to have a positive impact on the number of children who reported worrying about the way they look. Each class were instructed to devise a class charter with positive statements about what we would do to support each other, and ensure that everyone in class remained happy and safe. Children came up with their individual class charters through the use of guided discussion, enabling the children to take ownership of the rules, and therefore ensure that they were more likely to maintain the agreed actions. These were then displayed in class as a visual reminder to children of the agreed actions, and as a point of reference for teachers.

We have also been fortunate to receive support from an adult volunteer in order to run SEAL silver set interventions within school for those children identified by class teachers as having low self-esteem and/or struggling to make and maintain friendships. They undertake focussed small group activities aimed at identifying the children's positive qualities and things they can be proud of about themselves. They also work on strategies for resolving conflict in order to increase children's confidence in themselves to manage situations, and consequently increasing self-esteem. These workshops compliment and extend the work undertaken in class during PSD and across the curriculum.

These strategies are in addition to various opportunities taken across school and throughout the year to celebrate children's achievements and raise self-esteem. These include weekly whole school merit assemblies celebrating good work, attitudes and behaviour, regular communication home to parents, and termly year- group assemblies celebrating the children's achievements.

With regards to the Anti- Bullying focus which emerged from questionnaire data and discussions, it was decided that we should focus on increasing the number of children who felt that we, as a school, took bullying seriously. It was considered that by doing this, we would in turn decrease the number of boys who would keep a bullying problem to themselves; the concept behind this would be that if the boys felt more confident that their concerns would be dealt with seriously and appropriately, that they would be more inclined and prepared to make such disclosures in school.

In order to tackle this issue, it was felt that primarily we must educate staff, children and parents alike as to what we consider bullying to be at Shirley Heath. This is to ensure that children and adults are able to distinguish more easily between general friendship problems and bullying. We also recognised that we needed to ensure that all staff were aware of and able to follow the correct and agreed procedures to deal with and record any instances of bullying within school. In order to achieve this, The Anti- Bullying policy has been refreshed in accordance with latest guidance and our school definition, through parents, staff and children consultation meetings. An Anti-bullying workshop for parents and families was well attended and evaluated.



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SEAL work 'Say no to bullying' has supported children in understanding what bullying is and where to seek help. In addition to this the 'Getting on and falling out' unit has supported all children in developing peaceful conflict resolution skills. Peer mediators and Playground Pals have been trained to recognise bullying behaviour and to support children in seeking appropriate adult help. Buddy stops have also recently been implemented in the playground as points for children to go to if they have no one to play with. These have all led to children reporting feeling safe and happy at school during playtimes.

In order to tackle the number of children who report that they would keep a bullying problem to themselves, children have been reminded regularly of these options available to them. We have done work in class with children being encouraged to identify at least five people that they can approach about a problem with bullying, so that all children are confident that they have somebody to turn to. We also ensure that all children have a 'think book' where they can write down anything that is worrying or upsetting them and pass it on to an adult within school. Children are also able to refer themselves to 'A Place to Talk' with friendship or personal problems they are experiencing, where they will be spoken to, individually or within a group if necessary by a member of staff trained in counselling. Teachers are also able to refer individuals and groups of children where they feel it necessary.

In addition to Anti- Bullying week activities, the school council has led a high profile, highly visible anti- bullying campaign within our school. This ensures that our whole school community knows what confidentiality means, and that issues are appropriately shared on a need to know basis. It also ensures that all children are reminded of, and understand the importance of, seeking help if they or others experience bullying and know which adults they can go to. This was also recently enforced with a whole school one-off anti-bullying lesson, teaching children about the importance of working together as a school community to stop bullying and making children aware of the effects that bullying can have. This was aimed to target the outcome of reducing the number of children reporting that they have been bullied, particularly about the way they look (as identified by the HRBQ).

What did we achieve, and how did we know?

The implementation of the new body image units of work has ensured that adequate attention and time is allocated to exploring this topic with children. Children have enthusiastically adopted the compliments culture and have been pro-active in upholding the agreed components of our class charters. Within the previous HRBQ results, 41% of girls reported that they would like to lose weight. This has now decreased to 31% overall. Whilst this percentage is not as low as we would like it to be, this is a significant improvement and is evidence that the intervention and strategies in place are having a positive impact. Within the current Year 6 cohort (previously tested in Year 4) one class scored considerably higher than any other classes questioned. This would suggest that the results are reflective of a particular small cohort as opposed to a whole school reflection. The percentages of children wanting to lose weight are much lower (27% in Year 4) in other classes. Out of the current Year 6 children, the percentage of children wanting to lose weight is lower than was reported by the same cohort when they were in Year 4. This is further evidence that the interventions put in place are having a positive effect. This is an area that we will continue to work on moving forward.

