

**Boys
Development
Project**

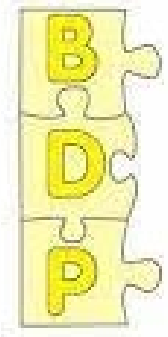


Healthy Schools Partnership
London Borough of Southwark

Improving mental health and
resilience in schools (IMHARS):

The Stand Out Project

Matt Kenney & Helen Walsh



Boys Development Project



Healthy Schools Partnership
London Borough of Southwark

Agenda:

- Outline the Stand out Project (SOP)
- Theory
- Impact for Rotherhithe Primary School & Southwark Park
- Review & next steps



Context- Rotherhithe Primary School (RPS)

RPS serves a rich and diverse community:

- ▶ Using the IDACI data gathered from the census ,366/387(94.57%) of pupils are in the top 3 most deprived postcodes (94.57%)
- ▶ 22% Special education needs & disability (SEND)
- ▶ 27% SEND & Monitoring
- ▶ 40% eligible for free school meals
- ▶ 40% English as an additional language (EAL)



Stand Out Project- What is it?

- An evidence based early intervention approach for children in reception (4-5 yrs old)
- Focuses on habits developed by children as a result of environmental surroundings and biological influences
- A triangulated approach that involves the child, parent(s) and the teacher(s)



Stand Out Project- Why?

- High SEND % makes it difficult for us to ensure all children's needs are met
- Not high needs (EHCPs) children, but targeted interventions seem ineffective
- Not necessarily SEND pupils but those not making progress/difficulty engaging or being motivated



Stand Out Project- The characteristics

- Low verbal
- High physical
- Unwilling or unable to take instructions
- Social relationships with adults / children
- High emotions (sulking and anger)



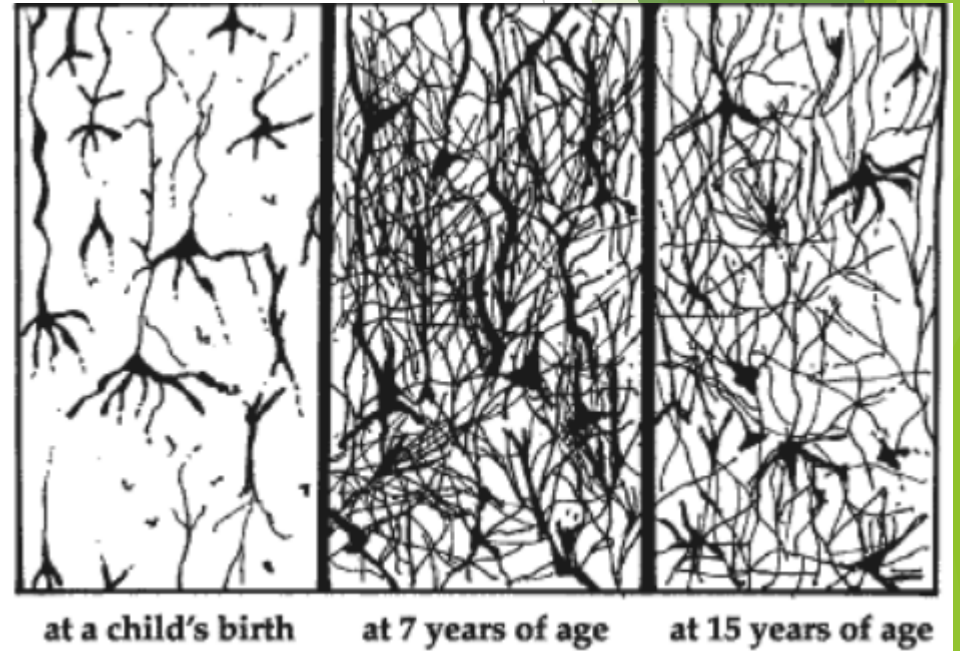
Stand Out Project- Theory

- '70% boys walk early, 70% girls talk early'
- NOT nature vs nurture- combination of both
- Brain plasticity- the idea that our brains are not rigid and pathways can be altered with consistency and repetition



Stand Out Project- Theory

- “Use them or lose them”





Stand Out Project- Theory

Blind children can repurpose brain's visual center to process speech - study

Findings that highlight how brain's 'plasticity' allows congenitally blind and sighted children to adapt to sensory experiences could inform future treatments

Review Article

Rehabilitation with Poststroke Motor Recovery: A Review with a Focus on Neural Plasticity

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Functional Brain Plasticity Associated with ACL Injury: A Scoping Review of Current Evidence



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Access Status



Stand Out Project- The practice

- Strategies focus on breaking habits as early as possible to increase engagement and compliance
- 17 different strategies that focus on many aspects of the language/body language we use and how we use it
- Tested and recorded empirically to detect inconsistencies
- Intensive interview techniques to support and better understand home/class dynamic
- Objective approach to focus purely on child and 'what we see'



Stand Out Project- How ?

- Funding secured through application process- explaining need for resource
- Training sessions throughout this year to implement and discuss theoretical and practical content
- Both myself (SENDCo & nursery teacher) & Helen (EYFS lead & Reception teacher) targeted children from outside our teaching remit to ensure relationships were not altered with parents due to approach



Stand Out Project- The process

- Observe in class
- Talk to teachers
- Assess
- Meet parents
- Give parents & teacher strategies
- Observe / review / strategies
- If it is not working then we reassess



Stand Out Project- The impact

- Across all schools, staff using the approach found it to improve the engagement and behaviour for learning of those pupils targeted
- Improved progress for target pupils, especially within 'core' areas of development
- An improved confidence in staff to communicate with parents regarding challenging behaviour in school
- More efficient discussions with other families and pupils who were not involved in the project



Stand Out Project- The difficulties

- Covid-19 restrictions
- Timing of training
- Staffing restructure
- New build



Stand Out Project- What next?

- Continuation of intervention in EYFS
- Expansion of intervention into other year groups if required
- Develop whole-school awareness of approach through training



Questions