



The Healthy Schools London (HSL) Gold Award Reporting Tool



Healthy Schools Partnership
London Borough of Southwark



School Details

Name of School:		Borough:
Bessemer Grange Primary		Southwark
Key contact and job title:	Amy Foster (PSHE Lead) and Maria Sendonari (SENCo)	
Date achieved HSL Bronze Award:	06/03/2017	
Date achieved HSL Silver Award:	13/06/2017	
Health and Wellbeing Priority 1 (universal)	Group	Planned Outcome(s)
Promoting active travel, road safety and raising awareness around clean air	<p>For all pupils – 583</p> <p>Data for the first and second measurable outcomes is based on 582 responses for the hands up survey (school travel plan) – Dec 2016</p> <p>The 3rd measurable outcome was based on a survey of 188 pupils from across KS2 carried out in January 2017</p> <p>The 4th measurable outcome is based on 100 responses to the parent road safety and clean air survey – Jan 2017</p>	<ul style="list-style-type: none"> • Decrease in numbers of children travelling to school by car on a regular basis from a baseline of 107/582 (18%) to an endline of 87/582 (15%) • Increase in the number of families using park and stride to travel to school on a regular basis from a baseline of 25/582 (4%) to an endline of 41/582 (7%) • An increase in children feeling ‘extremely’ or ‘very’ confident when out on a bike from a baseline of 74% (140/188) to an endline of 90% (170/188) • Increase in number of parents who report that they have considered the air quality outside the school from a baseline of 62/100 (62%) to an endline of 80/100 (80%).
Health and Wellbeing Priority 2 (targeted)	Group	Planned Outcome(s)



Name of School:		Borough:
Bessemer Grange Primary		Southwark
Emotional Health and Wellbeing	LAC, CIN, CP and children with emotional, and or mental health difficulties - 20 pupils from across KS2 (10 boys, 10 girls)	<ul style="list-style-type: none"> • 100% of targeted children to feel that they know there is an adult they can talk to if they need support from a baseline of 15% (3/20) • Increase number of children who strongly feel they have a good life from a baseline of 15% (3/20) to an endline of 50% (10/20) • 75% of targeted children (15/20) to make expected progress in learning from a baseline of 45% (9/20) • Reduce the number of detentions that involve the targeted group from 32% (180/563) to 17% (96/563) or less. (There were 563 detentions between September 2016 and February 2017) • Improve attendance so the number of Persistent Absence from the targeted group is reduced from 25% (8/32) to 9% (3/32) (This baseline was taken from the number of persistent absentees across the whole school between September 2016 to January 2017)
Project Start Date	April 2017	
Project End Date	December 2017 (The endline data for the targeted group will be collected in July 2017).	
Consent to share Report and Photographs	We agree that HSL may share this report and photographs. Please delete as appropriate Yes	



Reporting Template HSL Gold Award: Health Priority 1 (Universal)

Health and Wellbeing Priority 1 (universal)	Planned Outcome/s
<p>Promoting active travel, road safety and raising awareness around clean air</p>	<ul style="list-style-type: none"> • Decrease in numbers of children travelling to school by car on a regular basis from a baseline of 107/582 (18%) to an endline of 87/582 (15%) • Increase in the number of families using park and stride to travel to school on a regular basis from a baseline of 25/582 (4%) to an endline of 41/582 (7%)
<p>Group</p>	
<p>For all pupils – 583</p>	
<p>Data for the first and second measurable outcomes is based on 582 responses for the hands up survey (school travel plan) – Dec 2016</p>	<ul style="list-style-type: none"> • An increase in children feeling ‘extremely’ or ‘very’ confident when out on a bike from a baseline of 74% (140/188) to an endline of 90% (170/188) • Increase in number of parents who report that they have considered the air quality outside the school from a baseline of 62/100 (62%) to an endline of 80/100 (80%).
<p>The 3rd measurable outcome was based on a survey of 188 pupils from across KS2 carried out in January 2017</p>	
<p>The 4th measurable outcome is based on 100 responses to the parent road safety and clean air survey – Jan 2017</p>	



