**The Healthy Schools London (HSL) Gold Award**

**Reporting Tool**

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**Rotherhithe Primary School**

**School Details**

| **Name of School:** | | **Borough:** |
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| Rotherhithe Primary School | | Southwark |
| **Key contact and job title:** | Nina Hall, PSHE Lead | |
| **Date achieved HSL Bronze Award:** | 20th May 2015 / 26th June 2018 | |
| **Date achieved HSL Silver Award:** | 30/01/17 | |
| **Health and Wellbeing Priority 1 (universal)** | **Group** | **Planned Outcome(s)** |
| Embedding ‘MindUp’ across the school to improve the overall emotional wellbeing and self- awareness of all children for positive behaviour for learning.  (196 sample group size/426 total number) | All pupils from Nursery-Yr6  (426 total number) | 1. Reduce percentage of pupils reporting that they find it difficult to, or are not sure how to, make new friends from 52% (90/173 responses in sample group) to 10% (17/173 responses in sample group) 2. Increase %age of pupils reporting that they can calm down quickly after they have got angry and upset from 52% (84/162 responses in sample group) to 90% (146/162 responses in sample group) 3. Increase %age of pupils reporting that they notice when their emotions are affecting their behaviour from 61% (89/146 responses in sample group) to 90% (131/146 sample group) |
| **Health and Wellbeing Priority 2 (targeted)** | **Group** | **Planned Outcome(s)** |
| Increase healthy eating and drinking habits of Yr 6 pupils in order to address obesity issues and enable them to be more ready and able to access learning from the start of the school day.  (59 sample size/60 in group) | Targeted Year 6 classes  (60 total number in group) | 1. Decrease the %age of pupils reporting that they have had nothing to eat for breakfast on the day of the survey from 22% (8/36 responses) to 6% (2/36) 2. Decrease the %age of pupils reporting that they never eat vegetables from 24% (14/59 responses) to 5% (3/59) 3. Decrease the %age of pupils reporting that they are not allowed water in the classroom, or do not have water even if it is allowed in the classroom, from 47% (28/59 responses) to 0% (0/59) |
| **Project Start Date** | 01/09/2016 | |
| **Project End Date** | 31/07/2017 | |
| **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)

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| Health and Wellbeing Priority 1 (universal) | Planned Outcome/s |
| Embedding ‘MindUp’ across the school to improve the overall emotional wellbeing and self- awareness of all children for positive behaviour for learning.  (196 sample group size/426 total number) | 1. Reduce percentage of pupils reporting that they find it difficult to, or are not sure how to, make new friends from 52% (90/173 responses in sample group) to 10% (17/173 responses in sample group) 2. Increase %age of pupils reporting that they can calm down quickly after they have got angry and upset from 52% (84/162 responses in sample group) to 90% (146/162 responses in sample group) 3. Increase %age of pupils reporting that they notice when their emotions are affecting their behaviour from 61% (89/146 responses in sample group) to 90% (131/146 sample group) |
| Group |
| All pupils from Nursery-Yr6  (426 total number) |

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| **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**  **Overview:**  **NATIONAL DATA**  There is a wealth of data that supports the need for early intervention in emotional well-being and mental health. **Mental Health and Behaviour (DfE: Mar 2015)** endorses the view that “In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. There are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way.” “By promoting good mental health and intervening early, particularly in the crucial childhood and teenage years, we can help to prevent mental illness from developing and mitigate its effects when it does**.” No Health Without Mental Health: A cross-government strategy (DfE: 2011)** As a school it is vital that we support our students in the best way possible. In addition, recent data published by the **Mental Health Foundation (2018)**, that shows that 10% of children and young people (aged 5-16 years) have a clinically diagnosable mental problem, and that 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.  Findings presented in the **Mindful Nation UK Report** by the **Mindfulness All-Party Parliamentary Group, (MAPPG) Oct 2015** , show that mindful awareness strategies teach children enable children to develop…..’ Emotional buoyancy, coping skills, the capacity to manage difficulties and the ability to form constructive social relationships…..[in order to enable our]….. children’s flourishing” (Mindful Nation, P. 74). In accordance with these approaches, **MindUP™** is an evidence based whole school programme, which is grounded in Neuroscience, Positive Psychology, Mindful Awareness and Social & Emotional Learning. Underpinned by a curriculum that provides an immersive discovery experience along with daily practices, MindUP™ promotes positive behaviour for learning while increasing empathy, optimism and compassion.  **LOCAL DATA** The **Chimat Child Health Profile for Southwark (2017),** profile shows children and young people’s mental health and wellbeing is better than that of the national average, However the local trajectory is on a slightly higher upward level than that of the national trajectory.  **SCHOOL BASED DATA**  Within Rotherhithe School, a key area for development that has been identified in the **SIP** is “**To establish effective mental health strategies which promote positive self-esteem and motivation.”**  The **Health Education Partnership (HEP)** survey completed by 196 pupils out of a total number of 426 pupils in November 2016 entitled ‘**Emotional Literacy and Self Esteem’** highlighted the need to:   * address issues around building strategies for neuroscience * adopt more mindful approaches to learning and behaviour * improve our pupils’ ability to self-regulate in relation to managing behaviour, learning and friendships.   Anecdotal feedback from staff also indicated a need to have a focus on positive behaviour and respectful relationships throughout the school, to enable children to increase their understanding of how their behaviour impacts on others  Staff are able to provide a wealth of anecdotal information about the rise of emotional well-being issues within the school. As a school, we can support students in crisis to receive support but there was an overwhelming desire to develop the skills within our own students to offer early intervention. In response to this school level and local data, it is essential that as a school we address these mental health and emotional wellbeing needs of our pupils.  **In choosing this universal priority we are now able to demonstrate in this Gold Report that we have been able to address this national, local and school based guidance, research and priorities through a whole school strategic approach which will help to improve the health and wellbeing outcomes for all our pupils.**  Planned outcomes:   1. Reduce percentage of pupils reporting that they find it difficult to, or are not sure how to, make new friends from 52% (90/173 responses in sample group) to 10% (17/173 responses in sample group) 2. Increase %age of pupils reporting that they can calm down quickly after they have got angry and upset from 52% (84/162 responses in sample group) to 90% (146/162 responses in sample group) 3. Increase %age of pupils reporting that they notice when their emotions are affecting their behaviour from 61% (89/146 responses in sample group) to 90% (131/146 sample group)   Outcomes achieved   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Questions: | Nov 2016 | Target | Mar 2018 | Percentage Shift | Difference from target | | The children find it difficult to, or are not sure how to, make new friends | 52%  (90/173) | 10% | 16%  (28/177) | -69% | -6% | | The children can calm down quickly after they have got angry and upset | 52%  (84/162) | 90% | 88%  (156/177) | +69% | -2% | | The children notice when their emotions are affecting their behaviour | 61%  (89/146) | 90% | 94%  (166/177) | +54% | +4% |   Detailed Results:   1. In Nov 2016 52% of pupils (90/173) reported that **they find it difficult to, or are not sure how to, make new friends.** When we repeated the survey in March 2018 16% of pupils (28/177) agreed with this statement **which demonstrates a percentage shift of -69% but is just under the target by 6% - Partially Met** 2. In Nov 2016 52% of pupils (84/162 sample group) reported that **they can calm down quickly after they have got angry and upset.** When we repeated the survey in March 2018 88% of pupils (156/177) agreed with this statement **which demonstrates a percentage shift of +69% but is just under the target by 2% - Partially Met**      1. In Nov 2016 61% of pupils (89/146 sample group) of pupils reported that **they notice when their emotions are affecting their behaviour.** When we repeated the survey in March 2018 94% of pupils (166/177) agreed which this statement **which demonstrates a percentage shift of +54% and therefore exceeds the target by 4% - Exceeded**     **NB -** *the discrepancy between the number of pupils who responded to questions 1, 2 and 3 in 2016 is due to the fact that all the pupils (173) responded to the first question, but a number of the pupils skipped the later questions in relation to targets 2&3. This was a long online survey and therefore a number of pupils skipped these later questions. We still feel this is a good statistical representative sample of the whole school.  The total number of pupils are consistent in the revisit survey in March 2018 as all the pupils (177) completed all the questions* |
