



Solihull Healthy Schools Programme School Story

Date: June 2016

School name: Smith's Wood Primary Academy

Location: Solihull

Number of pupils: 463

Our School

Smith's Wood Primary Academy is a larger than average primary school and the majority of our pupils are from White British backgrounds. Black African, Black Caribbean, White and Asian, White and Black African and Other White backgrounds are also represented. 56% of pupils are pupil premium children, which is a higher than average number. 18.4% of our pupils have been identified as having SEN.

The school has worked extremely hard to gain and maintain our 'Healthy School' status and has been working on the 'Enhancement Model' since July 2014. The school has been seen to be active in promoting Emotional health and wellbeing, involving all areas of our school community, including staff, children, parents and governors.

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

We began by analysing and evaluating our individual school data from the 2014 HRBQ. The HRBQ had been completed by Years 2, 4 and 6 and the data was useful for comparisons with other schools both locally and nationally. We intended to use the data as a baseline for our Enhancement Process. So we began by looking at where significant differences could be seen between our school and the rest of Solihull. We then looked at National data, and data for Solihull, including the ward profiles for the area of our school.

The local data highlighted some issues that were potential areas for concern for us, as a school in the Smith's Wood ward, – particularly to do with 'alcohol, smoking and drug issues' and the links with life expectancy. It soon became clear, that one of the main needs in our area, and therefore also in our school, was the issue of 'alcohol, tobacco and other drug prevention'.

Our HRBQ data indicated a worryingly low number of Year 6 children (56%) reporting that they did not drink alcohol, which indicated that a fairly high number **were** drinking alcohol. It was also clear from the HRBQ results, that the number of children (76%) reporting that they would not smoke when they were older was not a high enough number to ensure tobacco prevention for the future, and a large proportion of Year 2 pupils (63%) also reported that they were currently living with a smoker in their home.

Another key area which was highlighted as a major concern by the 2014 HRBQ, was within the area of 'Keeping Safe' – specifically Anti-bullying. As a school, we take bullying extremely seriously and have systems in place to ensure incidents of bullying are acted upon swiftly.

Through whole school teaching and learning and pro-active strategies, children are supported and are able to express their feelings about bullying within a safe environment. However, the results from the HRBQ, highlighted many children (52%) had reported being bullied at or near school in the previous 12 months, and a large number of pupils (56%) reported that they felt afraid to be in school at least 'sometimes'. It was clear that this needed addressing.



What outcomes did we focus on and why?

After identifying 'Keeping Safe: Anti-bullying'; and 'Alcohol, tobacco and other drug prevention' as our two main priorities, we looked more closely at the data to pick out what specific issues were important for our school. Based on this data we decided upon the following outcomes:

Keeping Safe: Anti-bullying;

- Decrease the % of Year 4 and Year 6 pupils who report being bullied at or near school in the last 12 months from 52% to 30%.
- Decrease the % of Year 4 and Year 6 pupils who report that they feel afraid to be in school because of bullying at least 'sometimes' from 56% to 35%.
- Increase the % of Year 4 and Year 6 pupils who report that they think their school takes bullying seriously from 64% to 80%.
- Increase % of Year 4 and Year 6 pupils who report that they 'often' feel safe during school playtimes from 58% to 75%.

Alcohol, tobacco and other drug prevention

- Increase % of Year 6 pupils who report that they do not drink alcohol from 56% to 75%.
- Increase % of Year 4 and Year 6 pupils who report that they will not smoke when they are older from 76% to 85%.
- Decrease % of Year 4 and Year 6 pupils who report that they 'maybe' will smoke when they are older from 23% to 10%.
- Increase % of Year 4 and Year 6 pupils who report that teachers have talked with them about drugs (including medicines) from 26% to 50%.

Our aim was to make meaningful changes over a 2 year period, so that the 2016 HRBQ data could be analysed to collect our final outcomes data and show real improvement in these specific areas. We decided to collect some halfway point data by asking Year 2, Year 4 and Year 6 pupils to complete an in-school HRBQ-style survey in July 2015. This would track our progress and highlight any possible areas for development.

