



## Healthy Schools school story template

Having achieved one or more measurable health and wellbeing outcomes you may want to share your success within the school community and beyond. We have suggested some headings to help you tell your story.

**Date: March 2014**

**School name: Kingshurst Primary School**

Location: Solihull

Number of pupils: 421

Kingshurst Primary School is a larger than average primary school and the majority of our pupils are from White British backgrounds, with fewer than the national average coming from minority ethnic groups. The school has worked extremely hard to gain and maintain our 'Healthy School' status and has been working on the 'Enhanced model'. The school has worked as a community to promote emotional health and wellbeing and has involved teacher, pupils, parents and governors.

### **What needs did we identify?**

After evaluating the HRBQ results it was clear some children displayed characteristics of having quite low self-esteem, particularly linked to bullying. A high proportion of boys within year 5 indicated they would keep friendship problems to themselves and year 5 children in general who do not like to come to school due to bullying. This therefore, formed a significant section of our work within the enhanced model. It was also felt that children throughout key stage 1 and 2 do not feel confident in reporting bullying when it happens.

As a school we feel bullying is not an issue. Through teaching and learning, children are able to express how incidents of bullying are dealt with and actions they can take if they feel uncomfortable about something. As a school we sought to implement strategies that would help children (and adults) manage situations and instances that they might face at these particular times. This was addressed on a whole school basis and allowed children to express their feelings about bullying within a safe environment.

Looking closely at the HRBQ results throughout the school we established that most children were only able to identify minimal adults in school they could talk to if they were worried about something. Most



children either suggested parents or friends. As a school we wanted to introduce methods the children could use in order to identify different adults within the school that they would feel comfortable in talking to if they were worried. We felt this was important as if children are experiencing difficult circumstances at home they would need a 'safe' person in school to discuss their feelings with. We are aware children can often suffer academically when they are affected by emotional or behavioural difficulties and by providing children with a means to share these experiences with those who they felt comfortable it would help to support their health and wellbeing.

### **What outcomes did we focus on?**

In order for the children to develop positive self-esteem and to feel more positive in reporting and talking about bullying we focused on decreasing the amount of year 5 children who said they are often or sometimes afraid to come to school because of bullying, from 49% to 30%. Another outcome developed was to decrease the number of year 5 boys who kept friendship problems to themselves, from 35% to 20%. Our third outcome developed was to increase the number of children who felt confident in reporting bullying by 10% from 80% to 90%.

These were measureable outcomes as the children in year 5 would complete the HRBQ the following year in year 6. It would also highlight whether the interventions put in place were successful, or needed further development.

### **What activities/ interventions did we put in place?**

In order for the children to develop positive self-esteem PSHE units have been implemented throughout key stage 1 and 2 specifically focusing on bullying. These units work closely alongside our SEAL units where children focus on bullying through the units 'Getting on and falling out' and 'Good to be me'.

Staff insets gave the PSHE leader the opportunity to discuss these units and talk about the assessment of the units. SEAL self-assessments give teacher and the PSHE leader the opportunity to get feedback from children regarding their views on bullying.

It was also stated in the inset that each class should have a PSHE/SEAL display showing positive outcomes of children's thoughts of bullying.

Throughout each SEAL and PSHE unit, children take part in 'circle time' based activities. This ensures children are provided with a sufficient amount of time to discuss their feelings and emotions. Throughout the enriched curriculum teachers have the opportunity to establish links



between other subjects and issues relating to managing emotions and feelings.

In order to address reported issues of bullying at playtimes and lunchtimes we implemented a number of strategies. We did this through covering it in topics throughout the year and as a school we did a lot of work during anti-bullying week, including assemblies and extra lessons. It was also ensured that peer mediators were easily identifiable to all children. These children were introduced to the rest of the school through assemblies and their photos are displayed in a central area so all children know who they are. The peer mediators were trained and led by the PSHE leader. Lunchtime supervisors also play a huge role in supporting children's emotion and well-being. Lunchtime supervisors meet regularly with the deputy head teacher, supported by the lunchtime supervisor manager, to discuss any issues. These are then reported back to the class teacher. Children acting as positive role models through excellent behaviour, polite manners or helping others receive certificates in good work assembly each Friday which they then take home to share with their family.

The profile of worry and friendship boxes was raised giving children more opportunity to share their feeling. Each class has two boxes where children can freely put worries or friendship problems in the class teacher will then talk with the child at the right time.

As a school community it was important to ensure a current anti-bullying policy and confidentiality policy was in place. Consultations took place with staff, parents and governors where the policies were reviewed and updated.

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

The implementation of the units related to bullying in PSHE and SEAL through each year group has ensured enough time is spent exploring this topic with children. The children have felt comfortable discussing issues with their peers and teachers.

After implementing various methods to ensure children could name a variety of people within school they could talk to if they were worried about something we have witnessed some very positive outcomes. When questioned, children were able to identify a selection of people within school that they would feel comfortable talking to. As a school we feel we have addressed needs identified linked to 'anti-bullying'. After incorporating an element of E-safety education within ICT, children have made excellent progress in their understanding of what bullying is, how to cope with bullying and identified strategies to



deal with issues positively. Through introducing the issue of bullying at various points over the year with different subjects we feel the children gained a great deal.

An informal questionnaire was completed to compare previous HRBQ results.

Children were asked to mark on a scale if they feel afraid to come to school often or sometimes because of bullying. 30% of children said they were afraid to come to school because of bullying. This is a 19% decrease, as a school we felt this was a successful result.

Year 5 boys were asked to identify, if anybody, who they would talk to about friendship problems. 16% of boys said they would not talk to anybody; therefore they would keep friendship problems to themselves. 70% of the year 5 boys who said they would share friendship problems have identified more than 2 people they would share their problems with. As a school, we felt this was a very successful result.

Children were asked to say whether they are confident in reporting bullying when it happens. 94% of children said they would report bullying when it happens; this is 4% higher than we anticipated. Those children who said they would report bullying when it happens identified more than 2 people they would report it to. As a school we feel this was a very successful result.

### **What will we do next?**

Looking at previous HRBQ's children's thoughts on feeling happy and safe on the playground at lunch and break time has fluctuated. Due to this we feel it is necessary to give more support to children at playtimes and lunchtimes. We intend to carry out informal questionnaires with children in order to identify those children who struggle to enjoy these times of the school day. We then wish to implement more lunchtime activities that would appeal to these children and encourage them to join in.

### **Senior leader quote:**

As Headteacher of Kingshurst Primary School, I believe that taking part in the HRBQ has provided the school with a valuable insight into our pupils' views and behaviours. We have used the information to implement change and improve our practice. As a result of this the evidence demonstrates the positive impact of the schools actions on our pupils.