| B: Approach   1. Describe how you achieved the outcomes:   With the ever-growing pressures of the national curriculum, the senior leadership team at Rotherhithe Primary wanted to establish a whole-school approach to improving children’s wellbeing. In January 2017, all staff took part in inset training on mindfulness, taught through the Mind-Up programme, which seeks to equip children with skills to improve both self-awareness and communication. The programme consists of a series of 15 lessons, which teach children the neuroscience behind wellbeing and positive communication, and daily core practices such as guided ‘Brain Break’ breathing exercises carried out three times a day. The training was received well by staff, who were committed to embedding this practice into daily routine.  By the end of the academic year, the impact of mindfulness had already taken effect: children were calmer during assemblies and walking through the school; behaviour for learning was improved due to brain breaks, which allowed children adequate time to calm down after play times, and the language children and adults used when discussing emotions and relationships were linked to the neuroscience taught in lessons.  Staff received follow-up training by Mind up facilitators during Summer Term, which allowed time for reflection and target setting for the following year. From these discussions came ideas for activities that would enhance and further embed mindful practices, which were trialled by classes before being rolled out to the whole school. One was the implementation of emotional check-in stations in each classroom; this involves children moving a picture of themselves onto one of four emotions (happy, sad, angry, worried) at points during the day, with strategies for coping with each (that children had been taught during Mind-Up lessons) displayed by each emotion. To support this and the Mind-Up lessons, each class has a mindfulness display poster, identifying parts of the brain and how we use them to control our emotions.  Noticing the positive impact that mindfulness was having in school, we felt it was important to share these practices with parents. We filmed a small group of children taking part in a Brain Break, which was followed by children talking about their experiences and how mindfulness has helped them. In addition to this, we published a guided Brain Break script on the website, giving parents the opportunity to continue the children’s mindful practice at home.  After a large staff turnover in the summer of 2017, new staff received the training to ensure consistency of teaching and approach across the school. |
| **C: Analysis of results**   * Include details of what worked and why   Target 1: To reduce the percentage of pupils reporting that they find it difficult to, or are not sure how to, make new friends  One key factor to the successful implementation of mindfulness across the school has been the integration of Mind-Up within our already robust PSHCE curriculum. The PATHS programme has significant focus on forming friendships and developing positive relationships, core practices shared with the MindUp curriculum. Teachers successfully linked these PATHS lessons to MindUp lessons around perspective-taking and empathy, which further embedded key skills involved in forming and maintaining positive relationships. Our work in English and P4C is frequently centred around understanding characters’ emotions and motivations; these discussions now include a neurological perspective taught in MindUp lessons. This allows children to identify why characters or historical figures act the way they do, and relate these actions to their own social experience.  Alongside the work we have completed in MindUP™ around healthy relationships, friendships groups have been running in year groups when relationship issues arise. These run for about 6 weeks and all the children involved in this work have a celebration at the end with their parents invited. This has been a very successful complementary part of the whole school process towards nurturing and enhancing healthy and positive friendships across the school. In addition to this, the kindness awards which run each week promote positive relationships in the playground and encourage children to notice and appreciate their friendships and apply positive relationship skills in independent situations. We have noticed that these rewards have had a very positive effect on friendships across the school.    As part of a pupil voice survey, a child reported that:  *“We have learnt about the Amygdyla, the Hippocampus and the Pre-frontal cortex.*  *They help us know why we do things and feel things and why other people do too.”*  Target 2: To increase the percentage of pupils reporting that they can calm down quickly after they have got angry and upset  The children’s ability to calm down has been significantly improved following the introduction of three daily Brain Breaks into every school day.  During an interview with SKY NEWS on the impact of mindfulness, one of our pupils explained: *“Sometimes when I’m stressed, there’s no way to take it off apart from the Brain Break because it really helps me calm my mind.”