**1.3 Healthier behaviour outcome** Increase in number of children and young people who understand and actively communicate the five ways to well-being

**School summary sheet: Churchdown Parton Manor Infant School (2052)**

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| **What did your analysis tell you / why was intervention chosen**  | Through School Council over the past year, the children have regularly expressed their desire for more activities at lunchtime playtimes as headcounts revealed that children were not enjoying lunchtime playtimes as they were bored. Staff reported issues with behaviour at lunchtimes which teachers often have to resolve during the first lesson after lunch. Therefore, children often began their afternoon lessons without the appropriate attitude towards their learning. These issues also take time to deal with, which means that there is less teaching and learning time. A baseline Human Bar Chart within classes to show whether children enjoyed their lunchtime playtimes was carried out in early January 2018 which revealed that out of the 163 children who took part across the School, only 98 really enjoyed their lunchtime playtimes. The main reason for not enjoying it was due to there being few things to play with, it not being fun and children not taking it in turns. This figure was initially surprisingly high, but then when it was given thought and observations made of the outside area, it was obvious that the environment did not look appealing and a place that would excite and interest children. After hearing the success of Positive Playtimes based around the 5 Ways To Well-being in other schools, we decided that this would be an appropriate way forward for us to increase the well-being of the children. This should in turn improve their behaviour and attitudes to learning. Another baseline assessment was made by means of a head count which  |

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|  | revealed that 0 children knew what the Five Ways To Well-Being are. These results were not unexpected and so a plan was put into place about how to address their understanding of well-being. Chris Powell of Bespoke Mentoring visited the School In November 2017 to do Positive Playtime training and the Human Bar Chart activity as part of the baseline. The 27 children were chosen for this as they had been identified by staff (teachers, TAs and midday supervisors) as either having difficulties with behaviour, engaging in activities with others or not seeming to be very happy at lunchtimes. The baseline figures showed that out of the 27 Year 2 children who were chosen to participate, 7 could explain what well-being means. It is these baseline figures that has been used for this award. The other baseline assessments were just part of the process of establishing where the School was at and gave more weight to the need for the chosen interventions.  |
| **Needs analysis**  | Head / hand countsInvolvement in school councilNumbers of incidents in the playground Results from questionnaires of young people Teacher Observations  |
| **Participation groups**  | Whole school  |
| **Number of CYP / Staff in participation group completing baseline measure**  | 46 |

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| **Number of targeted CYP / Staff in participation group completing baseline measure**  | 27  |
| **Measurement techniques**  | Head / hand countsResults from questionnaires of young people Human Bar Chart  |
| **Baseline measure date**  | 28/11/17  |

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| **Intervention work carried out**  | Assembly to launch Positive Playtimes. Staff and parents made aware of the Five Ways to Well-being. School Council meetings about each zone including ideas for resources and activities. Member of the Well-Being Team visited Gloucester Road Primary School for ideas about running Positive Playtimes and incorporated ideas into the planning for CPMIS. Staff invited to contribute ideas to improve lunchtime playtimes in line with the 5 Ways To Well-being. Zone signs ordered and put up in the playground. Resources, sheds and storage containers ordered and organised outside. Pleas for donations for particular items for playtimes from parents were put out on Dojo messages. A new wooden play area was also purchased. Friendship swing sign has been purchased and the School Council and Playground Pals helped to deliver an assembly about what to do if anyone is feeling lonely at playtimes and how others can help. Playground Pals received training by another member of staff for the Year 2 children. 2 assemblies held to inform the rest of the School about their role. Hi-visibility waistcoats were purchased for the Playground Pals. Playground Rules created through Class Council and School Council meetings and agreed by the staff. A new sign was ordered and displayed in the playground. Sports Premium money was in part used to fund the new resources.  |

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| **How intervention has impacted CYP / Staff**  | In November, the Human Bar Chart about Positive Playtimes with a selection of 27 Year 2 children showed that 7 strongly agreed that they could explain to a friend what well-being meant. This rose to 19 when the activity was repeated in June. 18 children at baseline with the same question strongly disagreed or disagreed, but this figure dropped to 0 in June. 8 children in June felt that they agreed that they could explain to a friend what well-being is. Therefore, there has been a significant shift forwards in the children's understanding of well-being as a result of all of the Positive Playtime work and the work that the School Council has done. Using the Human Bar Chart baseline in November 2017, when asked the question: 'I can explain to a friend how to make themselves happier', out of the 27 children, 15 strongly agreed, 8 agreed, 2 disagreed and 2 strongly disagreed. At the end of the intervention, the activity was repeated in June 2018 and the results were much improved with 24 children saying that they strongly agreed that they could explain to a friend how to make themselves happier, 8 agreed and 0 children disagreed or strongly disagreed. Therefore, 9 children have made measurable progress and 4 children have progressed from disagreeing or strongly agreeing to being able to understand how to make themselves happier. In May, an additional measurement was taken of the number of children who knew the Five Ways to Well-being as 0 children could do this in December. Out of the 112 children  |

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|  | in KS1, all could name the Keep Active and Keep Learning zones, 85 could name the take notice zone, 79 could name the Stay Connected zone and 64 could name the Give zone. A game similar to Port, Starboard, Bow and Stern will be played with classes to get them to remember each zone. However, it is a significant improvement from the baseline. Behaviour at lunchtimes has greatly improved, with only occasional incidents having to be dealt with. This is in part due to the Playground Pals helping to ensure that the children are enjoying their playtimes and they work with them as mediators to resolve issues at an early stage. Midday Supervisors have reported that they have not had so many issues to deal with. They were writing names and the details in a book on a daily basis, but now, it is just one or two in a week. Teachers report that the children arrive for their afternoon lessons with a positive attitude and are mainly calm and ready to start their learning. Out of the 167 children in the School, 163 now report that they enjoy lunchtimes more now that Positive Playtimes have been introduced (Headcount survey). The 4 that don't enjoy them so much are because they do not always get to use the things they want to. This is currently being dealt with through School Council.  |
| **Final measure date**  | 28/06/18  |
| **Number of CYP / Staff from whole group that have shown any measurable progress**  | 44 |

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| **Number of CYP / staff from whole group that have shown significant measurable progress**  | 18 |
| **Number of targeted CYP / staff within the whole group that have shown any measurable progress**  | 27  |
| **Number of targeted CYP / staff within the whole group that have shown significant measurable progress**  | 18  |
| **Next steps as a result of intervention**  | Continue to look for ways to provide activities for each zone so that there are a variety of different things for the children to use, so that they do not become bored. Assembly early on in the autumn term to refresh memories about what Well-Being and Positive Playtimes are all about. Train new Playground Pals for September when the Y2 children go up to the junior school. Monitor the behaviour at lunchtimes to see if there are any children who require support in terms of their behaviour or interaction with others. Train any new midday supervisors about Positive Playtimes. Meet with the Midday Supervisors once a term to find out their views about how lunchtimes are, and any ideas for further improvements.  |
| **Submitted for Mental Health Award**  | 03/07/18  |