



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: 16th May 2016

School name: Monkspath Junior and Infant School

Monkspath is a school that provides extremely well for its pupils. Our pupils thrive in a positive atmosphere that contributes extremely well to their personal, social and emotional development and enables them to attain above average standards in core skills and the wider curriculum by the time they leave. Pupils, parents and receiving schools tell us that the children feel safe, happy and confident and that they are very well prepared for the future. Our pupils are exemplary ambassadors for Monkspath School; they are articulate, kind and thoughtful and develop as competent and enthusiastic learners. The school is justifiably proud of its wide ranging achievements that include Enhanced Healthy Schools, Sainsbury's Sports Mark Gold Standard, Arts Mark, Unicef Rights-Respecting Award, and Eco Schools Award, DfE Leading Practice School in assessment award in successive years.

We are a very large, popular school located in a mixed socio-economic area on the edge of Solihull. Our children range from age 2 (Little Chimps) through to 11 years. In total there are 756 children in the school community. A large proportion of children start nursery working below expected developmental stages in all areas of communication, language and literacy. The percentage of pupils with learning difficulties appears to have stabilised, currently standing at 9.5%. There has been a significant change to the ethnic mix and the percentage of minority ethnic children is rising annually (7.6% increase over the last 2 years to 44.9%). Increasing numbers of children start school with poor personal, social and emotional skills. The percentage of pupils travelling to school from other areas in Birmingham is increasing. Our previously decreasing rolls have been increasing steadily since 2009, an additional 6% increase in 2 years, and now have few vacancies in the school. At this time we have 64 pupil premium children attending school. Our recent OFSTED inspection – May 10th 2016, judged our Key stage 2 outcomes as being outstanding.

Emotional health and well-being is at the centre of our work, we are fortunate to have a team of 10 staff who work as part of our pastoral team. They are deployed across the school providing support for children in a variety of situations. In some cases these staff have specialisms, i.e. bereavement, which they may support across the school, whereas in other situations they offer support and counselling either one to one or in small groups. The 2 members of staff in Foundation Stage work only with these very young children because they are known to them and provide a safe person to talk to.

What needs did we identify and how did we identify these?

As a school with a strong tradition of supporting the EHWB of our children we recognised that the issues that were arising across school were becoming more specific and broadening out from the work we have been previously involved in. Anxiety and children suffering with anxious reactions to situations arising at home has been on the increase over the past 2 years. HRBQ tells us that 48% (45% in Solihull) worry about their family a lot.



This particular cohort of Year 6 children (2014 – 2015) has demonstrated reactions to their anxiety including suggesting that they have considered self-harm. There have been a growing number of incidences of Year 6 children reporting issues occurring online (out of school hours) that have caused them to feel worried. This links to our HRBQ data which tells us that although 92% (91% in Solihull) of our children say that school tells them how to stay safe on line, they are not following these guidelines and the outcome of this has been that children – particularly girls have been anxious about issues. Our HRBQ also tells us that only 51% (62% in Solihull) of our parents have online safety rules at home while we know that the vast majority of our children ages 4 upwards have access to a variety of technology and many have their own iPads and iPhones. Technology in bedrooms is considered the norm for many of our families.

What outcomes did we focus on and why?

A whole school decision was taken to extend our expertise in supporting our children in the changing profile of needs – this was very timely as we were able to apply to take part in the first cohort of training in Youth Mental Health Tool Kit. The school chose to fund the training of 2 members of staff, 1 member of the EHWP team and 1 Assistant Head teacher who has whole school responsibility for this area of school life.

We chose to focus, to begin with, on anxiety in our older children and its causes, this being issues arising at home, family split, E-Safety issues, and anxiety linked to ASD

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

Firstly our 2 members of staff underwent the 2 day training in Youth Mental Health Tool Kit and its applications. We then raised the profile of this new intervention/area of expertise with the whole school staff during a training day and asked staff to look for and identify children they believed would benefit from this more specialised approach.