*  The positive effects of Brain Breaks are further explained by children in the mindfulness video on our school website:  ***“It stops me being distracted by other people…. absolute focus on what I’m doing”***  ***“It made me feel calm and made all bad memories that have happened go away”***  From MindUp lessons, children have learnt that a part of our brain called the Amygdyla can have a huge impact on how we react when we are upset or angry. Children are now equipped with methods of dealing with this, such as breathing exercises, stress balls and Amygdyla bottles (a plastic bottle filled with glitter and washing up liquid). The Amygdyla bottles in particular have had a positive impact on children with behavioural problems and how they deal with strong feelings of anger or upset. In such incidences, these children have been taught to independently take their Amygdyla bottle to one side and shake it. The motion of the glitter swirling around the bottle represents the ‘shaking up’ of their Amygdyla; the children watch the glitter until it has completely settled at the bottom of the bottle, by which time they are calm and are ready to address the issue.  As part of a staff survey, a teacher commented:  *“Children used to come in from playtimes with problems and often upset. Brain Breaks and the use of Amygdyla bottles has given the children a chance to calm down, clear their minds of worries, and get ready for their learning.”*  **Target 3: To increase the number of pupils reporting that they understand how their emotions affect their behaviour**  The greatest success of mindfulness at Rotherhithe has been the improved self-awareness of children and their ability to self-regulate. This has only been possible because of the commitment shown from teachers, TAs and senior leaders across the school. Many of the MindUp lessons focus on being mindful in a specific aspect of day-to-day life (moving, listening, tasting etc.): the ethos of these lessons and the self-awareness it promotes is not isolated to lessons alone, but integrated into all aspects of school life.  In assemblies, senior leaders remind children to move in and out of the hall mindfully; during lessons, teachers encourage children to use mindful listening practices, and learning support assistants and learning mentors support children to deal with upsets and disputes in a mindful way. Children are frequently asked to identify which part of their brain has affected a certain behaviour or a choice they have made. The emotional check-in stations support children in identifying emotions and ways to deal with how they are feeling. Children are aware of how they are acting and, most importantly, *why* they are acting that way, andthis awareness has been a huge contributor to the calm, reflective environment around the school. We are thrilled that this is also demonstrated in the 98% of children who reported that they have harnessed this vital cognitive awareness.  In our latest LA review, a consultant commented that:  ***‘In lessons there was a positive climate for learning and pupils were engaged and motivated.’***   * Include details of what did not work and why     On reflection, we felt that part of the reason that Targets 1 and 2 were not met (by 6% and 2% respectively) was due to a lack of consistency in language and practice used in a teaching context (by teachers, TAs, senior leaders and other teaching staff) compared to that used by lunchtime supervisors in the playground and the lunch hall. Following the revisit of the survey, children who responded negatively to the question *‘I can calm down easily when I am upset or angry’* went on to explain that issues that occurred in the playground were not dealt in the same way as issues that arose in school. In response to this, we have now developed a crib sheet for lunchtime staff to deal with children who are upset or angry and to deal with disputes between children. Although lunchtime staff were present during the initial inset training, we now understand that they would have benefited from a refresher session with the new members of staff; this is something that we will put in place next academic year.  Similarly, children who responded negatively to the question ‘*I am good at making new friends*’ reported that the skills they learnt during lessons, such as empathy and perspective taking, were sometimes forgotten in the playground. We have subsequently realised the importance of peer mediators, along with lunchtime staff, using mindful language and referencing parts of the brain when supporting children with decision-making and promoting positive communication. As a result we will ensure that we build in to the peer mediator training how to consistently use MindUP™ and mindful language when dealing with disputes in the playground.  