

School Name: Valley Primary School

Location: Solihull

Number of pupils: 661

Valley Primary School is a three form entry primary school based across 2 separate sites. Our children are predominantly white British and we have a lower than average percentage of children eligible for Free School Meals. The number of SEN is broadly average although this number is increasing. The School was the product of an amalgamation. Until April 2014, the community was served by Valley Infant School and Hatchford Brook Primary School. Hatchford Brook had twice been placed in special measures, prompting consultation and the expansion of Valley Infant School. School leaders at the new Valley Primary School firmly believed that academic success flourishes in a school where children feel safe to learn, grow, take risks and see the crucial part they play within a school community. Whilst academic standards were a key priority, it was for this reason that achieving Healthy Schools Status became a priority in the school's first Improvement Plan. Since then, the school has continued to promote children's emotional health and well being, involving all stakeholders including staff, children, parents and Governors. This supported the decision to undertake the LA Emotional Health and Well Being pilot commencing April 2015.

What needs did we identify?

Behaviour and Safety had been graded as inadequate at the last Hatchford Brook inspection and the March 2014 *Health and Related Behaviour Questionnaire (HRBQ)* revealed issues around the school's failure to tackle bullying. For example, in response to the question "*Is bullying taken seriously at your school?*" only 46% of the children (years 4 and 6) answered yes. Also 29% of boys and 56% of girls answered that "*they feel afraid to come to school because of bullying at least sometimes*".

The school had already involved stakeholders in establishing new Behaviour and Anti-bullying policies and children had taken part in regular questionnaires. However, with much to achieve in the first year and after significant staff changes, it was important to ensure that momentum and a consistent approach were maintained. As part of the Emotional Health and Well Being project, therefore, we aimed to ensure that we continued to raise the anti-bullying profile through a focus on positive relationships.

Staff also identified year groups where children were presenting with particular needs linked to social interactions and healthy relationships. Such evaluation was supported by behaviour logs that showed greatest need in year 1 and year 3.

What outcomes did we focus on?

In order to promote a school in which children felt safe and in which Behaviour and Safety would be rated as 'good', we focused on increasing the percentage of pupils that felt that the school took bullying seriously from 46% at KS2 to 80%.

We also aimed to decrease the percentages of children that felt afraid to be in school at least sometimes to 15% in KS2 and relating to this question, increase the percentage of children that say they usually feel safe in school to 70% in Y2. We also aimed to decrease the percentage of Y2 children saying they feel scared to go to school because of other children from 31% to 20%.

Further to this, we decided to use Strengths and Difficulties Questionnaires (SDQs) with identified groups of pupils with a particular focus on improving Prosocial Scale Scores and developing empathy through intervention. These pupils had been identified as engaging in interactions with peers with little awareness of or respect for the needs of others.

What activities / interventions did we put in place?

In order to ensure a consistent approach, we reviewed Anti-Bullying and Behaviour policies developed by the new school in September 2015 for evaluation purposes and to raise awareness with new members of the school community. These were shared with staff, school and parent councils and the Governing body. It was also important to share reviewed recording systems that would now further support identification of bullying and behaviour types and would provide an overview of issues arising across the school and within year groups.

CPD by the SMT and the Pastoral team also included emotional well-being training (4/5/15). Within this, the 5 basic steps of youth mental health first aid were shared linked to discussion around roles and responsibilities within the school community and to key relationships and expertise within school. The school has also disseminated PREVENT training with links to related peer pressure and participated in Stonewall training with a view to ensuring that there is a culture where identification of types of bullying and a proactive response to this is robust. Additional related training has included Domestic violence training for staff and children and an introduction to PSHE Association lesson plans with teachers that were adopted in KS1 and 2.

To continue to maintain the high profile of anti-bullying practice within school and a focus on happy, healthy relationships, we also ensured that the PSHE curriculum introduced in January 2015 was being implemented and modelled as part of school assemblies and that additional pastoral support was deployed where termly questionnaires revealed need. Related professional development also involved Lunch Time Supervisors in order that they would be aware of school expectations and language use (e.g. vocabulary for conflict resolution and the STOP acronym

used in school to define and raise awareness of the need to report bullying) as well as possible rewards / sanctions.

Anti-bullying workshops also took place and competitions on both school sites to create anti-bullying posters (KS1) and leaflets (KS2) that were displayed within the school environment and shared with stakeholders through the website and through newsletters.

In addition to whole school work, focused interventions targeted Years 1 and 3 with the support of staff, parents and the pastoral team. In year 1, workshops were planned to encourage empathy for peers. Games played by all children included the Sleeping Hedgehogs circle time game in which children with self-esteem issues were prioritised to be given complements. These pupils also engaged in art work that included making a complements 'mirror' for a peer. Children in Year 3 repeated *Getting On and Falling Out* themes in the summer term. As they moved to year 4, a programme of circle times also took place to support children to identify their emotions linked to transition and potential impact on peers.

Our targeted year 1 group (selected following analysis of SDQs by parents, teachers and children) accessed a variety of *Getting On and Falling Out* and Silver Set SEAL materials. They would also be involved with mentoring less confident Reception readers and encouraged to give praise and support to a younger peer and reflect on how they made their partner feel through positive, guided interactions.

Lunch time clubs also began, including 'Lego club' whereby targeted children and other interested peers could come and play under the supervision and with the support of members of the pastoral team who would promote healthy and positive interactions.

What did we achieve, and how did we know?