Health and Wellbeing Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)

A: Record results and outcomes

i) **Overview::**

National and Local Data

In 2010 the Mayor's Air Quality Strategy was released. It stated that - Air quality matters to Londoners. Air pollution not only harms the environment but also health and wellbeing. The 2010 Londoner Survey¹ found that pollution from traffic was the top environmental concern for Londoners. Poor air quality can cause serious health problems and reduces the quality of life for all of us. Its impacts are most severely felt by vulnerable people such as children, older people and those with existing heart and lung conditions. In addition, people living in areas near major roads – which are often some of the most deprived parts of London - are exposed to particularly high levels of pollution

Schools have the capacity to deliver on some of the measures laid out in the strategy as follows:

- ii) Encouraging smarter choices and sustainable travel behaviour
- iii) Improving access to information about the health impacts of poor air quality
- iv) Directing information about poor air quality to those most at risk

Local and School Data

Southwark introduced a **Clean Air 4 Schools Programme** in 2013. The project was funded by the Government (the DEFRA Air Quality Grant programme), LB Southwark's Sustainable Travel and Road Safety Team (TfL Local Implementation Plan funding) and Southwark Council's Children's Services budgets.

Our school was selected to take part (one of 6 chosen) for the following reasons:

- v) Known areas of concern regarding air quality
- vi) High levels of car usage on the school run
- vii) High number of pupils on the school role
- viii) A good geographical spread across the borough
- ix) Willingness of the school to participate in the project

I was asked to write a report to be presented to the school governors following our third successful school bike week. The report summarised the



progression of our work establishing cycle training and active travel initiatives across the school, following our work with the charity Sustrans between 2014 and 2015.

Our project was so successful that we were able to complete the TfL gold STARS award, being awarded it in July 2016. The Bessemer Bike project has been well supported by the entire school community and also by our borough school travel team.

The report to governors included key targets for the following academic year and we were keen to use the Cleaner Air 4 Schools toolkit (which is mentioned as a TfL gold criterion) to further broaden our message about the benefits of active travel. We discovered a member of the parents and teacher association, F@B (Friends at Bessemer), was a respiratory scientist who had worked developing the toolkit and would be further able to offer support to the teaching staff in delivering PSHE/science lessons on air quality. A clean air project therefore seemed fruitful.

However, over the course of the 2015/16 academic year, many parents raised concerns about road safety and parking around the school at peak times. The issues exist as our school became split site in 2015 and this means parents often have to drop children off on different sides of the road. Equally, the entrance to the street is narrow and we have a problem with cars mounting the pavement to let each other past.

This issue was further highlighted by the monthly Play Streets a team of parent volunteers had started to run, where they were reporting issues of aggressive behaviour and dangerous driving from parents upset by the road closure. Our school also took on the chair of a local 'Safe Routes to School' forum, where concerns relating to road safety were being shared by the other schools.

Parents from Bessemer attended one of these meetings to raise their fears with the council and this resulted in us formalising our aims to create a 'Clean Air Zone' around the school, where parking would be limited at peak times. We applied for a Cleaner, Greener, Safer grant to support this process and received the notice that we were successful in February 2017.

We developed a survey around road safety and clean air for both pupils and parents in collaboration with a small group of parents. In January 2017 100 parents and 188 pupils from across KS2 completed the surveys. The school also completed the hands up survey as part of our active travel promotion in December 2016. All of the surveys will be re-done in December 2017. We have set out measurable outcomes from the results

Planned outcomes:

1. Decrease in numbers of children travelling to school by car on a regular basis from a baseline of 105/582 (18%) to an endline of 87/582 (15%)
2. Increase in the number of families using park and stride to travel to school on a regular basis from a baseline of 25/582 (4%) to an endline of 41/582 (7%)
3. An increase in children feeling 'extremely' or 'very' confident when out on a bike from a baseline of 74% (140/188) to an endline of 90% (170/188)
4. Increase in number of parents who report that they have considered the air quality outside the school from a baseline of 62/100 (62%) to an endline of 80/100 (80%).