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

Keeping Safe: Anti-bullying

- **Staff training:** A number of staff meetings were held to raise awareness of the Enhancement plan and to share the data that had led to our priorities. The importance of anti-bullying, as a priority for our school, was highlighted and staff became aware of our commitment to: set up systems of reporting and tackling bullying; to enable more positive relationships between our pupils and to ensure that children feel 'safe' in our school.
- **Tracking system in place:** A clear system was put in place to enable recording of any incidents both inside school and on the playground. A clear structure of procedures, follow-up group and/or 1:1 interventions, if necessary, was set out.



- **Assemblies:** Teaching staff were encouraged to use assemblies as opportunities to highlight any anti-bullying issues **throughout** the year – not just during ‘Anti-bullying week’.
- **SEAL:** The SEAL units ‘Say no to bullying’ and ‘Getting on and falling out’ were highlighted as PSHE units of work that must be taught by all year groups every year. Peaceful conflict resolution skills are taught through these sessions.
- **New PSD Curriculum and resources:** During summer of 2015 a complete new PSD curriculum was planned for the whole school. New units of work now include anti-bullying; cyber bullying and e-safety; challenging prejudice; community and belonging; consequences of our actions; feelings; building positive relationships. New teaching and learning resources were also purchased and these included ‘The Christopher Winter Project’ and ‘The Andrew Moffat Scheme’.
- **Anti-bullying policy:** The school Anti-bullying policy was reviewed and updated.
- **Online etiquette:** Lessons are delivered regularly on online etiquette and safety. Posters (made by the children) are displayed on the computers in the ICT Suite as reminders.
- **The physical environment:** The physical environment was reviewed to remove any bully ‘hot spots’ or hidden places. A number of new exciting areas were added to the outside environment in both KS1 and KS2 to encourage good social interactions: The Hobbit House, Tree house, MUGA facilities, friendship benches etc.
- **Playground buddies:** A number of children from KS2 were trained to be ‘Playground Buddies’ by the Behaviour Lead using the Peer Mediators training pack. The training took place over a series of sessions, where the children were taught to recognise bullying behaviours, conflict resolution strategies and how to support children in seeking appropriate adult help, where necessary. The ‘Playground Buddies’ were introduced to the rest of the school during assemblies and are now clearly visible on the playgrounds both at break times and lunchtimes.
- **Lunchtime supervisor training:** The lunchtime supervisors received training in promoting structured play activities and in how to use strategies to support children where there is conflict on the playground.
- **Anti-bullying bubbles:** During Anti-bullying week every class in school produced individual anti-bullying slogans which run regularly on the ICT screens in school.
- **School Council:** The school council have been looking at the slogans created on the school anti-bullying ‘bubbles’ to decide shortly on a single whole school slogan.
- **Breakfast and lunchtime clubs:** Clubs such as: pool club, computer club, Wii club, Ipad club, rowing club, table tennis etc. are run to target vulnerable children and to encourage them into social activities before school, at break times and at lunchtimes.
- **Behaviour Lead groups:** The Behaviour Lead runs groups for specific KS2 children at lunchtimes to teach them strategies of how to play games successfully and positively. This prevents negative behaviour and promotes good behaviour. Feelings are expressed and discussed during these sessions and the impact of certain behaviour on victims is highlighted. After-school football and running clubs are also organised by the Behaviour Lead to target specific children.
- **Learning Mentor:** The Learning Mentor is timetabled to spend 1:1 time with specific children who have been referred to her for many reasons e.g. some are children who are struggling to maintain good relationships with other children in their class. The Learning Mentor also supports children during break time and lunchtime activities.