We are delighted by the positive improvements in these first two targets, and although we were a small percentage below meeting our aim, when we looked closely at the data, all year groups with the exception of 2 classes, met or exceeded these targets. We believe that this discrepancy is due to the absence of one teacher with a long-term illness and another due to a mid-year departure from school, which resulted in an inconsistency in the teaching and embedding of MindUp principles for these children since the start of the programme. This reinforces the need to continue to work as a whole school, with all existing, cover and new staff, to embed MindUP on an ongoing basis and as part of our ongoing journey.  Moving forward, we are keen to learn from the success of target 3 in developing unanimous responsibility of staff and a consistent embedding of mindful practices across the school.  Unintended outcomes/ wider impact:  The work we have done on emotional intelligence has led to mindful practices transferred to the wider school curriculum and community:   * Girls self-esteem group in years 3 – 5 follows core mindful practices of meditation, affirmations and discussions around how ‘re-wiring’ our brain can improve optimism and self-esteem. * Teachers incorporating neurological language and positive psychology in other curriculum subjects in order develop children’s behaviour for learning * Parents report using brain breaks before bedtimes to help clear their child’s mind and prepare them for sleep. * A focus on the emotional well-being of staff through organised ‘well-being’ days |
| **D: How activity is being sustained**   * A maintained focus on wellbeing as identified in the SDP 2017-18      * Training for lunchtime staff and peer mediators to ensure consistency of approach during lunchtimes * Mindfulness evaluated and improved through termly staff and pupil surveys * Brain breaks to be introduced at the start/end of assemblies * New staff will be trained * Share practice with other schools in Southwark |

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

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| Health and Wellbeing Priority 2 (Targeted) | Planned Outcome/s |
| Increase healthy eating and drinking habits of Yr 6 pupils in order to address obesity issues and enable them to be more ready and able to access learning from the start of the school day.  (59 sample size/60 in group) | 1. Decrease the %age of pupils reporting that they have had nothing to eat for breakfast on the day of the survey from 22% (8/36 responses) to 6% (2/36) 2. Decrease the %age of pupils reporting that they never eat vegetables from 24% (14/59 responses) to 5% (3/59) 3. Decrease the %age of pupils reporting that they are not allowed water in the classroom, or do not have water even if it is allowed in the classroom, from 47% (28/59 responses) to 0% (0/59) |
| Group |
| Targeted Year 6 classes  (60 total number in group) |

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| **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**  **Overview:**  **NATIONAL DATA The Centre for Research on the Wider Benefits of** has published research ‘**What is the Relationship between Child Nutrition and School Outcomes’** which states that….’Nutrition, particularly in the short-term, is believed to impact upon individual behaviour, (e.g. concentration, activity levels). These behaviours have the potential to affect school performance and interaction with peers, and to compromise self-esteem.’  Further to this, from an educational attainment perspective, **Public Health England (PHE) 2014** briefing **‘The Link between Pupil Health and Wellbeing’ that suggests that** education and health are closely linked…[and that]…promoting the health and wellbeing of pupils and students within schools…has the potential to improve their educational outcomes and their health and wellbeing outcomes’. This briefing goes to on state that ‘...Pupils with better health and wellbeing are likely to achieve better academically and that …effective social and emotional competencies are associated with greater health and wellbeing, and better achievement’.  **LOCAL DATA** The Chimat Child Health Profile for Southwark (2017), shows data presenting levels of childhood obesity in Southwark are not only higher than that of the national average, with 12.9% of children aged 4-5 yrs and 27.8% of children aged 10-11 yrs classified as obese, but also higher than other comparative London Boroughs.  **SCHOOL BASED DATA**  Within Rotherhithe School, a key area for development that has been identified by the SLT has been to encourage older pupils to take responsibility for eating a breakfast in the morning, to raise awareness of what constitutes a healthy breakfast, and to provide the opportunity for children to access fruit during the morning. Further to this the SLT has been committed to ‘increase the healthy eating and drinking water habits of Yr 6 pupils in order to address obesity issues and enable them to be more ready and able to access learning from the start of the school day.  