Outcomes achieved and Detailed results:

When we repeated the surveys we had the following total responses to base our endline figures on:

- Hands Up Survey – 497 responses
- Pupil Road Safety Survey – 225 responses from KS2
- Parent Road Safety and Clean Air Survey – 84 responses

1. Decrease in numbers of children travelling to school by car on a regular basis from a baseline of 107/582 (18%) to an endline of 87/582 (15%)

Result – In December 2017 we repeated the hands up survey. We now have 93/497 (19%) reporting that they are travelling to school by car. This means that we didn't meet our target (please see below for why we believe this target wasn't met)

2. Increase in the number of families using park and stride to travel to school on a regular basis from a baseline of 25/582 (4%) to an endline of 41/582 (7%)

Result - The numbers of families used park and stride decreased to 19/497 (4%). This means that we didn't meet our target (please see below for why we believe this target wasn't met)

3. An increase in children feeling 'extremely' or 'very' confident when out on a bike from a baseline of 74% (140/188) to an endline of 90% (170/188).

Result – The number of children feeling 'extremely' or 'very' confident when out on a bike increased to 80% (179/225). This means that we partially met our target

4. Increase in number of parents who report that they have considered the air quality outside the school from a baseline of 62/100 (62%) to an endline of 80/100 (80%).

Result - 79% (66/84) of parents said they had considered air quality (52% worried it was poor and 26% felt it was fine). This means that we met our target

B: Approach

i) Describe how you achieved the outcomes:

Our approach was to a) focus on how we could implement infrastructure changes that would reduce the volumes of motor traffic around the school at peak times, aiming to both improve air quality and make active travel safer for families on the way to school and b) create a targeted behaviour change programme that would encourage our families to choose active travel for their journey to school, to reduce car dependency within our school community.



In terms of infrastructure, we had originally, we planned to create a 'Clean Air Zone' to deter parking from the area immediately in front of the school using street furniture and planting to make dangerous parking difficult. This was to be funded using a 'Cleaner, Greener, Safer' grant which had been awarded by our local authority.

However, in consultation with the Council and the school gardener, it was agreed that this could have implications for visibility and safe crossing points for the children when the road is busy. Therefore, it was decided to focus on purchasing cones and A-frame boards for the zig-zag markings to restrict parking in those areas. We asked the council for support in helping enforce parking restrictions and the borough's parking enforcement officers monitored the situation, for a period in the summer term of the project. We also raised concerns around the amount of time drivers were permitted to leave a car for to make a 'drop off' before the enforcement officer could issue a penalty charge notice, using the Lent term 2017 Safe Routes to School meeting to do so.

Another aspect of the project was promoting a park and stride location. This was shared with parents via a printed letter and information on our website. Furthermore, a 'walking bus' was trialled so that children could be collected at our designated park and stride location and walked to school by a member of staff. However, there was little uptake so this was not continued at the end of its trial.

Feedback from Pupils

"I have learned more about pollution and safety when we are on our own. Also about the health part when we spoke about not driving and walking to school instead. I enjoyed when we were doing the clean air assemblies and when we made the walking map project which was when we designed a map of better ways to get to school if you live in a different area. Also, we had a road safety play street. I was overwhelmed about being chosen for school councillor"

I have learned more about road safety and how important having clean air is. Also it has helped my confidence e.g. Clean Air Assemblies at DUCKS (Dulwich College Kindergarten and Infant School) and Dulwich College. I have enjoyed all of the trips (mostly because of the food). We helped different schools as well as ours and I'm proud of that. The children love the play street, even in year 5. I was ecstatic when I was elected JTA.

An initiative to block vehicular access to Nairne Grove at the start and end of the school day was discussed with parents invited to a clean air/road safety presentation given by the school, which included a Q&A with the council officers and cabinet members responsible for Southwark's 'School Streets' trial, at the start of the project as a strategy to create a more permanent infrastructure change. This was followed by a second engagement session in the autumn term of the scheme, but no such restrictions were implemented during this project.