- **Play Therapy:** A play worker is also employed by the school to work with vulnerable children on a 1:1 basis using play therapy techniques.
- **Forest School:** Small groups of children are targeted from different year groups to work in Forest School in the local woods. The children learn forest school skills but also skills of collaboration and cooperation working both as a team, but also independently at times. Children learn to become more confident and their self-esteem is improved.
- **Worry box:** A Worry Box is placed outside the Family Worker's room. Children can post notes into the box about anything that is a worry to them. The Family Worker or her assistant will then follow up whatever the 'worries' are that have been posted. This can involve a 1:1 chat, a group session being created or even a referral to Senior Management if it is a matter of more serious concern. Posters are displayed in all the children's toilets to make them aware of the Worry box and where it is located.
- **Family worker and assistant family worker:** The family worker and her assistant work with children sometimes on a 1:1 basis and sometimes in small groups to tackle issues of bullying. Children are referred by the 'Worry box', by class teachers and sometimes by parents. 'Friendship circle' groups are being run at the moment by the assistant family worker with groups of girls in KS2, to encourage better relationships and to tackle any problems that exist between them.
- **Sports clubs:** A diverse and inclusive range of sports activities and interventions are offered to the children to encourage skills of teamwork and collaboration. Some sport interventions take place during the afternoons to target specific children.

Alcohol, tobacco and other drug prevention

- **Staff training:** A number of staff meetings were held to raise awareness of the Enhancement plan and to share the data that had led to our priorities. The data concerning health in the local area was particularly a concern to staff. The importance of alcohol, tobacco and other drug prevention, as a priority for our school, was highlighted and staff became aware of our commitment to improve teaching and learning in this area.
- **INSET:** An advisor from Children's Services delivered training on drug and alcohol education during an INSET day to update staff on current issues and to look at a way forward.
- **Whole school drug education policy:** The current school drug education policy was revised and updated.
- **Alcohol and drug education:** A new drug and alcohol education curriculum was put in place during the autumn of 2014, and lessons began to be taught to the children. During the summer of 2015, new resources were purchased i.e. 'Christopher Winter Project – Drug and Alcohol Education' to enhance our teaching of the subject. A new PSD curriculum was planned and included new units on drug and alcohol education.
- **Solihull Stop smoking team** (Now known as Quit 51): We made contact with the Solihull Stop Smoking team and after meeting with them to share the data concerning smoking and our school, a number of strategies were put in place to help our parents stop smoking – which in turn would hopefully have a positive preventative effect on our pupils for the future.



- **Stop smoking clinic for parents:** A stop smoking clinic was set up locally for our parents. The clinic consisted of 12 sessions for parents to get support in stopping smoking.
- **Stop smoking stands:** A member of the Stop Smoking team attends our Parents Evenings and Fayres and is available for information and support for parents in stopping smoking.
- **Smoking cessation leaflets:** Leaflets were handed out to parents via the pupils to inform parents of the support available to stop smoking.
- **School Posters:** Laminated posters are displayed on all classroom windows to display information about support for stopping smoking.
- **'Stop smoking in cars' competition:** A 'Stop Smoking in Cars' competition was created by the Quit 51 team and our Year 5 and Year 6 pupils were invited to design a car sticker and air freshener for the campaign. The children all took part and a Year 6 pupil's design was chosen for the actual car sticker and air freshener that was produced. This highlighted to the children the new legislation concerning smoking in cars.
- **Confidential advice available to all pupils and parents:** Confidential advice is available to all pupils and their parents via their class teacher or the Family worker. The Family worker is able to refer parents for help and support with problems connected with drugs and/ or alcohol.
- **Eat Well Move More:** Being aware of the smoking and alcohol related health issues in our locality, we decided to become involved with the Solihull Active Team in 2015 to encourage alternative healthier lifestyles for both our children and their parents. We set up a EWMM programme for our Reception and Year 1 children and their parents to take part in 12 weekly 1 hour sessions. The programme was enjoyable for all who took part, and we followed this up by setting up a new EWMM programme in spring of 2016 for some of our KS2 children. This has been a great success and a number of their parents have attended the sessions with their children. We hope to continue with another programme in September to enable the message to get across to even more of our families.

What did we achieve, and how did we know?

