



The Healthy Schools London (HSL) Silver Award Planning Template

Achieving Healthy Schools London Silver Status

School: [Mathilda Marks Kennedy Primary School](#)

Borough: [Barnet](#)



School Details

Name of School:		Borough:
Mathilda Marks Kennedy Primary School		Barnet
Key contact and job title:	Debbie Weissbraun (SENCO)	
Date achieved HSL Bronze Award:	11 th February 2014	
Health Priority 1 (universal)	Group	Planned Outcome(s)
To improve the Emotional Health and Wellbeing of pupils with a focus on bullying prevention	All pupils in Key Stage 2	<ul style="list-style-type: none"> • 60% increase (from a baseline of 29.8%) in the number of KS2 pupils who feel that the school does enough to prevent bullying • 60% decrease (from a baseline of 56%) in the number of pupils who reported bullying via anonymous survey in last term / year • 60% decrease (from baseline of 40%) in number of pupils who report being bullied or seeing someone else being verbally bullied. • 70% decrease (from baseline of 52%) in number of pupils who report being bullied or seeing bullying happening in the playground • 70% increase (from baseline of 38%) in the number of pupils who report that teachers deal with incidents of bullying well
Health Priority 2 (targeted)	Group	Planned Outcome(s)
To improve the emotional wellbeing of our pupils by improving the peer mediation project at the school	Group of selected peer mediators	<ul style="list-style-type: none"> • 60 % increase (from baseline of 32%) in the number of KS2 pupils who feel that the peer mediators help them to sort out problems in play • 50% increase (from baseline of 42%) in number of pupils who feel they can find someone to help them at playtimes • 80% increase (from a baseline of 13%) in number of pupils who think that the peer mediators are helpful during playtimes • 50% increase (from baseline of 48%) in number of pupils who use peer mediators during playtime
Project Start Date	2 nd September 2014	
Project End Date	June 2015	



Healthy Schools London Silver Award Planning Template – Universal Priority

Health Priority 1 (Universal)	Needs Analysis (the data and evidence to demonstrate why you have identified this priority and outcomes)
Emotional Health and Wellbeing - Bullying Prevention	<p>A central aim of Mathilda Marks Kennedy School is to provide quality experiences in all aspects of school life within an atmosphere where respect for the individual enables children to grow in knowledge and understanding. We believe that this will enable children to develop into young people who are fulfilled and able to make a positive contribution to society and aim to do this in the context of a warm and welcoming Jewish environment. The personal, social and emotional development of our pupils is of high importance to us and we want to ensure we promote this fully. In May 2014 we conducted an Emotional Wellbeing Survey across Key Stage 2 and our staff team. The results indicated that pupils and staff felt that the school could do more around bullying prevention. Based on this survey we aim to refresh our focus on bullying prevention as a school for our Healthy Schools London Silver plan and have incorporated it into our School Improvement Plan for September 2014 onwards.</p> <p>As a Local Authority Barnet performs significantly better than the national average in relation to the percentage of pupils who say they have been bullied. In addition, less pupils in Barnet (24%) think that their school deals with bullying 'not very well' or 'badly' in comparison to the national average (26%). In our Key Stage 2 EHWB survey 29% of pupils felt that the school wasn't doing enough to prevent bullying and 38% of staff also felt that the school could be doing more in this area. We would like to see this improve in order to make a contribution to the local authority figures and our pupils emotional wellbeing. Evidence shows that feeling valued by and close to others is a fundamental human need and positive respectful relationships are one of the most significant sources of mental wellbeing, acting as a buffer against mental ill health (Roffey 2012) .</p> <p>This plan would also contribute to Barnet's Children and Young People's 2013-2016 priorities – keeping children and young people safe with an ability to develop healthy relationships with others.</p>
Group	
All pupils in KS2	