Transition to secondary school was also looming for these children, we considered this an extremely important intervention to support them in making a more smooth transition to their new setting. Mrs D liaised with the secondary schools of all these children to ensure that they fully understood the issues and support the children had received and the necessity to monitor them more closely during their early time at their new schools.

Our Youth Mental Health Toolkit trained member of the EHWP team (Mrs D) was involved in identifying a number of Year 5 and 6 children who were displaying behaviours that suggest that they need more support or who had accessed support from other members of the team who felt that it had escalated to needing the more specialised approach. We identified 3 children initially, Mrs D used the baseline assessment to identify particulars of the child's anxieties. She then worked weekly, or in some cases more often as the child needed it, with these children using the 'tool kit' and other resources she accessed to support the particular needs of each child. 2 of these children had also suggested that they had considered self-harm so Mrs Dean worked on this area of their anxiety as well. Through this work we were able to be sure that neither of these children had actually self-harmed and by the end of the sessions of support, when they left us for secondary school, both felt that this as not something they would move on to do.



Mrs D also developed her relationship with the parents and carers of these first 3 children which enabled her to offer support to them, signposting them to support using the ‘tool kit’ and helping them to understand their role in supporting their child to develop strategies to overcome their anxieties. Feedback from these parents and carers was that having this relationship with Mrs D was pivotal to them understanding fully what their child was feeling and overcoming their own guilt for not fully understanding how to support their child.

As a whole school we were developing our new E-Safety policy and intervention using South West Grid for Learning’s Digital Literacy. As our HRBQ data showed us that our children were well informed but not using this information we focussed on supporting our parents in understanding their role in protecting their children and the impact on their children’s well-being of online issues. We set up parental user agreements that linked directly to the school’s parental agreement. We ran a whole school E-Safety meeting that was aimed at parents of all ages of children and was extremely well attended – over 120 families were represented. Following on from this we recorded this training session with voice overs and placed this on our website on our YouTube channel so that parents who couldn’t attend were able to access the advice and resources given at the parent’s meeting.

Very quickly we realised that we were going to have to broaden out the support being offered by Mrs D to children across the school who were demonstrating a need for this more specialised approach. During the final half term of the summer in 2015 Mrs D supported another 6 children and their parents from across the whole school and this has continued into 2015 – 2016 as this role continues to grow.

What did we achieve, and how did we know?

Outcomes	Achievement
<p>To support 2 year 6 and 1 year 5 children demonstrating anxiety.</p>	<p>Child 1 – interventions for this looked after child with an ASD diagnosis: This Year 5 child received very regular support throughout the final term. He reported that this support enabled him to recognise his anxiety, learn calming techniques and understand his own feelings related to his previous experiences. His transition into Year 6 was considerably less ‘traumatic’ and he has continued to access this support throughout Year 6 in preparation for is transition to secondary school. He will now attend a mainstream secondary school which was not what was being considered at the start of Year 5 because of his extreme behaviours. He is beginning to be able to use the breathing techniques he has learned as part of his support, without an adult leading it and has improved his self-regulation.</p> <p>Child 2 – intervention with this child who was demonstrating anxiety due to issues within the family, relationships with siblings and parents: she had considered self-harm and was beginning to demonstrate early eating issues. Initially daily interventions took place which gradually became less towards transition to secondary school. Attendance improved, in this case support for parents was fundamental in the improvement of this child’s mental health. Parents reported a complete change in the child’s demeanour at home – growth in confidence and resilience. In school again resilience and relationships with peers improved. Transition to secondary school was smooth.</p>