In July 2015 we did an interim assessment which involved an in-school questionnaire to see what improvements had been made. Results were generally positive on the whole, and many of our outcomes were well on the way to being achieved. However, the results indicated that we needed to intensify the work on all our priorities and particularly on the issue of 'helping children feel 'safe' during playtimes' – as this percentage had decreased. In addition to this, improvements were also needed in the area of encouraging children to report 'they will not smoke when they are older', as this percentage had also decreased slightly.

In March 2016, the pupils completed the HRBQ online survey and we have compared the findings. We are really happy with the results that we have achieved (see table below). For all outcomes, the data has continued to improve during the second year of actions, which we consider a fantastic whole school achievement.

Keeping Safe: Anti-bullying Priority:

For outcome 1, our final data has improved over the 2 years but it is still below the percentage we set as a target. However, we can see from comparing the data more closely with the 2014



HRBQ data, that the real improvements have been shown with the boys percentages – being halved for both Y4 and Y6 boys, but with Y4 girls there is only a slight improvement and with Y6 girls unfortunately, an increase in the reporting of ‘being bullied at or near school in the last 12 months’. Looking at the data further, with outcome 2, it is encouraging to see that we have met our target of decreasing the number of pupils who ‘feel afraid to be in school because of bullying’ from 56% of pupils in 2014 to 36% of pupils in 2016.

Outcome 3 clearly illustrates that we have more than met our target, with 82% of pupils now reporting that they think their school ‘takes bullying seriously’ and outcome 4 shows that 70% of our pupils now feel ‘safe’ during playtimes.

Alcohol, tobacco and other drug prevention:

There is evidence to show improvements in all our data for outcomes in alcohol, tobacco and other drug prevention.

Outcome 5 shows a clear increase in Year 6 pupils who do not drink alcohol from 56% to 71%. We are also really pleased with the results from data on smoking prevention outcomes, with 81% of pupils reporting they will not smoke when they are older (outcome 6). Classroom teaching is having an obvious effect on this area, as there is a huge increase in the percentage of pupils now reporting that teachers have talked with them about drugs (outcome 8) from 26% to 72%.

Outcomes	Achievement July 2015	Achievement June 2016
1. Decrease % of Year 4 and Year 6 pupils who report being bullied at or near school in the last 12 months from 52% to 30% .	In school questionnaire: 46% of Year 4 and Year 6 reported being bullied at or near school in the last 12 months.	HRBQ data: 42% of Year 4 and Year 6 reported being bullied at or near school in the last 12 months.
2. Decrease % of Year 4 and Year 6 pupils who report that they feel afraid to be in school because of bullying at least 'sometimes' from 56% to 35% .	In school questionnaire: 42% of Year 4 and Year 6 pupils reported that they feel afraid to be in school because of bullying at least 'sometimes'.	HRBQ data: 36% of Year 4 and Year 6 pupils reported that they feel afraid to be in school because of bullying at least 'sometimes'.
3. Increase % of Year 4 and Year 6 pupils who report that they think their school takes bullying seriously from 64% to 80% .	In school questionnaire: 66% of Year 4 and Year 6 pupils reported that they think their school takes bullying seriously.	HRBQ data: 82% of Year 4 and Year 6 pupils reported that they think their school takes bullying seriously.
4. Increase % of Year 4 and Year 6 pupils who report that they 'often' feel safe during school playtimes from 58% to 75% .	In school questionnaire: 53% of Year 4 and Year 6 pupils reported that they 'often' feel safe during school playtimes.	HRBQ data: 70% of Year 4 and Year 6 pupils reported that they 'often' feel safe during school playtimes.