Planned Outcome(s)	Success indicators	Activities	Timescale	Lead and Job Title	Monitoring and Evaluation
What do you want to improve?	How will you know you are on your way to achieving your outcome?	What are you going to do to achieve your outcome?	How long will it take to achieve?	Who will lead the work?	What will you use to measure your success and demonstrate your improvements?
<p><i>90% increase in the number of KS2 pupils who feel that the school does enough to prevent bullying. (From a baseline of 31/ 104 = 29.8% to an endline of 60/104 = 58%)</i></p> <p><i>60% decrease in the number of pupils who reported bullying via anonymous survey in last year. (from a baseline of 47/109 = 43% to an endline of 20/109 18%)</i></p> <p><i>50% decrease in number of pupils who report being bullied or seeing someone else be verbally bullied as this was the most common form of bullying reported. (from baseline of 43/109 = 40% to an endline of 20/109 = 15%)</i></p> <p><i>50% decrease in number of pupils who report being bullied or seeing bullying happening in the playground</i></p>	<p>Increase in number of staff and children who know the school definition of bullying</p> <p>Increase in the number of staff who feel that the school does enough to prevent bullying.</p> <p>Increase in number of children, staff, parents who know the school policy on bullying behaviours in school</p> <p>Increase in staff knowledge in anti bullying strategies</p> <p>Increase in staff knowledge and skills to deliver positive relationships/ antibullying sessions</p> <p>Increase in the proportion of pupils who can identify</p>	<p>Establish a working party to lead on anti bullying strategies within school. Working group to include SENCO, TAs, Playground staff, Peer Mediators.</p> <p>Create and agree on a definition of bullying that is implemented across the school</p> <p>Review and create enhanced anti bullying policy that is fully implemented across the school</p> <p>Map PSHE and Emotional Wellbeing provision across the curriculum and identify opportunities to enhance provision</p> <p>Staff training sessions on anti- bullying strategies</p>	<p>September 2014</p> <p>September – October 2014</p> <p>October – November 2014</p> <p>October 2014</p> <p>November 2014</p>	<p>Debbie Weissbraun (SENCO) & Nicola Field (Year 1 TA)</p> <p>Class teachers, pupils and working group.</p> <p>Working Group.</p> <p>Debbie Weissbraun (SENCO)</p> <p>Debbie Weissbraun</p>	<p>EHWB Survey Pupils</p> <p>EHWB Survey Staff</p> <p>Bullying Survey</p> <p>Behaviour Incident Records / Bullying Records</p>



<p><i>(from baseline of 56/109 = 51% to an endline of 28/109 = 20%)</i></p> <p><i>70% increase in the number of pupils who report that teachers deal with incidents of bullying well. (from a baseline of 39/109 = 35% to an endline of 66/109 = 60%)</i></p>	<p>bullying behaviours</p> <p>Increase the proportion of pupils who know who to go to or what to do if they experience or witness bullying in school</p>	<p>and facilitating sessions on positive relationships</p> <p>.</p> <p>Increased curriculum time dedicated to positive relationships and anti bullying messages</p>	<p>January 2015</p>	<p>(SENCO)</p> <p>All KS2 staff</p>	
	<p>Changes in bullying incidence records – initial increase (as promotion of reporting bullying encouraged) followed by decline (as bullying prevention work develops in school)</p>	<p>Display helpline numbers and websites for pupils to access e.g. Childline posters around the school, on noticeboards and on website</p>	<p>September 2014 onwards</p>	<p>Debbie Weissbraun (SENCO) & Nicola Field (TA)</p>	
	<p>Parents are able to identify who to contact if they are worried about bullying</p>	<p>Parent workshops on school anti bullying strategy and ways of responding.</p>	<p>October 2014 onwards</p>	<p>Debbie Weissbraun (SENCO) & Nicola Field (TA)</p>	
		<p>Promote schools anti bullying strategy widely across school and wider community – newsletter, website, letters home etc.</p>	<p>November 2014 onwards</p>	<p>Working party</p>	
		<p>Create, promote and distribute a clear school procedure for handling bullying incidents that involves staff, parents and</p>	<p>November 2014</p>	<p>Working party</p>	



		<p>pupils.</p> <p>Use opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti Bullying week and school assemblies.</p>	<p>January 2015</p>	<p>All KS2 Staff</p>	
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Healthy Schools London Silver Award Planning Template – Targeted Priority

Health Priority 2 (Targeted)	Needs Analysis (the data and evidence to demonstrate why you have identified this priority and outcomes)
<p data-bbox="208 379 548 470">Emotional Health and Wellbeing – Peer Mediation Project</p> <p data-bbox="331 480 432 512">Group</p> <p data-bbox="208 523 481 579">Group of selected peer mediators</p>	<p data-bbox="582 379 2022 619">The personal, social and emotional development of our pupils is of high importance to us and we want to ensure we promote this fully. In May 2014 we conducted an Emotional Wellbeing Survey across Key Stage 2 and our staff team. The results from both pupils and staff indicated that pupils may need more support in their playtimes. 32% of pupils felt that the peer mediators weren't able to help sort out problems in play. In addition, over a third of staff felt that they needed help to work on improving pupil relationships with each other. We also facilitated a feedback session with the current peer mediators to get an understanding of what worked well and what could be improved. Based on these results we aim to revise the peer support systems in place at the school to benefit those pupils who need it most as part of our wider universal health priority on bullying prevention.</p> <p data-bbox="582 659 2022 930">Recent pilot studies by the Mentoring and Befriending Foundation and others have demonstrated the impact of peer mediation in helping to reduce bullying, promoting self-confidence and self esteem. The active involvement of young people as peer mediators fits well with the current Government agenda regarding the 'Big Society', which includes a focus on 'active citizenship'. Peer mediation provides an opportunity for young people to learn about and experience volunteering as part of their educational experience and personal development. This experience will help them to gain social and interpersonal skills and will develop a culture of citizenship amongst younger generations. Research has highlighted that peer mediation can play a crucial role in providing targeted support for the most disadvantaged and vulnerable young people in our society as well as providing a vehicle through which children and young people can develop and fulfil their potential.</p> <p data-bbox="582 970 1966 1026">This plan would also contribute to Barnet's Children and Young People's 2013-2016 priorities – keeping children and young people safe with an ability to develop healthy relationships with others.</p>



