



The Healthy Schools London (HSL) Gold Award Reporting Tool



School Details

| Name of School: | | Borough: |
|---|--|---|
| EHWB Primary | | Borough |
| Key contact and job title: | Assistant Head & Healthy Schools co-ordinator | |
| Date achieved HSL Bronze Award: | 15 th April 2013 | |
| Date achieved HSL Silver Award: | 23 rd March 2015 | |
| Health Priority 1 (universal) | Group | Planned Outcome(s) |
| Emotional Wellbeing: Reduce the number pupils reporting they are 'sometimes' or 'very often' afraid to attend school due to fear of bullying | Key Stage 2 240 pupils | <p>Reduce the number of Key Stage 2 pupils reporting they are 'sometimes' or 'very often' afraid to attend school by 50%</p> <p>Reduce percentage of pupils across the school reporting fear of attendance due to bullying by 50%</p> <p>(baselines for both to be set after new survey which will be conducted in March 2015)</p> |
| Project Start Date | January 2015 | |
| Project End Date | July 2015 | |
| 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 Priority 1 (universal) | Planned Outcome/s |
|--|---|
| <p>Emotional Wellbeing: Reduce the number pupils reporting they are ‘sometimes’ or ‘very often’ afraid to attend school due to fear of bullying</p> | <ul style="list-style-type: none"> • Reduce the number of Key Stage 2 pupils reporting they are ‘sometimes’ or ‘very often’ afraid to attend school by 50% • Reduce percentage of Key Stage 2 pupils across the school reporting fear of attendance due to bullying by 50% <p>(baselines for both to be set after new survey which will be conducted in March 2015)</p> |
| <p>Group</p> | |
| <p>Key Stage 2 240 pupils</p> | |

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

i) **Overview:**

We conducted a health & wellbeing survey, run by the School Health Education Unit (SHEU) in February 2014 which found that 62% reported that they were ‘sometimes, ‘very often’ or ‘always’ afraid to attend school due to bullying. 80% of the same cohort also reported that they had experienced one of an array of negative behaviours whilst at school, and less than half of the pupils questioned (45%) reported always feeling safe whilst either travelling to and from school, or whilst at the school itself. Finally, 45% of pupils responded that they thought that the school dealt with bullying ‘well’. We used these results to set our planned outcomes and then repeated the survey with all of our Key Stage 2 pupils to set our baseline.



i) **Planned outcomes:**

- (a) Reduce the number of Key Stage 2 pupils reporting they are ‘sometimes’ or ‘very often’ afraid to attend school by 50%. At baseline in Autumn 2014 108/240 (45%) of pupils report feeling unsafe travelling to or from school or at school which we aim to reduce by 50% to 69/240 (28%).
- (b) Reduce percentage of pupils in Key Stage 2 reporting fear of attendance due to bullying by 50%. At baseline in Autumn 2014 149/240 (62%) report fear of attendance due to bullying which we aim to reduce by 50% to 74/240 (31%)

ii) **Outcomes achieved and Detailed results:**

Table to show SHEU survey results at baseline and endline and outcomes achieved

| Question asked | Autumn 2014 | Autumn 2015 | Aim – to improve by 50% |
|---|--|--|-------------------------|
| Do you usually feel safe going to school, at school and on your way home? | 108/240 (45%) - sometimes, often or always | Aim - 173/240 (72%) Achieved – 221/ 240 (92%) | Beat target by 20% |
| Have you received any negative behaviour in the last month? | 190/240 (79%) - sometimes, often or always | Aim – 96/ 240 (40%) Achieved - 115/240 (48%) | Just under target by 8% |
| In the last month, have you ever been afraid to come to school because of bullying? | 149 / 240 (62%) - sometimes, often or always | Aim – 74/240 (31%) Achieved – 31/240 (13%) | Beat target by 18% |
| How well does your school deal with bullying? | 113/240 (47%) - well. | Aim – 175/240 (73%) Achieved – 180/240 (75%) | Beat target by 2% |



B: Approach

Due to the fact that some of the original cohort of pupils questioned were in Year 6 when asked, but had since left the school, our first step was to reassess the baseline data in order to set targets. We utilised the same questions as the original SHEU survey had asked, and asked all the KS2 pupils, a total of 240 children. This was carried out in the Autumn term 2014. Results were broadly similar to the original findings, and a meeting of the Senior Leadership Team was convened to discuss realistic target setting, which, it was eventually decided, would focus on the number of pupils reporting they felt unsafe, and the number reporting experiences of negative behaviours from others. It was also decided to use the number of pupils reporting they thought the school dealt well with bullying.

Once the targets had been agreed, it was then a matter of deciding priority work areas. In order to ensure maximum 'buy in' from the school community, this developed into three main strands – pupil, staff and parental engagement.

Pupils

In order to raise the profile of anti-bullying related work in the school, we first organised a meeting between senior staff at the school and the pupils who were part of the School Council, as it was felt that the best chance of success would come from pupils feeling that they had 'ownership' of the work being done around the school. The council were then given responsibility for leading on discussions during these meetings, and, where possible, implementing any changes that were suggested. They were also involved in the creation of a refreshed anti-bullying policy, and a section of their comments (below) about what children should do in the event of being bullied is now included in the policy

- Do not bully other people – it is not kind
- If you see someone being bullied- help them or tell an adult
- If you are being bullied TELL SOMEONE!
- Use the class worry box.
- Speak to your teacher – don't exaggerate, be honest and stick to the facts
- Write it down or draw a picture if it helps you explain. If it does not stop – tell the teacher again

The school council representatives engage with all pupils in the school through feedback and discussions in class and through sharing findings in assemblies. This gives all of the children a voice. This ensued that the school council were speaking on behalf of the broader pupil



population.

