



Solihull Healthy Schools Programme School Story template

Date: March 2014

School name: St Alphege Infant & Nursery School

Location: Solihull

Number of pupils: 283

St Alphege CE Infant school is larger than the average Infant school. The majority of our pupils are White British but the proportion of pupils who come from minority ethnic backgrounds is increasing, as is the number of EAL pupils. The proportion of pupils with special educational needs and/or disabilities is increasing, with a larger proportion of these pupils having a statement of special educational needs compared with that found nationally. We are experiencing a changing cohort due to the widening catchment area served. At St Alphege, we have worked extremely hard to gain and maintain our 'Healthy School' status and have been working on the 'Enhancement Model'. We actively promote emotional health and wellbeing, involving all areas of our school community including staff, children, parents and governors.

What needs did we identify?

After analysing and evaluating the 2010 HRBQ results, it was clear that there were key areas for us to focus on in school. Relationships seemed to be a theme running through the areas of concern, these being that at some times, children may feel scared to come to school, keep friendship worries to themselves and fall out with their friends. Therefore, we decided to concentrate on the development of Emotional Health and Well-Being as our priority.

Through discussions with the children and a 'Draw and Write' activity completed in every class, it seemed that the playground was where most worries and concerns stemmed from.

What outcomes did we focus on and why?

After identifying Emotional Health and Well Being as our priority, we looked more closely at the data to pick out what the specific issues were for our school.

Based on this data we decided upon the following outcomes:

- Decrease % of Year 2 children from 32% to 20% who feel scared to go to school at least sometimes, because of other children.
- Decrease the % of Year 2 girls who keep friendship worries to themselves, from 35% to 17%.
- Decrease the % of boys in Year 2 who report that they fall out with their friends a lot from 41% to 25%.



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

To generate positive change, we looked at times of the school day when children might feel particularly vulnerable. We initiated a 'Draw and Write' activity during Anti-bullying week to enable the children to elicit places in school where they felt less safe. The results indicated that the majority of Reception children believed bullying happened outside of school. However, most of the children in Year 1 and 2 believed bullying happened in school and much reference was made to the hopscotch area in the playground. A School Council meeting was arranged and further discussion was encouraged to discover why the 'Hopscotch' trend was being identified as an issue. It transpired that the problem was that children were running across the area when it was being used for a game.

As a result, teaching staff were made aware of the results of the 'Draw and Write' activity in order to monitor movement by the hopscotch area during playtimes whilst on playground duty. Also, Year 2 Playleaders received specific training on games to play involving hopscotch and other playground activities. School council representatives had reported that Playleaders were often too busy playing with their own friends to notice when children required help. Our Monitoring and evaluation processes now confirm that Playleaders are having a positive impact upon behaviour in the playground and children increasingly report that the playground feels safer.

When thinking of initiatives to ensure children felt safe on the playground at lunchtime, we re-introduced a raffle ticket reward system for positive behaviour spotted by the lunchtime supervisors. The children in our School council came up with this idea when discussing how behaviour on the playground could be improved. Year 2 then launched this initiative by typing up an explanation of the use of raffle tickets and cascading it to the other children in school. Furthermore, we ensured that lunchtime supervisor training focussed on leading play-based activities including the use of skipping ropes, hop scotch, more purposeful use of the log cabin, and the Connect 4 games. We also sought support from the ASD team which was invaluable as the Lunchtime supervisors now report being more confident in managing playground behaviour and in leading play activities.

We thought it important to develop a shared understanding of the definition of bullying in our school to ensure that we all agreed on what bullying 'looked like'. As a whole school, we took part in Anti-bullying week and conducted a number of activities to support the children's understanding. These included activities and PSHE sessions that focussed on the definition of bullying (Several Times on Purpose) and what to do if the children thought they were being bullied. A follow up activity of creating a Bullying charter was conducted and then taken to School Council. All representatives agreed to and signed the charter and then took it back to each classroom to be displayed and adhered to.

Through the School Newsletter, parents and carers were informed of the purpose of Anti-bullying week and the actions to take if their child reported a bullying incident. Links to SEAL were explained and resources and websites were shared for their further reference if required. Parents, staff and children are now confident in their understanding of what bullying is and isn't and how to seek help. This is reflected in our reviewed Anti-bullying policy.