Planned Outcome(s)	Success indicators	Activities	Timescale	Lead and Job Title	Monitoring and Evaluation
What do you want to improve?	How will you know you are on your way to achieving your outcome?	What are you going to do to achieve your outcome?	How long will it take to achieve?	Who will lead the work ?	What will you use to measure your success and demonstrate your improvements?
<p>60 % increase in the number of KS2 pupils who feel that the peer mediators help them to sort out problems in play. (From a baseline 22/105 20% of 35/105 33%)</p> <p>50% increase in number of pupils who feel they can find someone to help them at playtimes. (from a baseline of 44/109 = 42% to an endline of 66/109 = 60%)</p> <p>200% increase in number of pupils who think that the peer mediators are helpful during playtimes. (from a baseline of 13/109 = 12% to an endline of 40/109 = 37%)</p> <p>50% increase in number of pupils who use peer mediators during playtime. (from baseline of 46/109 = 42% to an endline of 63/109 58%)</p>	<p>Peer mediators enjoy the training they receive and feel that it is relevant to their role.</p> <p>Peer mediators report that they are able to put what they have learnt from training into practice quickly.</p> <p>Peer mediators feel confident in their role.</p> <p>Peer mediators feel that their role is important to the school.</p> <p>Pupils across the school are aware of and able to identify who the peer mediators are.</p> <p>Pupils across the school are able to identify what the role of the peer mediators are and how they can help at</p>	<p>Recruit new group of peer mediators and playground buddies</p> <p>Train peer mediators in conflict resolution, positive relationship skills, team building, scenarios and role plays.</p> <p>Train playground buddies in facilitating active play time games.</p> <p>Promote peer mediators and playground buddies and the system across KS2 widely.</p>	<p>September 2014</p> <p>September 2014 January 2014</p> <p>September 2014 January 2014 April 2014</p> <p>September 2014 onwards</p>	<p>Nicola Field (TA) and Debbie Weissbraun (SENCO)</p> <p>Nicola Field (TA) and Debbie Weissbraun (SENCO)</p> <p>Nicola Field (TA) and Debbie Weissbraun (SENCO) & HEP consultant</p> <p>Nicola Field (TA) and Debbie Weissbraun (SENCO),</p>	<p>EHWB Survey for pupils</p> <p>EHWB Survey for staff</p> <p>Bullying Survey</p> <p>Pupil Consultation with peer mediators</p>



	<p>playtimes.</p> <p>Increase in number of staff who refer pupils to the peer mediators at playtime.</p>	<p>Develop role description for peer mediators that are promoted and easily accessible for parent, pupils and staff.</p> <p>Adapt and develop new roles and responsibilities of peer mediators based on responses from pupil consultation.</p> <p>Train MTS and TAs to promote and support peer mediators during playtimes.</p> <p>Include information on peer mediators in positive relationships work within the curriculum.</p> <p>Use opportunities throughout the school calendar and at certain</p>	<p>September 2014 onwards</p> <p>September 2014</p> <p>September 2014 January 2014 April 2014</p> <p>January 2014 onwards</p> <p>January 2014 onwards</p>	<p>Playground supervisors, class teachers.</p> <p>Nicola Field (TA) and Debbie Weissbraun (SENCO)</p> <p>Nicola Field (TA) and Debbie Weissbraun (SENCO)</p> <p>Nicola Field (TA) and Debbie Weissbraun (SENCO) & HEP consultant</p> <p>Nicola Field (TA) and Debbie Weissbraun (SENCO) and class teachers</p> <p>Nicola Field (TA) and Debbie</p>	
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		<p>times of the school day to raise awareness of the role of peer mediators e.g. school assemblies, school events.</p> <p>Liaise with local primary school (Childs Hill) to find out about restorative justice approaches and how to incorporate them into practice at Mathilda Marks Kennedy.</p> <p>Implement a reward system for 'Best Playground Helper' for peer mediators or playground buddies fortnightly.</p>	<p>September – October 2014</p> <p>September 2014</p>	<p>Weissbraun (SENCO) and class teachers</p> <p>Nicola Field (TA) and Debbie Weissbraun (SENCO)</p> <p>Nicola Field (TA) and Debbie Weissbraun (SENCO)</p>	
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