The final strand of our approach was the focus on behaviour change. This is embedded in a whole-school commitment to promoting active travel and doing all we can to enable this for Bessemer's children. Over the course of the year of this project, we held our whole school healthy week, during which every child in Key Stages 1 and 2 took part in a cycling trip and skills session, the appointment of four active travel ambassadors to our school council, disseminating materials about local cycle training sessions and events for families, participating in a council run project, in which our school councillors designed and promoted a Bessemer Grange walking zone map, taking part in the national BRAKE road safety week (including a special Road Safety play



street that the local community support officers attended, presentations by the local schools police officers, TIE workshops and class based activities), inviting the families with children in the EYFS to a Safe Routes activity day at Herne Hill Velodrome and participating in the 'Big Shift' at Dulwich College, with our active travel ambassadors delivering an assembly on air quality to the College's Junior School.



Cycling Trip and Skills Session



Road Safety Play Street

C: Analysis of results

- **What worked and why**

Making air quality and road safety our whole school priority was successful in that it opened up a conversation with our parents about how they view the local environment and feel about the journey to and from school each day. It demonstrated that we take these two issues seriously and are trying as far as possible to find a solution to the quite serious concerns that are raised by parents about their experiences of our school street at peak times.

Furthermore, it has been a 'conversation starter', in the sense that other local schools and community groups have approached us to discuss what we have done to try as part of our clean air project this year so that they can consider strategies of engaging with their own school communities.

Overall, the most effective element has been the behaviour change element, in terms of bike week combined with the regular play streets. These two things have allowed us to create the image of the kind of school street we wish to see more usually outside of Bessemer Grange, one which could be described as a "Healthy School Street", promoting active travel, active lifestyles and supporting relationship building within our school community. This means we have consolidated the groundswell of support we had initially and further connected with parents who would support a more permanent change, that would better enable us to achieve our aims of a cleaner, safer Bessemer. The free comments section of the second survey contained many more comments about street closure schemes, suggesting this increased awareness of such measures and also increased support for such a trial at Bessemer.

- **Include details of what did not work and why**



The data demonstrates how very difficult it is to engage with certain members of the school community. Our 'Hands Up' surveys (completed annually as part of the TfL STARS programme) indicate that around 18% of children travel to school each day by car, yet this figure wasn't mirrored by the survey respondents. Far fewer parents who drove responded and more parents who used active travel took the time to respond, which could be because those who travel on foot or by bike or disproportionately more likely to suffer being injured by someone in a car, so are more likely to have experienced something that would have made them feel unsafe on their family's journey to school.

The data reveals that though more parents were aware of the Park and Stride location (which was a positive outcome), it was still viewed as less convenient than driving closer to the school gates, even though this is not welcomed by the school. A walking bus was established during the year of the project, but was not continued due to low uptake, further confirming how challenging changing more ingrained habits can be.

This would also support the evidence around Safe Routes to School projects, in that the most effective projects are those combining infrastructure changes *and* behaviour change. As our project focused much more heavily on the behaviour change aspects, the modal shift changes we achieved were small, especially given our small sample size for each survey.

- **Unintended outcomes/ wider impact:**

The project has resulted in some positive outcomes for the children at Bessemer, in that more unexpected learning opportunities have come up as part of our efforts to engage with the wider debate around London's air quality. For example, our junior travel ambassadors visited Caroline Russell AM at City Hall, presenting their concerns around active travel and how they wished to see walking and cycling made safer for our community. These concerns were passed to the Mayor, Sadiq Khan, at Mayor's Question Time, further raising the profile of the project within our school community and reinforcing our key messages. This was a unique learning opportunity for the children involved and one they will hopefully remember positively about their time at Bessemer as active travel ambassadors.

The children reported that they felt proud of their time representing Bessemer as junior travel ambassadors and of the fact that their role in the project presented them with new challenges and opportunities, such as delivering their clean air assembly as Dulwich College as part of the College's sustainable travel week. This extended cultural enrichment the children experienced was perhaps one of the most positive outcomes of our work over the last year.



Visiting Caroline Russell at City Hall

Another outcome has been that this project has revealed how challenging it can be to effect behaviour change without legislative support to enforce it. For example, parents responsible for closing the road during the play street reported instances of aggressive behaviour from those inconvenienced by the closure. Equally, parents were still parking on the double yellow lines even though the parking control officers were there, as they had learned they could not be fined if they stopped for less than ten minutes.