Further to this, the percentage of Year 4 girls who worry about the way they look has decreased from 32% in the previous HRBQ results to 11% now. Within the current Year 6



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cohort (the previous Year 4 data respondents) the percentage has dropped to 18%. This is clear evidence that the current work and intervention on body image and self-esteem is having a positive and sustained effect. In addition, the staff who run 'Place to Talk' have reported a steady decline in the number of children being referred for self-esteem issues and related behaviour. We have also witnessed a steady decline in the number of children who state that there are lots of things about themselves that they would like to change. The percentage of children who scored 9 or less on the self-esteem score has decreased from 45 % to 33%.

With regards to our outcomes linked to Anti-Bullying we have seen further positive results. The overall number of children who reported feeling that school took bullying seriously was 69%. This has since increased to 89% overall. In addition to this, the percentage of boys who would keep a bullying problem to themselves has dropped to 7% as expected. This is reassuring as it confirms our hopes that as awareness of bullying and how the school deals with it increases, the tendency to hide problems with bullying will decrease. This could also be evidence that children now have a good awareness of who they can go to for help in school, and what avenues are available to them. Moving forward we do intend to implement further work with parents to ensure that they understand the school's approach to bullying and can guide their children at home in accordance with our guidelines. Our recent OFSTED report did display a downward trend in incidences of bullying in school. According to our most recent HRBQ data, the percentage of year 6 girls who report being bullied because of the way they look has dropped to 19% overall. In one class this was as low as 7%, which is clear evidence that our strategies are working.

After attending staff training on Body Image and self-esteem, all staff now report feeling confident in appropriately recognising and addressing bullying issues as part of their safeguarding duty. They now know how to easily access the resources they need to support them and we are seeing a consistent approach to bullying and complimentary culture across the school, which is having clear positive results.

What will we do next?

In order to move forward and continue to develop, we have identified aspects that we would like to improve further. As the number of girls reporting that they would like to lose weight is not quite as low as we had hoped, this is an area that we would like to carry forward, building on the success of the work already in place. In addition to this, the most recent HRBQ data highlighted a number of boys reporting that they would like to lose weight. This number has increased slightly since the previous data was collected, so this is an area which we will need to address moving forward.

In addition to this, we intend to hold further workshops on Anti-bullying aimed at parents in order to ensure the new cohort of parents moving through Shirley Heath are aware of our policies, procedures and definitions of bullying, and to ensure a positive on-going collaborative relationship with parents.

In order to address both of these points, we also intend to use the school website to publish further materials for parents and families informing them on body image, self-esteem and anti-bullying, and highlighting the work we are doing in school and the avenues available to them and their children.



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Senior leader quote:

Overview of outcomes and achievements:

Outcome	Achievement
Decrease the % of girls who report they would like to lose weight from 41% to 25%.	According to the recent HRBQ data the proportion of girls that state they would like to lose weight has decreased to 31%. The proportion of girls in Year 4 that state they would like to lose weight has decreased to 27%. Although the percentage of girls has not decreased as much as we would have liked we recognise that the new body image units have only been implemented this year and we are certain the percentage will have decreased by the 2014 HRBQ results.
Decrease the % of Year 4 girls who worry 'quite a lot' or 'a lot' about the way they look from 32% to 22%.	According to the recent HRBQ data the proportion of girls in Year 4 that report worry about how they look has decreased to 11%. The number of girls in Year 6 that report worry about how they look has decreased to 19%.
Decrease the number of year 4 pupils with a low self-esteem score of 9 or less from 45% to 32%	According to HRBQ data the number of year 4 pupils with a low self-esteem score of 9 or less has decreased to 33%.
Increase the % of Year 4 children who report that the school takes bullying seriously from 69% to 90%	The % of year 4 children who feel that school take bullying seriously has increased to 89%. The number of boys who reported this was slightly lower (86%) than the number of girls (90%) so this is an area we will have to continue to monitor.
Decrease % of Year 4 boys who would keep a bullying problem to themselves from 17% to 8%	The % of Year 4 boys who would keep a bullying problem to themselves has decreased to 7%
Decrease % of Year 6 girls who report being picked on or bullied because of the way they look from 39% to 19%	The number of Year 6 girls who report being bullied for the way they look decreased to 19 %. There was a considerable variation between classes so this is an area we must continue to monitor