

# **Solihull Healthy Schools Programme School Story – 2015 – 2016**

**Date: April 2016**

**School Name: Coppice Junior School**

**Location: Solihull**

**Number of Pupils: 280**

**“Where Everyone Matters”**

***Our school focuses on developing enthusiasm in everyone to reach the highest standards in their work and relationships enjoying the fun of learning and playing together in a healthy safe and stimulating environment.***

Children attending our school do so from a wide range of social backgrounds and ethnic groups giving us a good mixed community representation.

We have a high level of children with SEND, a high proportion of whom are diagnosed A.S.D. (our numbers are currently one of the, if not the highest in the borough in proportion to our intake).

We enjoy a fantastic location being about a mile from Solihull town centre. Our children enjoy access to a large field, a small wood, a large gardening area, an open air stage, an outdoor classroom, two large playgrounds and outdoor activity equipment.

## **➤ What needs did we identify and how did we identify these?**

Our school has a strong belief in developing life skills and the HRBQ survey has always been used as one of the tools to assess the needs of children and consequent outcomes from various inputs. We have shown our commitment to meeting the needs of children by also achieving Enhanced Healthy School Status.

We are conscious that for children to succeed and achieve, their emotional wellbeing is of paramount importance. The concerns that have been raised around children's mental health have been ours for some time. Issues such as friendships, name calling either directly or more often now; indirectly via social networking; a level of unhappiness not generally seen in some children in previous years; adult worries around family life; tests stress; resilience levels reflected in HRBQ answers; have been highlighted more and more by all staff.

We analysed the HRBQ data for years 2 and 4 which confirmed our thoughts. Although data related to just the two year groups, staff experience reflected that certain common areas were causing concern in all year groups. Working on this information it was decided that RESILIENCE was key and this was what we needed to concentrate on as resilience has an impact through all topics and situations throughout life.

**PREVIOUS DATA** for Year Group responses which we felt indicated a need for concentrating on Resilience.

### **Year 2 - Boys**

18% have a high self-esteem score while 5% have a low self - esteem score

59% said they usually feel safe - 14% said they did not feel safe

21% said they worry a lot

28% said their parents listened to them – 21% said their parents did not listen to them

62% said they mostly feel happy – 28% said only sometimes

34% said they did not fall out with friends a lot

### **Year 2 – Girls**

19% have a high self-esteem score while 5% have a low self-esteem score.

65% said they usually feel safe – 15% said they did not feel safe

32% said they worry a lot

38% said their parents listened to them – 50% said sometimes and 9% said they did not.

47% said they feel happy – 12% said they did not feel happy

35% said they did not fall out with friends a lot – 18% said they did fall out a lot

Questions on the year 4 and year 6 data have changed and is not comparable for previous years therefore we have been unable to draw comparative conclusions.

#### ➤ **How did these needs relate to the wider health data in our wider community?**

By looking at the HRBQ data and networking within our school community, it soon became apparent that whilst there may be some small discrepancies in respect of percentage numbers overall, concerns were generally in line.

#### ➤ **What outcomes did we focus on and why?**

We considered focusing on specific areas of concern, for example boys and their worries about school work, keeping well, family and friendships and similarly for girls. However, it was felt that a key tool to managing issues such as the above is a fundamental underpinning of resilience strategies.

## **We decided to:**

- ✓ Re-visit our PSHE curriculum and resources to ensure Quality First Teaching.
- ✓ Include relevant training for staff as we had had a significant number of new and newly qualified. This would ensure all staff were up to date and equipped to deliver Quality First Teaching.
- ✓ Use of outside agencies, for example the Engage Service, to complement the unfortunately limited support school can offer families within the home environment (our school does not employ a Child and Family Support Worker). Additional signposting to significant other agencies. Closer liaison with outside agencies and we would be more able to remove or address barriers which may be causing concern.
- ✓ Ensure that circle time and supportive work around topics was regularly timetabled to enable children to be listened to and hear others thoughts/lives/raise questions in a secure, supported non-judgemental environment and discuss scenarios. Children would feel more confident in sharing thoughts and that some of their thoughts/issues were others too, and being able to use strategies for managing these.
- ✓ Complete a Stirling Children's Wellbeing Scale for years 4 year 6 to further investigate if any more specialist 1:1 /group work input needed. To gain an insight into and target for early interventions to support any children we were concerned about.
- ✓ Complete a year 3 HRBQ to use as a baseline to use as a substantial base to track our new intake through school; to more fully measure the impact of the strategies being put in place. We are extremely grateful to Damson Wood for giving us permission to use their year 2 HRBQ data as a comparative.