Yr 6 Nutrition survey provided by the **Health Education Partnership (HEP) Nutrition survey,** completed by 59 out of the 60 Yr6 pupils during Nov 2016, when cross referenced with the **Southwark 2014 SHEU data,** showed that the pupils in Yr 6 were showing lower levels of healthy eating uptake, in particular:   * 22% reporting that they had nothing to eat for breakfast on the day of the survey, in comparison to only 4% of the pupils in the SHEU survey * 24% of pupils never eat vegetables (with a total of 71% of our pupils only eating 2 or less portions of vegetables a day) in comparison to only 12% in the SHEU survey who rarely or never eat vegetables * 47% of pupils in this school do not drink water at all during classroom time, (with 24% stating that they are not allowed water in class), in comparison to 14% in the SHEU survey who state that they do not drink water in the classroom.   Further to the local and school data, anecdotal observations from staff indicated that year 6 pupils are often reporting that they do not eat or drink anything at breakfast time, and this can have an impact on the ability of pupils to be ready to access learning at the start of the school day.  In addition, in terms of supporting the academic attainment of this group in the recognition of the PHE research that the pupils’ social and emotional development needs are met to be able to access the learning, the attainment data for pupils on entry to Yr 6 (**end of Yr 5 July 2016 data**) shows that   * 64% were meeting age related expectation for reading * 48% were meeting age related expectation for maths * 49% were meeting age related expectations for writing. We will ensure to track the progress and value added data of this targeted group through the work within this targeted plan, which should enable us Attainment data will be included in the final Gold report.   ***In choosing this targeted priority we are now able to demonstrate in this Gold Report that we have been able to address this national, local and school based data through a focused area of support for these individual pupils. This plan demonstrated how we as a school used this information to help support the development of this group of KS2 pupils, and in particular to increase and encourage healthy eating uptake alongside educating our pupils about the benefits of doing so, in order to build sustainable behaviours and continued success in all our Yr6 pupils.***  Planned outcome   1. Decrease the %age of pupils reporting that they have had nothing to eat for breakfast on the day of the survey from 22% (8/36 responses) to 6% (2/36) 2. Decrease the %age of pupils reporting that they never eat vegetables from 24% (14/59 responses) to 5% (3/59) 3. Decrease the %age of pupils reporting that they are not allowed water in the classroom, or do not have water even if it is allowed in the classroom, from 47% (28/59 responses) to 0% (0/59)   Outcomes achieved:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Questions: | Dec 2016 | Target | July 2017 | Percentage Shift | Different from target | | They have had nothing to eat for breakfast on the day of the survey | 22%  (8/35) | 6% | 0%  (0/57) | -100% | +6% | | They never eat vegetables | 24% (14/59) | 5% | 2% (1/57) | -92% | +3% | | They are not allowed water in the classroom, or do not have water even if it is allowed in the classroom | 47% (28/59) | 0% | 14% (8/57) | -70% | -14% |   **Detailed results:**   1. In Nov 2016 22% of pupils (8/35) reported that **had had nothing to eat for breakfast on the day of the survey.** When we repeated   the survey in July 2017 0% of pupils (0/57) agreed with this statement **which demonstrates a percentage shift of -100% and this exceeds the target by 6% - Exceeded**   1. In Nov 2016 24% of pupils (14/59 sample group) reported that they **did not eat any vegetables at all**. When we repeated the survey in July 2017 2% of pupils (1/57) agreed with this statement **which demonstrated a percentage shift of -92% and this exceeds the target by 3% - Exceeded**      1. In Nov 2016 47% of pupils (28/59 sample group) of pupils reported that **they were not allowed water in the classroom, or did not have water even if it was allowed in the classroom.** When we repeated the survey in July 2017 14% of pupils (8/57) agreed with this statement **which demonstrates a percentage shift of -70% and means that we partially met the target**     **NB** - *the discrepancy between the number of pupils who responded to questions 1, 2 and 3 in 2016 is due to the fact that all the pupils who took the survey (59) responded to questions 2&3 but a number of the pupils skipped the question 1. This was a long online survey and therefore a number of pupils skipped one of these questions. We still feel this is a good statistical representative sample of the whole school. The total number of pupils are consistent in the revisit survey in July 2017 as all the pupils who took the survey (57) completed all the questions* |