As a whole teaching staff, we felt it was important to review the teaching of material from the 'Getting On and Falling Out,' SEAL unit, discussing which aspects of Peaceful Conflict resolution skills needed to be focussed on further. Staff identified where SEAL objectives were covered through cross-curricular subjects and highlighted the Learning objectives that required specific teaching through a discrete PSHE session in order to support children's understanding and to provide strategies to support positive



friendship experiences. Staff meeting time was given for year groups to put together a medium term, week-by week plan in order to teach the highlighted SEAL learning objectives in each year group, using the related activity suggestions and resources. Evidenced in the children's Reflective Booklets, this proved effective when teaching in the next annual cycle.

To combat friendship worries and reduce the amount of children keeping them to themselves, Bubble Time has been successfully established in school. Monitoring now shows that the children are taking up the opportunity to talk to adults in the school and all children are able to identify at least one trusted adult in school. In order to reach this goal, we had to ensure that staff gave the time for children to add their name to Bubble Time if necessary, and to review their worry on the same day. This was very important as discussion with children during PSHE monitoring week indicated that children were aware of Bubble Time and how it could be used but reported that time was not always given for those who had put their names on it. We also ensured that in September when new classes arrived, Bubble Time was re-introduced and confidentiality protocols were re-established, with children taught to understand what confidentiality means and what happens to worries that they share.

To combat the feeling of 'worry,' we decided as a staff that we needed to include more examples of worries and how to deal with them in our teaching. To do so, we introduced a range of stories and cross curricular activities that focussed on strategies that support us when we are worried. These have been enjoyed and experienced by the children. All Year 2 classes successfully took part in My Money Week activities, including a story about 'The Journey of a Five Pound Note' which focussed especially on the feelings of responsibility and why people worry about money. Also, during Victorian Day the children made peg dolls and discussed how Victorian girls would make a 'worry doll' to share their worries with. This encouraged them to think about whether this was a successful way of dealing with our worries and then enabled them to develop their own ideas and strategies for effectively sharing their worries.

These all proved successful strategies as by July 2012, the percentage of Year 2 girls who kept friendship worries to themselves had decreased to 15% which was 13% less than our original aim for this cohort. By Autumn 2013 when the current cohort of Year 2 children were asked the same question, only 2% of the girls claimed that they kept friendship worries to themselves. As a whole school we are very proud of this positive change and will continue to strive towards all children finding other avenues for their worries, rather than keeping them bottled up.

When decreasing the percentage of boys who reported falling out with their friends, we thought that our Year 2 Playleaders could play a crucial role in supporting positive friendships and enabling happy playtimes. We developed a Playleader working party, where members compiled a 'job description' with the current Playleaders to decide on responsibilities and character qualities for next year's children, to enable them to understand what the role involves. This has been very useful and has supported the transition of those new to the role. The election of new Playleaders has now changed, as Year 2 teachers have encouraged children to volunteer and then prepare a presentation explaining why they would make a good Playleader. These children are then considered and voted for by their class peers, based on the qualities and skills they could offer to others in the playground. It was also important to ensure that within the role, the same children were not responsible every day and felt they could still enjoy their own individual playtimes. Therefore, Playleaders now contribute on a rota system which has been decision welcomed by all children involved and encouraged them to fulfil their role of supporting others to have a happy playtime, successfully. A new bus stop sign has also been purchased to enable



children who are having unhappy playtimes to present themselves to the Playleaders more visually in the playground.

We involved our School council in deciding how we can help other children have a happy playtime and avoid friendship fall outs. They suggested a review of playground games and equipment and made suggestions about how current activities can be enjoyed more (this was reviewed in the aforementioned Playleader training and job description). The representatives also discussed having recycled props from home to aid imaginative play in the log cabin, therefore a request was made in the School newsletter for parents and carers to donate small household items no longer wanted.

In January 2014, we employed a 'Play Facilitator.' This position has two main objectives: to promote being physically active and to support negotiating skills. To date, it has been observed that there is a positive impact on the playground, especially with our vulnerable children.

