



Healthy Schools Partnership
London Borough of Southwark

Enhanced Healthy Schools

Healthy Schools Champions Planning Template

School: Bessemer Grange Primary School

This planning template is for all schools in Southwark to record how your Healthy Schools Champions project development work contributes to the aims of **Southwark's Enhanced Healthy Schools approach**. Please refer to **Enhanced Healthy Schools Reference document for guidance and evidence-base**.

School Details

Name of School:		LA Locality:	
Bessemer Grange Primary School		Dulwich & Camberwell	
Key contact and job title:	Kamala Dodd, PSHE Coordinator		
Dates achieved HSL Silver & Gold Award:	June 2017, July 2018		
Health & Wellbeing Priority (targeted – vulnerable group)	Group	Planned Outcome/s	
Personal Development: girls' self-esteem and image Project 1: Being Me Group Spring Term (8 weeks): 5 girls across Year 5 – Year 6 Project 2: Being Me Group Summer Term (10 weeks): 7 girls across Year 4 – Year 5	For a group more at risk (targeted)	<ul style="list-style-type: none"> - To help the girls improve their self-esteem and self-image (measured using the Leuven scales and Denis Lawrence esteem scales: target to improve baseline x to end line y). - To improve confidence in their learning as well as in social situations (measured by teacher observations). 	
Project Start Date:	Project 1: Jan 2018 Project 2: May 2018		
Project End Date:	Project 1: April 2018 Project 2: July 2018		
Consent to share Report and Photographs	We agree that Southwark Council and its partners may share this report and photographs. Please delete as appropriate Yes		

Enhanced Healthy Schools - Planning Tool: Targeted Priority

Health & Wellbeing Priority (targeted – vulnerable group)	Needs Analysis (the data and evidence to demonstrate why you have identified this priority and outcomes)				
To improve self esteem of a group of vulnerable girls that have been identified by the class teacher and SENDco.	<p>This research was conducted based off some research taken by SHEU survey which suggested</p> <p>The baseline and result were measured using the Leuven Scales and Denis Lawrence esteem scales (a recommendation made from the SHEU survey).</p>				
Group	<p>For the “Activities/Interventions below, are they evidence-informed (EI) or evidence-based (EB), or both?</p> <p>EI –using information & evidence about what works; acknowledges that what works in one context may not be appropriate or feasible in another, practitioner-led approach (action-based research)</p> <p>EB –research-proven programmes, demonstrate reliable and consistently positive changes in important health and wellbeing-related and functional measures, practitioner-led approach (action-based research).</p>				
Being Me Girls’ Group					
Planned Outcome/s	Success indicators	Activities/Interventions (evidence-informed –EI Or evidence-based – EB)	Timescale	Lead and Job title	Monitoring and Evaluation
<i>What do you want to improve?</i>	<i>How will you know you are on your way to achieving your outcome?</i>	<i>What are you going to do to achieve your outcome?</i>	<i>How long will it take to achieve?</i>	<i>Who will lead the work?</i>	<i>What will you use to measure your success and demonstrate your improvements?</i>

<ul style="list-style-type: none"> - Improve the self-esteem of specific children who have been noted as struggling in this area. - Improve confidence in social situations and in learning situations. - Improve girls ability to identify the importance of their mental health and provide them with strategies to manage it. 	<ul style="list-style-type: none"> - Regular interaction with the teachers and SENDco who are monitoring the children. - Using pupil voice by asking the girls themselves what is helping them and what can be done to improve this. - Regular consultations with partner teacher about how to provide sessions that focus on the planned outcomes. 	<ol style="list-style-type: none"> 1. Introductory session: Decorate boxes, get to know each other games, explain purpose of group 2. Emotions and Feeling Safe/Trusted 3. Reflecting on emotions and the last session. 4. Healthy Eating and Exercise 5. Body image: Idea of beauty 6. Reflection on last week's session. Body image: Role Models 7. Friendship Groups: Assertive, passive, aggressive 8. Friendship Groups: Managing feelings 9. Mental Health: What is it? How do we look after it? Cover Introvert vs Extrovert 10. Reflecting across all 	<p>8-10 weeks</p>	<p>PSHE Coordinator alongside SENDco and Y5 Teacher</p>	<ul style="list-style-type: none"> - The Leuven scales: target to improve baseline x to end line y. - Denis Lawrence esteem scale: target to improve the level of happiness each child identified themselves as being. - Teacher observations to note confidence in their learning as well as in social situations.
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		<p>sessions with cake and picnic together. Goal setting for the future.</p> <p>Resources: Little box, paper for affirmations and compliments, art equipment, mirror for self-portrait.</p>			
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Results from the Groups