Through the implementation of behaviour logs, it was apparent from an early stage that the Anti-bullying curriculum and related PSHE increased reports of bullying or potential bullying reported by parents, children, staff etc. Whilst such an increase in reports was concerning, it was also a positive indication that the message that such behaviours should not be tolerated were being effectively communicated. By June 2015, Valley Primary School was inspected by Ofsted. The behaviour and safety of pupils was now rated good, with comments that acknowledged the high expectations of staff and that included:

"The school's work to keep pupils safe and secure is good. Parents support this view and are confident that the school is looking after their children well."

"Pupils say they feel very safe in school. They understand different types of bullying and the risks concerned with using the internet and new technologies. They acknowledge that sometimes even good friends fall out and are confident that staff will help them to sort out any problems that might occur."

By July 2015, the school also achieved Healthy School's status.

Year 1 empathy themed workshops produced positive indicators of impact with a 70% increase in pupils stating that they'd thought about someone else's feelings following the workshop. After repetition of the question at the end of the summer term, a sustained 50% increase had been achieved.

Key anti-bullying questions were repeated at termly points throughout 2015 and through participation in the HRBQ 2016. Through use of questionnaires with Y1 over the spring and summer period, we were aware that there were fluctuations in the number of children saying they feel scared to go to school because of other children. In addition to work already being undertaken (Lego clubs, SEAL and peer mentoring interventions, year group workshops and PSHE lessons), work was targeted at a particularly vulnerable class led by the pastoral team. The focus was on expressing difficulties and conflict resolution. This raised the confidence of the NQT in the class to implement tailored PSHE and circle times in addition to following the programme. This support successfully helped to address issues identified linked to questionnaires in Y1. Continued implementation of policies and curriculums and whole school assemblies supported continued success as the children moved to Year 2. By the March HRBQ, the percentage of children answering 'yes' to "Do you ever feel scared to go to school because of other children?" had reduced to 8% and those reporting they 'sometimes' feel scared had reduced to 12%. In addition, the percentage of children who say they usually feel safe in school has increased beyond the targeted 70% to 78%.

Regards children who accessed the silver set seal and peer mentoring activity, pro-social scores improved for 75% of the group and were brought within normal range for 50% of the group. We are seeking further advice from SISS linked to a child for whom the SDQ scores showed no significant change and a further member of the original group began to access alternative and tailored interventions linked to diagnosed ASD need. The 75% showing early improvement have continued to demonstrate positive relationships and more empathetic behaviour with fewer instances of intervention reported by their Y2 teachers and reduced numbers of individual behaviour logs recorded in the first two terms of 2015-2016 compared with 2014 and 2015.

Within KS2, we have made large strides towards success but more work is still to be done.

We have significantly increased the percentage of children that think bullying is taken seriously within school to 70%. Although an increase of 24%, we continue to aspire to an 80% target as we move forward.

Within year 4, there have been significant challenges culminating with the managed move of a student following unsuccessful interventions and exclusions. Related support for peers in the year groups heightened awareness of bullying behaviours

and reports of bullying / inappropriate behaviours increased as a result. We are now eager to continue to monitor the impact of interventions made to ensure that they impact successfully on children (especially boys) that were feeling vulnerable in the spring term.

We have however, successfully decreased the percentage of children afraid to be in school in Year 6 and decreased the percentage of Y4 girls feeling anxious when compared with 2014 data.

What will we do next?

The SMT will ensure that anti-bullying aims persist on the SIP. We will continue the high level of pastoral support including lunch clubs, one to one check-ins and class circle times. The SMT will also monitor delivery of the PSHE curriculum and will use scrutiny of behaviour logs, inclusion/pastoral team referrals and repeated use of HRBQ questions to ascertain progress. The first of these surveys is planned for Summer 16. We aim to significantly reduce the number of children that feel afraid to come to school at least sometimes because of bullying, particularly within Y4.

In addition, school council will continue to provide opportunities to hear concerns and progress from children's perspectives and the summer parents evening will be used to encourage parents to access Parent view to provide school leaders with up to date views on issues including anti-bullying.

Staff will have further CPD opportunities, including 'Developing emotional resilience and wellbeing in young people training' (provided by HOSTA) and through summer term assemblies and staff meetings linked to new initiatives.

Such initiatives include peer mediation. This will commence in the second half of the summer term with training for Year 5 pupils who will then make the transition and continue this work in year 6. The aim is to extend the training to current Year 4 pupils. Split lunch times have successfully supported behaviour and safety since implementation in September 2015 on the junior site and this training will allow for peer mediators for both sittings.

In KS1 and FS2 we aim to reintroduce the friendship stop for KS1 pupils, training Y1 children to be responsible for checking on peers. We have also begun to increase the amount of play equipment to involve children in purposeful play and Lunch Time Supervisors have supported organised games modelled by Warwickshire Wildlife Trust in order to sustainably provide organised games. Related CPD is planned to reinforce conflict resolution work.

Overview of outcomes	Overview of achievement at April 2016
Increase the percentage of children that think bullying is taken seriously in school in years 4 and 6 from 46% to 80%	HRBQ 2016 – 24% increase to 70%
Decrease the percentage of children in years 4 and 6 that say they feel afraid to come to school because of bullying at least sometimes from 29% of boys and 56% of girls to 15%	*Awaiting combined KS2 data (April 16) Current: Year 4 Girls: Decreased by 18% Year 4 Boys: Increased by 26% Year 6 Girls: Decreased by 24% Year 6 Boys: Decreased by 12%
Increase the percentage of Year 2 children who say they usually feel safe at school from 57% to 70%	HRBQ 2016 – 78% of children usually feel safe in school.
Decrease the percentage of children in Year 2 who say they feel scared to go to school 'sometimes' because of other children from 31% to 20%	HRBQ 2016 - 12% of children answered sometimes.