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

#### **Curriculum**

We revisited the PSHE curriculum and resources to re-assess the effectiveness of these with particular awareness of the current escalations of needs in children. After careful consideration and consultation with staff and along with a dedicated budget allocation we decided to invest in a new programme 'Jigsaw' to complement our already strong content and to enhance our SEAL and Circle Time programmes.

To add to this we have invested in a range of reference books for example: Tina Rae: 'Bouncing Back and Coping with Change' to further enhance our work; in particular reference to resilience and strategies (including relaxation) which it was felt underpins a child's ability to cope in a whole range of both complex and less so complex situations. These would enable us, along with a more prescriptive timetable around these activities, to target areas of concern. It also enabled teachers to be accountable from guidelines of plans.

## **Training**

Alongside provision of a revised curriculum we decided to provide training in these areas for all staff:

Relationships, Sex Education

Sex Education

This was put in place to reflect a recognition of need for newly qualified staff and as a re-affirmation of previous training skills for other staff.

Jigsaw RSE Training – Two members of staff to cascade through staff meetings to enable quality delivery of the new material.

Although not under the umbrella of training, to complement our forward planning, we made a decision to bring forward a review of our RSE policy to ensure it reflected modern trends and thinking.

We have also booked an RSE parents evening in June to enable good discussion and co-operative working to take place around how RSE is delivered at Coppice.

This would have the advantage of refreshing and renewing knowledge of those who had already been trained and equip those who may not have had specific training.

## **Outside Agencies**

We use a range of agencies/support groups regularly in consultation with parents to try and remove and address any concerns. With the opening of Engage (previously Early Help) we have been able to utilise their expertise for help in the home to encourage and assist in more positive outcomes for the child in school; thereby promoting their feelings of self-worth and more general emotional wellbeing including resilience.

We have signposted more of our parents to the Sleep Clinic as not getting enough sleep impacts on a child's ability to successfully manage their daily lives.

## **Circle Time**

Although circle time was being delivered it was felt that we needed more consistency across the year groups and more of a structured focus. However, within the structure we needed a degree of flexibility to be able to react to events/issues which may suddenly need addressing. All this was put into our weekly planning.

## **Complete a Stirling Children's Well-Being Questionnaire for years 6 and 4**

This was thought to be a helpful tool to assist in highlighting children's perceptions about themselves. Whilst the results did show some children who were displaying a high level of significantly low self-esteem it was felt that one to one interventions, (which were already in place) could be further addressed through curriculum and the current input by outside agencies.

The data was held to enable a then and now comparison to take place at some point in time after more interventions had taken place.

### **HRBQ**

Data was collected from Years 2,3,4 and 6 to assist in analysing impact of interventions, although there would only be a short period during which changes happened.

### **What did we achieve and how did we know?**

#### **Curriculum**

Staff welcomed the fact that more detailed lesson plans were in place for the delivery of PSHE and that this was identified on the weekly planning sheets as was an expectation of outcomes.

When using the new materials comments were positive and so too was the enjoyment factor for staff in delivery. This newness of approach and the enthusiasm has been passed on to the children who, on learning walks have been equally enthused and engaged and have indicated this when chatted to.

#### **Training**

As with curriculum, reports from staff have been positive in relation to their increased confidence and re-affirmation of content and presentation of lessons.

This has had an impact on the responsiveness of pupils to the topics being taught and their increased ability to discuss topics in a more informed and mature manner.

#### **Circle Time**

Again, due to the importance of emotional health in children it was felt necessary to allocate specific time rather than it being left to just happen, (even though the timetable has not got huge amounts of flexibility).

Although there have been some adjustments timing wise in year groups, there is a much stronger and far more consistent approach to circle time. Combined with a more informed structure on delivery, the feedback is again positive around both teachers and children's engagement.

Topics discussed are relevant and it is reported that children are responsive to them. They enjoy participating in open peer discussion in a safe, secure environment.

## Completion of Stirling Children’s Wellbeing Questionnaire years 4 and 6

On completion of analysis of the above we established that apart from the children we already knew about and the issues that they presented, there did not appear to be another tier of significant need.

We made the decision to review later on in the year, possibly after HRBQ results or later, when the new resources and structure of the curriculum had had more opportunity of being embedded.

The children who had been highlighted by the questionnaire were already having interventions both internally in school and by external agencies.

### How did we know we made an impact?

Our target was to improve resilience by equipping children with strategies for life.

To achieve this we needed to ensure the basic fundamentals were well embedded. Hopefully the evidence would present itself in improvements that could be measured, such as HRBQ data, ABC forms, Concern forms/Concerns Meetings and vital, though less tangible evidence, such as Visual and Verbal comments,

**We are a small school** and a lot of evidence has been given verbally in the positivity and generally improved ethos in the school.