	<p>Child 3 – interventions with this child with an ASD diagnosis, issues with split family, young carer, had considered self-harm and reported to his mum that he had harmed himself: Support for this child and his mum was centred around his anxieties and image of himself, this was a very complex case, as part of the CAFF team mum was supported in understanding how to access information around self-harm and anxiety. Due to the complexity of this child’s needs transition to secondary school, although very well supported, was difficult, but liaison between schools and transference of information gave this child as good a start as possible.</p> <p>2016 HRBQ data – children worrying about their family relationships in Year 6 fell to : Boys - 20% (Solihull 25%) down from 48% (boys and girls) Girls – 24% (Solihull 29%)</p>
<p>To build relationships with and support parents through very delicate and upsetting time. Building trust and signposting to outside support that can continue when the children have transitioned to secondary school</p>	<p>All 3 sets of parents reported that receiving the support they did from Mrs D had helped them to understand the behaviours their children were demonstrating.</p> <p>Using the tool kit to signpost parents and carers to agencies, website etc. was reported to be very important in supporting parents to take control of helping their children.</p> <p>All parents and carers reported that the supportive relationship with school was very helpful in supporting them in not feeling guilty about the issues that their children were struggling with, not blaming themselves and being able to talk about their own anxieties relating to their child’s mental health.</p> <p>OFSTED Report May 2016 – ‘...excellent pastoral care for pupils is at the heart of the school’s work. This is complimented by an extensive range of additional provision that supports pupils and their families.’</p>
<p>To support parents and carers in recognising the impact of issues that arise online and how this can cause anxiety</p> <p>To signpost parents and carers to resources that can enable them to protect their children, build trusting relationships and dialogue about issues arising with their children and recognise where issues can arise and their role in protecting their children.</p>	<p>Feedback from the parents and carers meeting was that the link between anxiety (particularly in girls) and access to technology was well explained and food for thought.</p> <p>That the signposting to publications and websites for all ages enabled parents and carers to access support as and when it was relevant to their families</p> <p>That linking the potential for anxiety around social media and relationships in school empowered them to; open dialogue with their children, remove technology from bedrooms and cut back on screen time.</p> <p>Reporting of online issues arising at home rose with older children and the support from parents when issues did arise was more positive.</p>



	<p>During a particularly difficult E-Safety issue involving 8 families all parents were supportive, we were able to signpost them to the YouTube channel for support. 2 sets of parents were also supported by the CEOP support team. The children involved in this issue received group support. It was felt that though some of them were anxious about what happened none of them made the move to full anxiety. The support of families was very important in this.</p> <p>2016 HRBQ Data: Parents and carers have rules about what they are allowed to do online – 76% (Solihull 76%) up from 51% Children use the internet to play online games – 54% (Solihull 70%) Children chat online to people they have never met – 4% (Solihull 17%)</p>
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We believe that long term change has been achieved because:

- By the end of the summer term Mrs D was already working with more children
- During this academic year staff have accessed support for more children from Year 1 to year 6, Mrs D is working with 25 children at this time.
- Parents and carers are more aware of the support available and seek it themselves.
- Our confidence in recognising, understanding and supporting with these issues has directly led to a rise in referrals to Solar and Engage for early help.
- Support for parents with complex issues has improved and the number seeking support has increased.
- This academic year there have been less E-safety issues that have required interventions, but our children tell us that they know they can trust the school to deal with issues of they report them when they arise. The YouTube presentation has now received 268 views.
- Parental responses on Parent View during our recent OFSTED inspection were very positive and a high number of them commented on our pastoral care.

What will we do next?

We will continue to build the role of our trained members of the team in supporting other team members with the interventions they are working on. For instance we have run a ‘boys group’ for key stage 2 boys who demonstrate a lack of self-esteem and lack of engagement in lessons sometimes. The baseline anxiety questions were used at the start of this, changes in behaviour have been noted anecdotally in all but 1 boy in this group. The questionnaire will be used with these boys at the end of the term. Or in taking over the support for these children if it is felt it is in their best interest.

As stated above, this training and the role of the 2 members of staff is enabling much earlier intervention with both children and their families and where appropriate signposting to outside agencies or referral to Solar and Engage will continue to grow. Support is now available across the school with all ages. At this time there are 85 children and families in total receiving a range of pastoral support.

