



The Healthy Schools London (HSL) Gold Award Reporting Tool



School Details

Name of School:		Borough:
Gifford Primary School		Ealing
Key contact and job title:	Helen Hollyer, PSHE Leader	
Date achieved HSL Bronze Award:	17 December 2014	
Date achieved HSL Silver Award:	19 March 2015	
Health Priority 1 (universal)	Group	Planned Outcome(s)
Bullying	For all pupils	To decrease the percentage of pupils bullied near school from 21% (125 pupils out of 586) to 18% (105 pupils out of 586 pupils) – Whole school survey on bullying, November 2014
Health Priority 2 (targeted)	Group	Planned Outcome(s)
Sex and Relationships	Year 4	Increase the percentage of pupils in year 4 that responded that a teacher had talked to them about body changes from 26% (19 pupils out of 73 pupils) to 33% (24 pupils). School survey of Year 4 pupils, carried out in November 2014
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: No	



Reporting Template HSL Gold Award: Health Priority 1 (Universal)

Health Priority 1 (universal)	Planned Outcome/s
Bullying	To decrease the % of pupils bullied at or near school from 21% (125 pupils out of 586) to 18% (105 pupils out of 586 pupils) – Whole school survey on bullying, November 2014
Group	
All pupils	

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)

A: Record results and outcomes

Overview:: Our 2013 health related behaviour survey results indicated that whilst our school procedures for anti-bullying were well known by pupils and well utilized within the school; experiences outside of school time were not so positive. We therefore conducted a whole school survey and established that in our school 6% of our KS1 and 9% of KS2 pupils are afraid of coming to school often or very often. 21% of pupils have been bullied at or near school in the past year (125 out of 586). 14% (30 out of 214 in KS1) and 4% (16 out of 372 in KS2) believe others are afraid of coming to school because of their behaviour. All data was obtained from whole school survey of all pupils and was carried out in November, modelled on the Health Related Behaviour Survey questions on bullying.

These activities were implemented in November 2014 and this report details progress and outcomes of these actions until July 2015.

Planned outcome: To decrease the percentage of pupils bullied near school from 21% (125 pupils out of 586) to 18% (105 pupils out of 586 pupils) – Whole school survey on bullying, November 2014

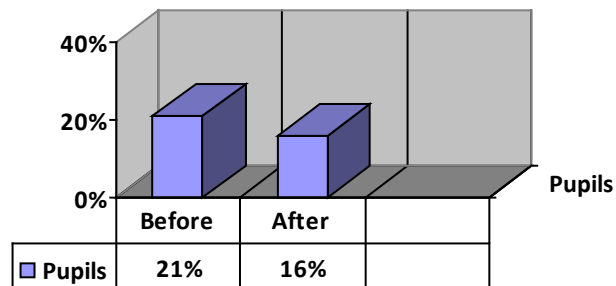
Outcomes achieved: We achieved a decrease in the percentage of pupils bullied at or near school from 21% (125 pupils out of 586) to 16% (93 pupils out of 568) – Whole school survey on bullying, May 2015.

Detailed results:

The results in Figure 1.1 show the percentage of pupils who were bullied at or near school in November 2014, before carrying out activities, and in May 2015, after completing our Silver activities. We exceeded our expected outcome of 18%.