One of their suggestions was to ensure that messages about the importance of respecting each other were more prominent around the school, and that those displays were being used throughout the school year, regularly updated. The School Council took responsibility for revitalising displays of posters (see 'what worked well' section for examples). A range of children were involved in designing and planning displays for throughout the school. They then participated in art clubs and afternoon art sessions with a specialist adult to create posters and displays. This was instigated during anti-bullying week and then continued throughout the term.

Staff

All staff were informed at the beginning of the project via a staff meeting about the findings of the health & wellbeing survey, and of suggested plans of action, and their opinions were actively sought alongside those of pupils and parents. The Antibullying policy now forms part of the induction for new staff.

The curriculum team and year group teachers were asked to review the current provision for work relating to anti-bullying to ensure that it wasn't just being focused on at certain times of the year (ie during Anti Bullying Week), and to ensure that it was being monitored regularly to check it continued to meet the needs of pupils. The curriculum maps produced show the teaching and progression of this throughout each term.

Elements of PSHE Education and Social & Emotional Learning, which had already been present in curriculum plans but not necessarily always delivered, were highlighted to staff who were responsible for delivery. Parents wishing to see it can do so by requesting it from staff.

Parent information sessions – parents questionnaires

Parents were informed of the findings of the survey, and the school's plan to address the issues via weekly newsletters. Once the new anti-bullying policy had been created, that was made available to any parent that wished to see it, and also on the school website.

The school reviewed their existing parental questionnaire and now request that is completed termly.

The Parent Council were created with an initial priority focussing on anti bullying.

Refresh anti-bullying policy – The policy is reviewed annually and on this occasion the children and parents views have been included in the policy



C: Analysis of results – due to the size of the document it is not possible to provide examples of all evidence shared below, however these can be available on request.

i) Include details of what worked and why

As the table of results included in the first section of this report demonstrates, the impact of the work being carried out had a very positive effect on the pupils' feelings of safety, and the school is very pleased with the results.

The use of the School Council to lead on as many elements of the plan as possible resulted in pupils feeling that their opinions and views were being listened to, and a lot of pride was taken in the completed anti-bullying displays they were asked to create.

The school also found that by increasing the frequency of parental questionnaires to canvas their views has proven very popular with the parents themselves, who now increasingly report that they feel 'listened to' by the school. This is evidenced in additional comments in the questionnaires and during conversations with parents.

During the school council's consultations with other pupils, it became apparent that some of the younger pupils' anxiety about being at school was due to being made to share the same space with older children. The school decided to restructure playtimes so that the Year 3 & 4 pupils, and similarly Year 5 & 6 pupils, have separate break times, meaning they are more likely to mix with pupils of their own age. Many pupils have reported this has made them feel more comfortable and confident during break times, whilst the school has kept lunchtimes as an opportunity for the different age groups to mix. It has also meant that there are less children in the playground at any one time, making it easier for supervising adults to be able to spot any undesirable behaviour.

School Travel Plan updated annually – the school was successful in obtaining a bronze-level School Travel Plan which incorporates safety of travel including on public transport. The children also participated in a safer travel workshop focussing on travelling independently or with friends. This provided them with the opportunity to think about themselves and others when travelling to and from school.

ii) Include details of what did not work and why

When we chose to focus on this target, an initial plan was to promote anti bullying through the anti bullying week. Although some assemblies and work was started during this week it felt that it was more sustainable to monitor and promote it within the whole curriculum to ensure it continued to be a priority throughout the year. From our initial anti bullying week the children were very keen to focus on the subject and it was a priority. However as the weeks past it was put on to the back burner and wasn't at the fore front of peoples minds anymore. This is when incidents began to creep in again and we decided to review the situation. The profile was raised again in class through PSHE sessions, in weekly assemblies through the school values and with the school council. It became apparent that by having a one week focus this did raise the profile but did not sustain the topic long term. Whereas now it has become more embedded and talked about regularly. Anti bully week



can still be used as a focus week but more to support the ongoing curriculum.

iii) Unintended outcomes/ wider impact:

More recently the school was visited by the DfE, who's aim was to gain information relating to the embedded PSHE curriculum being delivered at the School. This was a successful visit in which they said they would be taking many of the principles seen to share with others.

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

As the school is part of a chain, all results and findings from the project have been shared with other schools in the network, as well as with schools outside the chain via the Borough Healthy Schools network. The school also gave a presentation at the 2015 award ceremony/celebration event in the borough, alongside the other schools in the borough that had been awarded the silver status on the London programme

The topic of anti-bullying has now become a standard agenda item on the meetings of the School and Parent Council ensuring that the end of the project does not mean the end of conversations about the topic.

The context curriculum taught throughout the school also ensures that it is mapped out and planned and taught throughout the year.

We also haven't forgotten the children whose answers are still not what we aim for them to be and so it is still a priority to ensure that all children feel safe coming to school and during their time at school. Buddy systems have since been introduced so that everyone feels like they have a friend to turn to and our head teacher also has an open door policy at lunch times where children can choose to spend time eating their lunch with her in a safe friendly environment. This provides a place to talk as well as out nurture room being open at play and lunch for children to take themselves to or be referred by an adult.