| B: Approach   1. Describe how you achieved the outcomes:   The decision to target health in year 6 was an easy one. An increasing number of teachers (particularly in upper KS2) were reporting that children were coming into school having eaten nothing for breakfast and that when in school they were making unhealthy food choices. This concern, paired with the fact that the borough of Southwark has the second highest obesity rate in London, left us duty-bound to address this issue. Our school’s SDP reflects this in its target to ‘Establish a culture of ‘Healthy eating – healthy living’ to reduce the % of obesity in school’.  The ‘Health and Food’ survey completed by the 59 Year 6 pupils highlighted three key problem areas: skipping breakfast, lack of water during lesson time, and a small number of vegetable portions consumed each day. We were clear in our desire to keep our approach child-led; this was vital to our success and is evident in our results. The children carried out research, completed food diaries, took pupil surveys, and lead assemblies. The children felt empowered and were eager to share their findings, delivering the important message of food and health to their peers – a far more effective motivator for change than an adult-led bid!  In terms of the wider picture of the school and its work around children’s health, the Year 6’s were involved in evaluating and revising the school’s Food policy, pioneering new food growing initiatives and making changes to the breakfast club and lunch menu.  All the work that was carried out through this initiative was reinforced through a detailed sequence of lessons in PSHE/Science that helped to secure the children’s knowledge, skills and attitudes about healthy lifestyles and healthy eating. This was noticeable in conversations with the group in terms of how their learning was helping to impact on their behaviours. |
| **C: Analysis of results**  Include details of what worked and why  **Target 1: To decrease the percentage of pupils reporting that they have had nothing to eat for breakfast on the day of the survey**  From the outset of the project, the Year 6 children began a food diary in order to try to track any changes as the term went on. Any pupil that was repeatedly indicating that they were not eating breakfast was offered a place in breakfast club and became involved in a research group alongside the Year 6 school council representatives. Their research involved finding out about the benefits of eating breakfast and what a nutritious breakfast is comprised of. The children shared their findings with their peers, which tied in with the Year 6 Science unit ‘Animals including Humans’ (objective: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function).  The knowledge that the children gained through their research and during lessons inspired in them a desire for change. They were passionate not only to ensure that their peers were eating breakfast, but also to improve the breakfast choices that they were making. They resolved to carry out a survey of food choices made by children during breakfast club, and present their findings during an assembly. They offered children ‘sneaky swaps’ to make their breakfasts more nutritious: white bread for brown bread, sugar for honey, fried egg for poached egg and many more. They also highlighted the high sugar content of many of the breakfast items, which lead the Deputy Head to involve the children in the process of changing the school menu to reduce the sugar content. The reduction of Year 6’s reporting that they had nothing for breakfast from 22% to 0% was in large part due to the responsibility they felt in delivering the message to the rest of the school. We are delighted that not only are they eating breakfast, but also the food they are beginning their days with is nutritious. The children took complete ownership of the project and felt proud of the changes that they made.  **Year 6 pupil: *“We have learnt that eating breakfast keeps you healthy and helps you learn better and we are making sure the rest of the school eat healthy breakfast too.”***  **Target 2: To decrease the percentage of pupils reporting that they never eat vegetables**  Our first action towards this target was to introduce fruit and vegetables at break time for all KS2 children (previously only available for EYFS and KS1). This immediately saw in improvement in the engagement of pupils and their energy levels for the duration of the morning.  Similarly to their work around healthy breakfast choices, the Year 6 research group decided to carry out a whole school survey to identify the children’s vegetable preferences. They shared their findings with the school cook, who, with other key staff members, introduced these changes into the school lunch menu.  Some of the Year 6 children also took part in the Enterprise Growing Garden project, which allowed them the opportunity to grow, harvest and eat their own vegetables. This developed in the children an appreciation for vegetables and their production, and helped them to understand the growing process.  **Year 6 pupil: *“We grew our own vegetables and put them into packages and then we sold them at City Hall! I used to think they were disgusting but I don’t think so anymore.”