It seems, therefore, that achieving a continued or greater reduction in the numbers of children driving to school would need to be discussed and managed with close support from the local authority to make it successful.

- **Detail changes that have been made to the school and/or local environment**

The Cleaner, Greener, Safer grant fund was used to construct a new covered bike shelter and traffic cones were purchased as a means of preventing parking on the zig zag lines. The 'Turn your Engine Off' poster the children designed is still displayed by the school gates, alongside the giant walking zone map that was created as part of the school walking zone project. However, there is now a pollution monitor attached to the school fence above the EYFS playground, aiming to establish how air quality is affected by motorised vehicles at peak times. Inside the school foyer, a new school council display board has been put up with information on the children's work, including their efforts around air quality and road safety (such as, road safety posters they have designed and photos of their visit to City Hall).



D: How activity is being sustained

i) Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.

We very much hope to continue working with our local authority to progress their School Streets pilot scheme, which would include a streets closure scheme at peak times. This scheme should have a great impact on how our families travel to and from school, and hopefully a positive impact on both local air quality but also creating healthy travel habits for the children in our school. In order to ensure this pilot is successful, we will continue to promote park and stride as well as another trial on the walking bus from the park and stride location, so that the scheme is as widely supported as possible.

Our project will be shared with our local Safe Routes forum and it is hoped that we will be able to encourage other local schools to start monthly play streets, as a means of reducing school traffic volumes in our wider community. We would like to see a local car free day established and will do all we can to support this proposal, so that we achieve safer school streets, but also safer routes to our school streets. We will also make participating in Road Safety Week a standing item on our school calendar, as we continue to support efforts towards a Vision Zero London.

Furthermore, we will continue to engage with and share our work within the wider London school community. For example, we recently attended a 'Healthy School Streets' seminar at City Hall and discussed how our Play Street has benefited our school community. We will seek to find further opportunities for such discussion at other London cluster events.

Since beginning of our project a number of reports and guidance have been issued which relate to air quality, road safety and schools reinforcing the importance of tackling these issues:

- **National Education Union and British Lung Foundation Air Pollution Health Advice For Schools** (November 2017)
- **NICE Guidance - Physical Activity and the Environment** (March 2018)
- **A Call to Action for Safe Routes to School for Children** - The call to action has been made in a paper published today. See: Oliver. C., Kelly, P., Baker, G., du Feu, D., Davis. A. 2018 There is too much traffic for Alex to walk to school, so we drive: A call to action based on a 42 year trend, *British Journal of Sports Medicine*, <http://dx.doi.org/10.1136/bjsports-2017-098933>



Reporting Template HSL Gold Award: Health Priority 2 (Targeted)

Health and Wellbeing Priority 2 (Targeted)	Planned Outcome/s
Emotional Health and Wellbeing	1. 100% of targeted children to feel that they know there is an adult they can talk to if they need support from a baseline of 15% (3/20)
Group	
LAC, CIN, CP and children with emotional, and or mental health difficulties - 20 pupils from across KS2 (10 boys, 10 girls)	2. Increase number of children who strongly feel they have a good life from a baseline of 15% (3/20) to an endline of 50% (10/20) 3. 75% of targeted children (15/20) to make expected progress in learning from a baseline of 45% (9/20) 4. Reduce the number of detentions that involve the targeted group from 32% (180/563) to 17% (96/563) or less. (There were 563 detentions between September 2016 and February 2017) 5. Improve attendance so the number of Persistent Absence from the targeted group is reduced from 25% (8/32) to 9% (3/32) (This baseline was taken from the number of persistent absentees across the whole school between September 2016 to January 2017)

Health and Wellbeing Priority 2: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)

A: Record results and outcomes

i) **Overview:**

Local and School Data

Over the last 2 years there has been a significant increase in the number of our pupils who are being Looked After, subject to a child protection plan, Children In Need or known to social services. (Southwark and Lambeth have the highest number of LAC in the country.) At the same time the number of referrals we have made to CAMHS has increased but the actual number of children accepted by CAMHS has decreased. There are many families that have a history of not accessing these services or disengaging before the support has any impact therefore these children are not getting the support we know they need.