Data for the 2012 Year 2 cohort indicates that the percentage of males reporting that they fall out with their friends a lot had decreased to 5%, proving that our actions have been worthwhile. In Autumn 2013, we asked the current cohort to answer the same question and 8% of the males responded to the question with the answer 'a lot.' This is obviously disappointing as we saw such a huge change in the result with the previous cohort, but we remain positive that changes have been identified since the question was originally asked and we have many strategies in place that will hopefully contribute to this figure decreasing in the future.

What did we achieve, and how did we know?

Although our data confirms that the percentage of children scared to come to school had risen in July 2012, it had fallen to 2% by Autumn 2013 which we consider a fantastic whole school achievement.

By 2012, the percentage of Year 2 girls reporting they kept friendship worries to themselves had fallen significantly from 35% to 15% and by Autumn 2013 had further decreased to just 2%.

Although the percentage of males reporting that they fall out with their friends 'a lot' slightly increased in Autumn 2013, it considerably decreased in the previous year and is now still significantly lower than our original aim of 25%.

A decrease in problems being witnessed on the playground by teaching staff and lunchtime supervisors has evidenced that children are now happier at playtimes and have strategies for coping with friendship problems when they arise. This will now hopefully continue to develop and present itself as a long-term positive behaviour change in our school.

Classroom teaching is having an obvious effect on the changes identified; as children are able to talk to their friends when having disagreements by using ideas from stories or elements of SEAL sessions to help them develop their own strategies. This has enabled them to become increasingly independent and proactive, solving more problems successfully by themselves instead of needing adult support. SEAL teaching is now focussed around individual classroom and year group issues and is reported by teachers as having a positive effect on the children in their classes. Bubble Time is also proving to be a very effective strategy as it allows issues to be highlighted and resolved quickly and successfully by class teachers.



The role of our Playleaders is significant now it has been reviewed, and the ability to make themselves known to a member of the team by standing at the bus stop sign has decreased the 'worry time' by children who have playtime worries as they are now immediately visible and accessible.

Outcomes	Achievement
Decrease in % of Year 2 children, from 32% to 20%, who feel scared to go to school, at least sometimes, because of other children.	All Year 2 classes successfully completed the March 2012 HRBQ. However, data indicated that the % of children reporting they are at least sometimes scared to come to school had risen to 44%. By Autumn 2013, this had fallen to just 2% (evidenced in our Year 2 pupil questionnaire).
Decrease in the % of Year 2 girls who keep friendship worries to themselves, from 35% to 17%	All Year 2 classes successfully completed the March 2012 HRBQ. Data indicated the % of Year 2 girls reporting they keep friendship worries to themselves had fallen to 15%. By Autumn 2013, this had fallen further to just 2% (evidenced in our Year 2 pupil questionnaire).
Decrease the % of males in year 2 who report that they fall out with their friends a lot from 41% to 25%	All Year 2 classes successfully completed the March 2012 HRBQ. Data indicated that the % of Year 2 males reporting that they fall out with their friends a lot had decreased to 5%. By Autumn 2013, this had increased to 8% (evidenced in our Year 2 pupil questionnaire) but is still a significantly lower percentage than our original aim.

What will we do next?

In order to continue our development, we will obviously have to address the needs of children reporting that they are scared to come to school. We hope that our other positive changes will support children and enable them to feel emotionally secure in school and on the playground. It is worth considering how our cohort has changed since the original HRBQ was completed in 2010. We will continue to encourage children to share their worries through the range of strategies previously identified, and ensure that they feel safe and secure by providing a number of outlets for their potential worries (Bubble Time, story time, discussion with Playleaders etc).

The behaviour in our school is fantastic, however when compiling data from recent questionnaires, we have found out that the children themselves do not perceive this to be the case. Therefore, we are going to do a lot of work around positive behaviour and reward systems to ensure that children feel positive about the behaviour in our school. We have considered training Year 2 pupils to encourage them to conduct 'Learning Walks' around school to identify positive behaviour and share this practice with their peers.

Senior leader quote:

"Becoming a Healthy School has meant fundamental changes for our school and has changed the culture and atmosphere for the better. Our children now make much better, more informed choices about food, exercise and friendships which in turn has an impact on their ability to enjoy a healthy lifestyle.



The whole school community has been involved and we are now working on identified health and well-being priorities for maximum impact for all children.”