***    **Target 3: To decrease the percentage of pupils reporting that they are not allowed water in the classroom, or do not have water even if it is allowed in the classroom**  The success of this target relied on two key aspects: the support of teachers and the cooperation of the children in respecting the parameters of being allowed to drink water during lesson time. Staff were made aware of the importance of allowing children water during lessons and the positive impact it would have on their learning and they were fully on board with this project. Children were made aware too of the importance of keeping hydrated and all children were allowed water bottles in classes (while also being encouraged by teachers and playtime staff to drink water during playtime). Some classes introduced a glass of water along with their piece of fruit, which ensured a mid-morning drink, and all classes were provided with a jug and cups, to allow children who did not have a bottle the chance to have a drink without having to leave the classroom to go to the drinking tap in the toilets. Many teachers felt that identifying the importance of staying hydrated and having water available, allowed children who otherwise would not consider drinking during lesson time the opportunity to stay hydrated.  Include details of what did not work and why  We feel that the success of targets 1 and 2 can be learned from when evaluating why target 3 was not met. While targets 1 and 2 relied in most part on the engagement and action of the children, with the teachers in a supporting role, target 3 was dependent on far more factors. In order to address the belief of some children that ‘they are not allowed water in the classroom’, there was capacity for this to be interpreted in a way that is not sustainable in a classroom setting: that children are allowed to have water in the classroom *whenever* they choose.  Year 6 teachers reported that there were children, particularly ones with behavioural difficulties, who saw getting up from the table to get water as a form of procrastination. Similarly, teachers felt that there were moments during lessons where it may not be appropriate to get a drink of water (during a child’s presentation of work for example) and so would not allow children to get a drink at these times. We feel that these factors may have contributed to the 8 children in the revisit survey reporting that ‘they are not allowed water’ in the classroom.  In addition to this, a key reason why we did not achieve this target is that we realise now that a target of 0% was very ambitious. Consequently, it seems that we have not met this target by a large amount, however when you look at the follow up survey results, we saw a 77% reduction in the number of children not drinking water in the classroom, which is a significant achievement.  Moving forward, we are looking to purchase a set of 60 water bottles that Year 6 children can keep on tables and drink during lesson time. If successful we would like this model to be disseminated throughout the school.  We feel that it would have been beneficial to involve the parents more in the children’s project around food and to spread the message of healthy eating to them. Particularly in terms of breakfast (firstly, ensuring that they provide their children with one and secondly endeavouring to make it nutritious), the support of the parents of their children’s work and a commitment to making a change themselves would have been valuable. Our aim in future work around healthy eating is for the food pioneers to create a ‘Healthy Eating – Top Tips’ leaflet that children can take home to parents.  Unintended outcomes/ wider impact:   * Changes made to the breakfast club and lunch menus * Children across the school aware of the importance of healthy eating * Upper KS2 pupils eating at least one portion of fruit and vegetables during the morning * Children responsible for pioneering changes in not just Year 6, but across the whole school * School council taking active involvement in healthy eating   Detail changes that have been made to the school and/or local environment   * Menu changes made to the breakfast club and lunch include a range of healthier choices * Enterprise Growing Gardens display, with images of children selling their produce at City Hall * Gardening club is now available to children across KS1 and KS2 and we work with Garden Organic now so that each class is responsible for the garden bed outside their own classroom area. |
| **D: How activity is being sustained**   1. Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.  * Involve children in annual reviews of the school’s Food policy and the breakfast and lunch menu * Have the school council of each academic year acting as ‘food pioneers’ responsible for spreading awareness of healthy eating across the school. Children to create a leaflet to send home to parents. * Continue to develop the school’s gardening facilities and increase the number of children involved in growing vegetables * Introduction of Gardening club along with assemblies by Garden Organic * Assemblies run by year 6’s following work on healthy eating * Commitment to healthy eating identified in the SDP: |