Over the last 2 years our school has made 11 referrals to CAMHS and only 4 of these referrals seem to have met the threshold. Young Minds have found that around three quarters of children and young people with mental health problems do not get the help they need. Also waiting times for assessments vary from a few weeks to more than a year, while around a quarter of children who are assessed are turned down for treatment often on the grounds that their problems are not “serious enough” These findings reflect our experiences.

Young Minds reported that in 2015 the government pledged an extra £1.4 billion over 5 years to “transform” Child and Adolescent Mental Health Services Research undertaken by Young Minds has revealed that in the first year of extra funding (2015-16) only 36% of Clinical Commissioning Groups who responded to their freedom of information requests increased their CAMHS spend to reflect their additional government funds. 64% used some or all of the extra money to backfill cuts or to spend on other priorities. In the second year of extra funding (2016-17) only half of the CCGs who responded increased their CAMHS spend to reflect additional government funds.

Our attendance figures show that 25% of our Persistent Absent pupils are our vulnerable pupils. Also 31% of children who have one or more detentions are our vulnerable children.

Out of 101 internal exclusions last year 28% were our vulnerable pupils and out of 67 internal exclusions this year 37% are our vulnerable pupils.

Our SEN register is made up of 13.7% of children with social, emotional and mental health needs. At the beginning of the year the Inclusion Manager and SENCo had meetings with every single class teacher to discuss the needs of the children in each teacher’s class. It was clear from these meetings that teachers wanted and needed more training in recognising, understanding and knowing how to support children with emotional and mental health difficulties. Discussion with parents has also brought to light that a number of children and their families are facing challenges in their personal lives (e.g. homelessness, no recourse to public funds, domestic violence) and this has a knock on effect on the well-being of their children and their ability to engage in learning. Looking at our provision map it was also clear that there was a gap and that we needed to have more interventions targeted at supporting children with emotional and mental health needs.

To fill the gap in provision for these children we applied for funds from CAMHs to pilot whole school approaches that impact on the emotional well-being, mental health and resilience of children.

As a school we felt that we needed more training in attachment theory and we needed to give more support to those children suffering because of attachment issues. We have been successful and are beginning our project on Attachment.

We are also taking part in the ELSA project. Two TA’s re being trained to become Emotional Literacy Support Assistants. Once trained they will plan and deliver individual and small group support programmes

In order to set our measurable outcomes the targeted group completed the HEP Wellbeing survey and the Student’s Life Satisfaction Survey (Huebner 1991) in January 2017. This survey will be repeated in July 2017.

We have also used our school data to set outcomes around attainment, attendance and behaviour



ii) Planned outcome

1. 100% of targeted children to feel that they know there is an adult they can talk to if they need support from a baseline of 15% (3/20)
2. Increase number of children who strongly feel they have a good life from a baseline of 15% (3/20) to an endline of 50% (10/20)
3. 75% of targeted children (15/20) to make expected progress in learning from a baseline of 45% (9/20)
4. Reduce the number of detentions that involve the targeted group from 32% (180/563) to 17% (96/563) or less. (There were 563 detentions between September 2016 and February 2017)
5. Improve attendance so the number of Persistent Absence from the targeted group is reduced from 25% (8/32) to 9% (3/32) (This baseline was taken from the number of persistent absentees across the whole school between September 2016 to January 2017)

iii) Outcomes achieved and Detailed results:

NB – Two of the children from the targeted group left the school so the totals below for the endline data are out of 18.