Project 1: Being Me Group Spring Term (8 weeks):						
5 girls across Year 5 - Year 6						
Teacher Observations:						
<ul style="list-style-type: none"> - Teachers noted that all girls enjoyed going to the group and liked the one-to-one nature of the group. They also enjoyed making new friends and getting to know children from other year groups. - Teachers noted some girls' confidence improved when asserting themselves in friendship groups. - 1 girl decided she didn't want to come to the group any more as she didn't know the other girls well enough. 						
	Leuven Scales		Level Improved	Self-Esteem Question		Level Improved
	Before Group	After Group		Before Group	After Group	
Girl 1	Level 2 - Wellbeing Level 3 - Involvement	Level 3 - Wellbeing Level 3 - Involvement	+1	3	3	0
Girl 2	Level 3 - Wellbeing Level 3 - Involvement	Level 3 - Wellbeing Level 4 - Involvement	+1	4	4	0
Girl 3	Level 3 - Wellbeing Level 3 - Involvement	Level 4 - Wellbeing Level 4 - Involvement	+2	3	1	-2
Girl 4	Level 2 - Wellbeing Level 3 - Involvement	Level 3 - Wellbeing Level 3 - Involvement	+1	3	3	0
Girl 5	Level 3 - Wellbeing Level 2 - Involvement	Level 4 - Wellbeing Level 3 - Involvement	+2	3	4	+1

Project 2: Being Me Group Summer Term (10 weeks):

7 girls across Year 4 - Year 5

Teacher Observations:

- Teachers observed one girl has shown real confidence in Maths and a determination to take on challenging tasks: 'She has been extremely motivated and has wanted to do well, as well as showing resilience when she has got something wrong. Additionally, she has asked for and responded well to adult advice in order to make improvements with her learning.'
- Teachers observed: 'Girl X has been quietly confident and has shown that she is able and more willing to tackle tasks before asking for help. Initially, she needed lots of models and reassurances. She too has shown greater resilience when confronted with problems that may initially be unclear or new to her. She has also shown a desire and thirst to do well; understanding the need for her to 'catch-up' with her learning going into year 6.'

	Leuven Scales		Level Improved	Self-Esteem Question		Level Improved
	Before Group	After Group		Before Group	After Group	
Girl 1	Level 3 - Wellbeing Level 3 - Involvement	Level 4 - Wellbeing Level 4 - Involvement	+2	3	4	+1
Girl 2	Level 2 - Wellbeing Level 3 - Involvement	Level 4 - Wellbeing Level 4 - Involvement	+3	2	3	+1
Girl 3	Level 2 - Wellbeing Level 3 - Involvement	Level 3 - Wellbeing Level 5 - Involvement	+3	2	3	+1
Girl 4	Level 2 - Wellbeing Level 2 - Involvement	Level 3 - Wellbeing Level 3 - Involvement	+2	3	3	0
Girl 5	Level 2 - Wellbeing Level 3 - Involvement	Level 4 - Wellbeing Level 3 - Involvement	+2	2	3	+1
Girl 6	Level 3 - Wellbeing Level 3 - Involvement	Level 4 - Wellbeing Level 5 - Involvement	+3	2	2	0
Girl 7	Level 3 - Wellbeing Level 3 - Involvement	Level 4 - Wellbeing Level 3 - Involvement	+1	2	2	0

i) What worked and why

- It was very effective having a mix of children from several year groups as they gained confidence simply by getting to know each other and having friends in other year groups. For the older children, this provided a mentoring opportunity and for the younger children, a support system.
- Asking children what they wanted from the group and incorporate that into the activities (focus on pupil voice, involvement).
- Having time to reflect on each topic after each session and revisiting the topic the next session was helpful for children to have time to think about their contributions and how it fit into their daily lives.

ii) What did not work and why

- In our school, having girls from year 6 mixed with girls from year 5 didn't work as well as their maturity were at very different stages. For Project 2, we decided on girls from Y4 and Y5 together would be better suited (and they were). However, we are aware this will depend on each cohort and may be different for future groups.
- For Project 1, many of the activities were discussion based. However, we felt the girls struggled with this open format and therefore adjusted the activities for Project 2 to be more focused and activity based with structured discussion points built in.
- We initially chose children who had SEND needs as well as social and emotional needs. This didn't work as the girls weren't sufficiently supported and therefore couldn't access some of the content of each session.

iii) Unintended outcomes/ wider impact

- Another teacher took the group alongside me. This involved some brief training and explanation, but the teacher has now delivered (jointly) a whole series of sessions with the same group.
- Through word of mouth, the girls have influenced their peers by using some of the language/lessons in their day to day lives. This has also meant that other children are very keen to join the group and it is seen as a really positive club.

iv) How activity is being sustained

- I will be continuing the group next year with the year 4 and 5 girls as we felt this range of ages was particularly successful. We will be reflecting on the set of sessions and whether they are appropriate for these particular children.
- Healthy week- we promoted the importance of good mental health and improving self-esteem. I would like to get the girls in the next group directly involved with this event and perhaps use the knowledge and confidence they have gained to teach others and spread awareness of the issue through the school.