Figure 1.1: % of pupils bullied at or near school

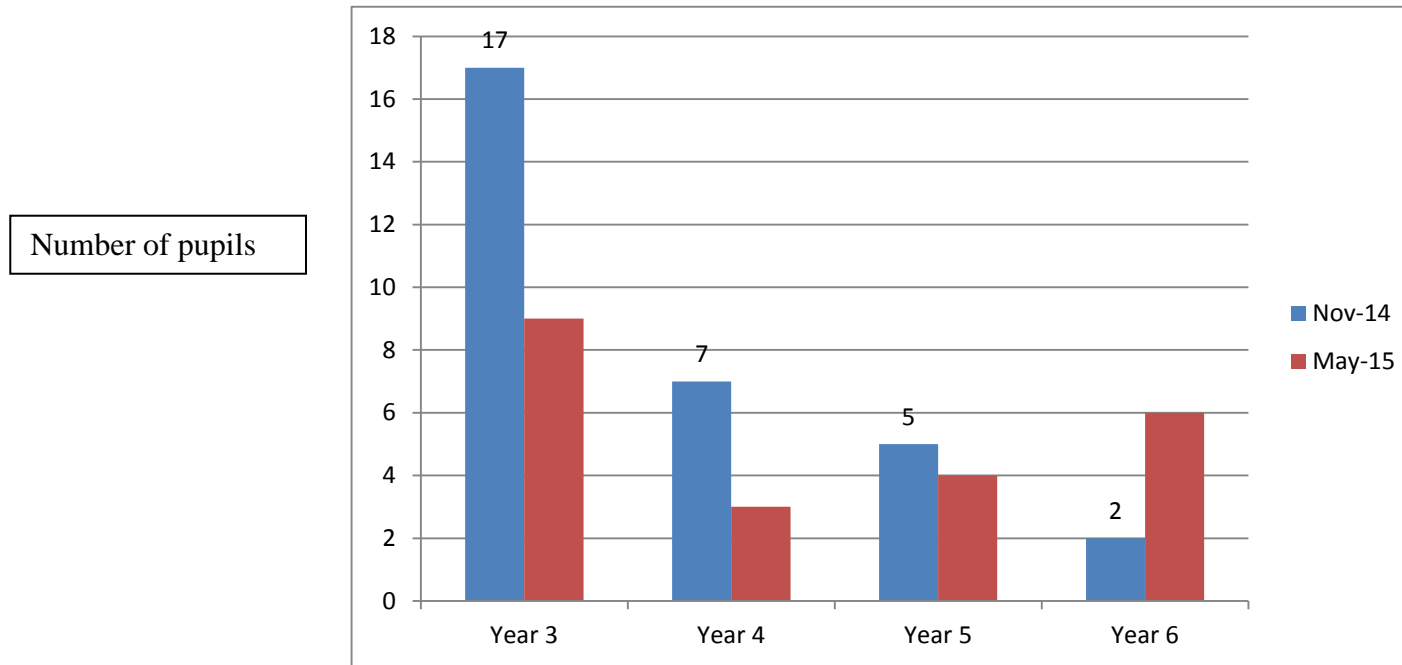


The results from Figure 1.2 are taken from the Health Related Behaviour Survey 2015, a survey of Year 4 and Year 6 pupils.

Figure 1.2: % of pupils who feel afraid of going to school because of bullying? The results found that the % of pupils who feel afraid to come to school due to bullying, significantly decreased in Year 3 and 4, it slightly decreased in Year 5, however, there was an increase in Year 6 and this may be attributable to the Year 6 pupils completing units on cyber bullying at the time and being more aware about this type of bullying.



Figure 1.2: Number of pupils who feel afraid to come to school due to bullying



B: Approach

i) **Describe how you achieved the outcomes:**

All pupils were surveyed to establish their perceptions of bullying and the forms it takes in their experience. All data was collated from whole school survey of all pupils and was carried out in November 2014, modelled on the Health Related Behaviour Survey questions on bullying. The survey revealed that 21% of pupils had experienced bullying at or near school. As a result the school implemented the following:

- Carried out an anti-bullying week
- Whole school anti-bullying theatre group – Soren Barick Theatre
- Review of behaviour/anti-bullying policy
- Cyber bullying sessions for Key Stage 2 pupils led by class teachers
- Circle time for all year groups
- Review of 3 step process for dealing with playground/friendship issues
- Conflict resolution workshop targeting parents and all pupils.



- Police Community Support Officer visits to school during assembly time to outline safe behaviour to and from school and familiarise children with their role within the community.