1. 100% of targeted children to feel that they know there is an adult they can talk to if they need support from a baseline of 15% (3/20)
Result: When we repeated the survey in June 2018 we saw an increase to 78% (14/18). This means that we partially met our target but saw a positive shift of 420%
2. Increase number of children who strongly feel they have a good life from a baseline of 15% (3/20) to an endline of 50% (10/20)
Result: When we repeated the survey in June 2018 we saw an increase to 56% (10/18). This means that we exceeded our target which was a positive shift of 273%
3. 75% of targeted children (15/20) to make expected progress in learning from a baseline of 45% (9/20)
Result: When we looked at the data again in March 2018 we saw an increase to 72% (13/18). This means that we partially met our target but saw a positive shift of 60%
4. Reduce the number of detentions that involve the targeted group from 32% (180/563) to 17% (96/563) or less. (There were 563 detentions between September 2016 and February 2017).
Result: When we looked at the data for March to July 2017 (345 detentions in total) we saw a reduction to 17% for the targeted group (58/345). This means that we met our target and saw a positive shift of -47%
5. Improve attendance so the number of Persistent Absence from the targeted group is reduced from 25% (8/32) to 9% (3/32) (This baseline was taken from the number of persistent absentees across the whole school between September 2016 to January 2017)

Result: When we looked at the number of persistent absences for February to July 2017 there was a total of 22 and 18% (4/22) were from the targeted group. This means that we partially met our target but saw a positive shift of -28%



B: Approach

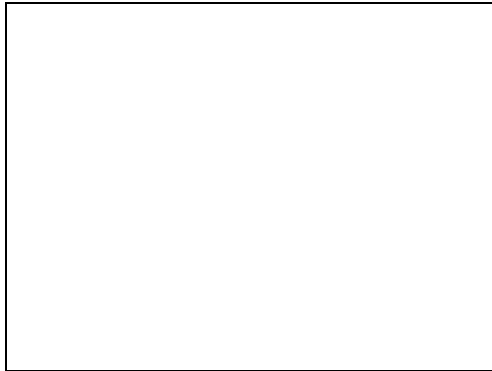
i) Describe how you achieved the outcomes:

Attendance

We promoted attendance throughout the school with our reward assemblies, certificates, and cups for the class with the highest attendance over a month. We also used our newsletter and employed an additional EWO (Education Welfare Officer) as well as meeting with the parents of targeted children and setting targets.

Whole school focus on EWMH (Emotional Wellbeing and Mental Health)

We have had focused teaching during PSHE lessons on mental health and wellbeing with discussions in class about what this means for us all. All classes took part in Mindfulness during our 'Healthy Week' and there are now worry boxes in every classroom which the TA and class teacher look through and feedback on, either to the whole class or individually if the pupils have identified themselves. The NSPCC have delivered their 'Speak Out, Stay Safe' programme to infants and juniors which has given the children the self-awareness and tools to speak out if anything is happening to them which makes them feel uncomfortable. We have ensured that the children are aware of Childline and the number that they can ring to get help – these posters are up throughout the school.



Children taking part in a sound bath as part of a Mindfulness session

From a member of staff who took part in a Mindfulness session "It gave me a time to think, reflect and relax which is something I have rarely done in a long time."

Targeted Work on EWMH

We have a girls group after school which is now in to its second term. The aim of this group is to improve self-esteem levels as this is an area that was identified throughout a number of primary schools in Southwark who took part in a recent SHEU survey. Some of the girls in this group are from our targeted group. We will be producing lesson plans and reporting back on this work in the near future. The learning mentor has carried out Mindfulness sessions with our targeted children. All staff attended training on attachment as part of an INSET day and as a result we now produce pupil profiles of



those children that have been identified as having attachment issues so that teachers are better able to understand and respond to their behaviour. We have been running a SIBs project (for brothers and sisters of disabled children and adults) – which has included 3 of the targeted children. The programme that we have been piloting is called Sibs Talk - Sibs Talk is a one-to-one support intervention for school staff to use with siblings in Key Stage 2. Its purpose is to improve siblings' wellbeing and their engagement with learning. It is an activity booklet where each page is a short session for the sibling to work through with a member of staff. There are ten sessions that can be spread out over a term.

The activities in the booklet aim to:

- Normalise the experiences that siblings have growing up in their families
- Acknowledge the feelings that siblings have about their lives
- Teach siblings coping strategies for dealing with difficult situations
- Enable schools to make positive changes that enhance siblings' school life.