**Staff** have reported that children generally appear more smiley and that they are not being asked to sort out numerous squabbles, name calling, friendships etc. Circle time is successful and eagerly anticipated.

**ABC forms** have significantly depleted in quantity indicating a more mature and less explosive manifestation of feelings.

### Concern Forms/Meetings

We are very aware and reactive to any changes in children and subsequent behaviours. Children have also needed conversations around issues that are affecting them. However, the time that these have previously taken up has noticeably declined. This would hopefully indicate that children may not be experiencing as many issues or that they are managing them better. They are using the tools of resilience when or if they need to and are consequently managing those emotions that may previously have been overwhelming.

### H.R.B.Q. ANALYSIS

QUESTIONS – YR2/3	YEAR 2 BOYS	YEAR 2 GIRLS	YEAR 3 BOYS	YEAR 3 GIRLS	CONCLUSION
Self Esteem	18%	19%	41%	42%	Positive outcome
Do your parents listen to you?	21% NO 28% YES	50% SOMETIMES 38% YES	3% NO 51% YES	42% SOMETIMES 55% YES	Positive outcome
Do you worry a lot?	21% YES	29% NO	9%	39% NO	Positive

<b>QUESTIONS – YR2/3</b>	<b>YEAR 2 BOYS</b>	<b>YEAR 2 GIRLS</b>	<b>YEAR 3 BOYS</b>	<b>YEAR 3 GIRLS</b>	<b>CONCLUSI ON</b>
		32% YES	<b>YES</b>	<b>6% YES</b>	outcome
Do you fall out with your friends a lot?	34% NO	35% NO 18% YES	<b>40% NO</b>	<b>48% NO 9% YES</b>	Positive outcome
Do you mostly feel happy?	7% - NO 28% - SOMETIM ES - 59% YES	12% NO 38% SOMETIM ES 47% YES	<b>0% - NO 17% - SOME TIMES- 77% YES</b>	<b>3% NO 30% SOMETIM ES 67% YES</b>	Positive outcome
Do you usually feel safe?	14% - NO 59% - YES	15% - NO 65% - YES	<b>0% - NO 77% - YES</b>	<b>0% - NO 76% - YES</b>	Positive outcome

<b>QUESTIONS YEAR 4</b>	<b>PREVIO US BOYS</b>	<b>PREVIO US GIRLS</b>	<b>YEAR 4 BOYS</b>	<b>YEAR 4 GIRLS</b>	<b>CONCLUSION</b>
Do you feel happy talking to other children at school?	84%	77%	<b>97%</b>	<b>100%</b>	Positive outcome
When you have to say something in front of teachers, do you usually feel uncomfortable? 'Yes'	19%	27%	<b>30%</b>	<b>35%</b>	Positive outcome
Are there lots of things about yourself you would like to change? 'Yes'	29%	N/A	<b>15%</b>		Positive outcome
Do other pupils in the school often fall out with you? 'Yes'	N/A	35%		<b>29%</b>	Positive outcome
Do you often feel lonely at school? 'Yes'	N/A	7%		<b>0%</b>	Positive outcome
Do you often have to find new friends because your old	29%	36%	<b>18%</b>	<b>29%</b>	Positive outcome

friends are with someone else? 'Yes'					
Do you feel your parents like to hear your ideas? 'Yes'	61%	75%	<b>97%</b>	<b>100%</b>	Positive outcome
Do you feel your teachers listen to you at school? 'Yes'	81%	75%	<b>97%</b>	<b>100%</b>	Positive outcome

<b>QUESTIONS YEAR 6</b>	<b>PREVIOUS BOYS</b>	<b>PREVIOUS GIRLS</b>	<b>YEAR 6 BOYS</b>	<b>YEAR 6 GIRLS</b>	<b>CONCLUSION</b>
Are there lots of things about yourself you would like to change?	29%	29%	<b>4%</b>	<b>3%</b>	Positive outcome
Do other pupils in the school often fall out with you?	9%	29%	<b>15%</b>	<b>10%</b>	Very positive outcome for girls, slight concern for boys
Do you think that other pupils in the school often say nasty things about you?	14%	19%	<b>4%</b>	<b>0%</b>	Very positive outcome
Do you often have to find new friends because your old friends are with someone else?	14%	10%	<b>4%</b>	<b>6%</b>	Very positive outcome
Do you feel your parents like to hear your ideas?	80%	81%	<b>96%</b>	<b>90%</b>	Very positive outcome

## **CONCLUSION**

Although it is early days in terms of results from input of additional resources, the results are clearly pleasing and indicative of our aim to improve **RESILIENCE** throughout our school.

When talking to children about issues or concerns there is a more mature and informed way of them explaining situations. The consequent solutions appear more reflective and constructive and include a higher degree of ability to empathise.