Mrs D is now part of the team who run ‘Optimistic Kids’ every year, bringing her training and expertise to this intervention and picking up those children for whom the group work doesn’t offer enough support.



The role of family support worker is evolving in the school, broadening out to involve more than one member of the team with a variety of expertise, Mrs D's role is pivotal within this.

Support for parents and families will continue to develop. It is our intention to ensure that all parents and carers across the whole school are aware of all the support we can offer and feel that they can make contact to access support as well as the school identifying issues and contacting families.

Whole school E-safety teaching will continue from Nursery to Year 6, in all parents meetings around transition and in parent consultation meetings. Issues of E-Safety in all it's forms but particular the anxiety that can arise will be highlighted with all families during these meetings and in curriculum time.

Senior leader quote:

Without doubt we have noted the profound impact of these interventions, not only the individuals involved and their families, but in the wider school community too. As can be seen from the outcomes described, some of this impact is measureable in terms of data other tangible impact can be seen through softer information which is of equal value and importance. As the Head Teacher of the school I have witnessed evidence of impact including:

- Pupils being more equipped and prepared for the demands of the challenges and opportunities that the next stage of their education will place on them. In the shorter term this includes preparing them for entering their teenage years and in the longer term, preparation for their adult and working lives ahead.
- The school's ethos has been strengthened further. The enhanced provision for pupils and families with needs as described has been empowering for us. The uniqueness of each of the individuals involved better recognised. As a team we feel better equipped to make an impact on these vulnerable learners. The results of this are clear to see.
- Staff benefit too. As a school we always have a strong focus on pupils' well-being, emotional health and welfare and this increased knowledge and provision in school improves communication between staff, about our pupils. This has led to a further deepening of their understanding of the issues involved, how they might be alleviated and how this might impact in the classroom.
- An unexpected benefit has been with the particular strengths, interests and expertise of individual staff being put to use to even greater effect. This has been rewarding and motivating for the staff concerned and has wider benefits for the whole school staff team.
- Parents have even greater first-hand experience of the impact of the school's pastoral arrangements. Parents tell us this has promoted healthy family relationships and has built trust between home and school. Other families who may not be involved directly, have also gained confidence in knowing that their friends have received support from school when it has been required and that is has been reassuring to know that effective help is at hand should it ever be needed.
- Pupils are more than able to articulate very clearly how their sense of security, self-confidence and self-esteem has grown. In conversation they are in no doubt about the impact that the support they have received has helped them and has been transformational. One boy recently became quite overwhelmed when discussing with an OFSTED Inspector in school exactly what his challenges had been and how he had been helped with his problems. It was not the fact that he was anxious about talking to her that made him teary, it



was that in talking to her, he had retraced the personal journey he had gone through and through that reflection he had recognised how far 'he had come' and how much his life had changed for the better and how much more positive he now felt about himself.

- We can plainly see pupils where who have been helped with challenging personal circumstances have shown improved behaviours in social situations in school and have improved their learning behaviours in class as well as at home.
- School policy and provision now runs more coherently with the inclusion of the higher level interventions in school and this also links more seamlessly to referrals to other agencies when required. Such escalations and referrals are also more likely to be accepted because of the evidence trail of school based interventions leading to the point of referral.
- The improved pastoral support has underpinned the PSHE curriculum as it has reinforced the advice, guidance and knowledge provided through the taught aspects of the planned curriculum.
- Good use has been made of the schools space and resources which makes for a vibrant and caring community feel for the whole school.
- OFSTED have been extremely complimentary of our practice in school in our recent inspection, the impact of the pastoral work carried out in school and the difference it makes to the lives of our pupils and their families features as a key strength in the final report. In summary we are delighted with the outcomes of our pastoral work to date and very much look forward to the next stage in the development of this very important work and priority in the life of the school.