A Year 2 girl who did the SIBS project said "I can talk about my emotions and express how I am feeling. I've learnt that there is somebody for me to talk to when I am worried or need help. I have learnt I am important"

A year 5 boy who had ELSA intervention said "I don't get as angry as I used to but when I do I have learnt how to calm myself down. At home I punch cushions and not my family anymore."

We have had 2 teaching assistants trained as ELSAs (Emotional Literacy Support Assistant) and all of our TAs have taken part in listening therapy which has seen an improvement in relationships and concentration amongst the children. We now have a play therapist for 3 days a week, and a movement and art therapist for one day each.

A Year 6 girl who had sessions with ELSA said "I am not worried about secondary school anymore. I am strong, and know that I can deal with things and if I can't I know I can ask for help and it's ok."

Parents

The parents of the targeted children have been invited to talk to the therapists working in the school and have been supported with an open door policy. This has led to meetings at which any concerns have been discussed and support put in place including Early Help, SOLACE (Women's Aid) and Housing.

Parents have been invited to assemblies and signposted to support through our display boards. We have run a mindfulness session for parents and now have yoga for teaching staff provided by a parent.

From a parent who took part in a mindfulness session "It gave me time to think about me for a change and is something I have been trying to continue in my daily life whenever and wherever I can"



C: Analysis of results

ii) Include details of what worked and why

- The Girls group focused on self-esteem has been very successful and we will be sharing the results and lesson plans with other schools in due course
- Increasing the days for our EWO from 1 to 2
- Whole staff training on attachment and not just for teachers helped to raise understanding of the behaviour of the children affected by this and staff had the knowledge and strategies through the pupil profiles to deal more appropriately with the children's behaviour hence the reduction of detentions of the targeted children.
- Regular assemblies on mental health and emotional well-being awareness helped children understand and change the way they talked about mental health.
- Displays and posters around the school ensured that children were constantly reminded of who they could speak to if they had a problem as did the assemblies
- Interventions such as play therapy, creative dance and movement therapy and ELSA programme had a positive impact as the majority of children attending these were ready and able to manage their anxiety and behaviour without weekly therapy after a term and they sustained this through the year. Feedback from parents also showed that the children were calmer and happier at home.
- Reward assemblies where children were awarded certificates and prizes for attendance worked in reducing the persistent absence of the targeted children as well as improving the attendance of the other children as each class wanted to win the Attendance Cup.

iii) Include details of what did not work and why

- Sustaining regular mindfulness sessions across the whole school has not yet been achieved – this has been due to changes in staff and the fact that at present it is not timetabled in.

iv) Unintended outcomes/ wider impact:

- We are finding that children are now self-referring and taking themselves to speak to the therapists at lunchtimes
- More children with special needs are now applying to the school – the work that we have been doing and the positive impact it has had seems to have been picked up by parents at other schools
- We are now finding that trainee art therapists and educational psychologists are asking us for placements rather than us going to them.
- Whole school attendance has risen and not just targeted group
- Some of our pupils with ASD who did not want anyone to know about their diagnosis and who were having difficulties e.g. coming into school, being in the playground etc. were able to talk to each other about their anxieties and come up with suggestions that could help others with autism manage everyday tasks such as going shopping. They also wanted to an adult to talk to their classes about autism and two children felt supported and strong enough to tell their classmates that they were autistic during the talk.



v) Detail changes that have been made to the school and/or local environment

- We now have a sensory room which is available for all children to use
- Worry boxes in all the classrooms

D: How activity is being sustained

i) Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.

- Some staff attending mental health first aid youth training
- Contract for EWO has been extended from 1 to 2 days
- We will be timetabling mindfulness for next year to ensure that it is practised across the classes.
- The SIBs project will be continuing
- The Pupil Profiles will continue to be written and used for targeted children
- We will be sharing the results and lesson plans from our Girls Group on improving self-esteem with other Southwark schools
- We will be sharing a listening therapist with Keyworth Primary
- Emotional wellbeing and mental health will continue to be themes included in PSHE lessons and assemblies
- Healthy Week focus will be an annual event.