<p>5. Increase % of Year 6 pupils who report that they do not drink alcohol from 56% to 75%.</p>	<p>In school questionnaire: 61% of Year 6 pupils reported that they do not drink alcohol.</p>	<p>HRBQ data: 71% of Year 6 pupils reported that they do not drink alcohol.</p>
<p>6. Increase % of Year 4 and Year 6 pupils who report that they will not smoke when they are older from 76% to 85%.</p>	<p>In school questionnaire: 75% of Year 4 and Year 6 pupils reported that they will not smoke when they are older.</p>	<p>HRBQ data: 81% of Year 4 and Year 6 pupils reported that they will not smoke when they are older.</p>
<p>7. Decrease % of Year 4 and Year 6 pupils who report that they 'maybe' will smoke when they are older from 23% to 10%.</p>	<p>In school questionnaire: 24% of Year 4 and Year 6 pupils reported that they 'maybe' will smoke when they are older.</p>	<p>HRBQ data: 16% of Year 4 and Year 6 pupils reported that they 'maybe' will smoke when they are older.</p>
<p>8. Increase % of Year 4 and Year 6 pupils who report that teachers have talked with them about drugs (including medicines) from 26% to 50%.</p>	<p>In school questionnaire: 56% of Year 4 and Year 6 pupils reported that teachers have talked with them about drugs (including medicines).</p>	<p>HRBQ data: 72% of Year 4 and Year 6 pupils reported that teachers have talked with them about drugs (including medicines).</p>

What possible explanation might there be for any results that are not quite as you expected? What evidence is there that we have achieved long-term behaviour change?

Where we are just under achieving our targets, we feel it is because the changes have only been implemented over a 2 year period so far and, given more time, we can see the improvements continuing to increase. There has definitely been a positive trend of improvement across all areas and this is evident across the school, not just in Years 2, 4 and 6.

As children are moving through school and experiencing all the initiatives and interventions we have put in place, it is having a lasting effect and having a positive impact on, not just their emotional health and well-being, but also in preventing health issues for the future concerning alcohol, tobacco and other drugs.

What will we do next?

'Anti-bullying' and 'alcohol, tobacco and other drug prevention' will continue to be priorities for us at Smith's Wood and seeing the changes happening in action in our school will be really exciting for us!

Our aim therefore, is to ensure that the hard work and positive changes that have been put in place over the last two years develop and continue well into the future, and have an ongoing positive impact on all our pupils. We will continue to implement all our good work, interventions and the new PSD curriculum until it is clearly embedded in our school. We will also be open to any new ideas or interventions that we feel we can take on board, to accelerate progress for our pupils in these areas of concern.



It is important for us as a school, that our pupils feel happy and safe on the playground at break times and lunch times, so we will continue to give as much structured support as we can to children who struggle to enjoy these times of the school day. We will continue to update and develop our systems to ensure that all children have trusted adults to talk to, and feel confident that they can share worries with people in school.

We will be putting a higher emphasis on working on anti-bullying activities with KS2 girls in particular, as our current interventions have not had the expected impact with the girls as they have had with the boys. We will continue to develop the work that has recently started concerning the running of 'friendship groups' with KS2 girls as specific interventions, to help them develop positive relationships with each other. We will also be utilising the services of 'Place2Be' (a school based early mental health support service) – who will be working within our school very shortly. They will help children to cope with emotional and behavioural difficulties within our school, and 'feeling safe' and 'anti-bullying' could also be areas that the team could be involved in and have a positive impact.

We will also continue with the good work around alcohol, tobacco and other drug prevention and will maintain our links with the Solihull Stop Smoking team at Quit 51.

We are hoping to hold workshops in the future on Anti-bullying and alcohol, tobacco and other drug prevention, to ensure a positive on-going collaborative relationship with parents and support their understanding of these issues. The school website and newsletters will be used further to highlight the work we are doing in school, and to publicise the avenues of support available to parents and their children.

We look forward to the HRBQ in 2018 to see even more impressive results, particularly in these areas.

Senior leader quote:

“The outcomes from our participation in the Healthy Schools process continue to enhance the overall education which we provide for our pupils, here at Smith’s Wood Academy. We recognise the contribution that improved health and well-being make to the progress that our pupils make academically, as well as socially and emotionally. The regular use of the HRBQ analysis ensures that we can carefully target interventions, both at a whole school level, as well as individual level. Our school improvement priorities take into account the emotional needs of the pupils in our school and are formed by the key priorities raised through the enhanced healthy school process.”

Danielle Givens, Deputy Principal