In November 2015, our school carried out an Anti-Bullying Week. For this week, pupils dressed in blue to remind them to be kind to their peers, some classes made e-safety posters which were displayed in the computing room, staff carried out one lesson on bullying using activities from anti-bullying week and a Theatre group carried out a show on anti-bullying to KS1 and KS2. The Theatre group, Soren Barick Theatre, carried out a Cyber-bullying production to KS2 pupils called 'Cyber Busters' and a stranger danger themed show titled 'Safety Sam' to KS1 pupils. The Cyber-bullying show taught pupils about how to stay safe online and Safety Sam production taught pupils about how to make the right choices, about stranger danger and how to keep safe. Feedback from pupils on this theatre production was very positive and in class discussion, most pupils said they now know how to stay safe online.

Picture 1: Soren Barick Theatre Production of Safety Sam



In February 2015, the school's Anti-bullying policy was reviewed in consultation with the school council, Senior-Leadership Team, students, PSHE Coordinator and governors. As part of our consultation process for policy renewal, school council members read the anti-bullying policy and fed back that it was fair in its current format and most staff follow the protocol set out.

A school council also made the point that some clarity and/or reinforcement as to what constitutes bullying would be helpful as a lot of children fall out or have arguments and say that they are being bullied but are usually friends again by the afternoon or the next day. The revised anti-bullying policy was promoted through the staff flyer to let staff know that the policy has been updated. The revised Anti-bullying policy was also uploaded on the school website.



Cyber bullying sessions were carried out with Key Stage 2 pupils during computing classes over a half term (6 hours in total) and were led by class teachers. These messages were also reinforced in other curriculum areas when using computers such as maths, English and computing clubs. The school has incorporated a new assessment tool for computing classes which is linked to the national curriculum and measures children's knowledge and understanding of keeping safe online. This new assessment tool was introduced in September 2015 so we don't currently have any data on changes in pupils knowledge on how to keep safe online.

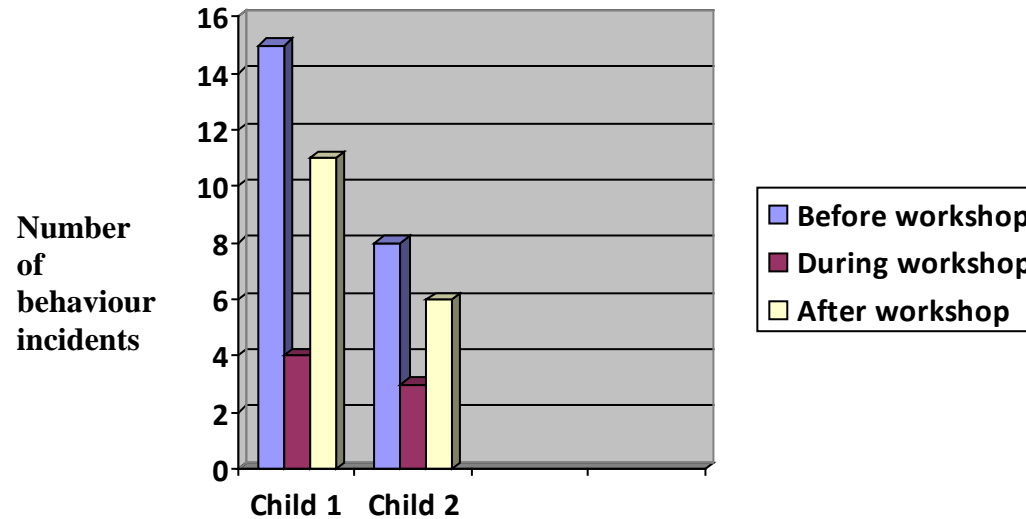
Every class now delivers Circle time regularly once a week. Quality Circle Time (QCT) is a democratic and creative approach used to support teachers and other professionals in managing a range of issues that affect the whole learning community. The QCT model involves a commitment from schools to set up an ongoing process of circle time meetings for adults and children, at which the key interpersonal and organisational issues that affect school development can be addressed. The sessions for children are sometime linked to the PSHE curriculum, and often consist of weekly meetings lasting half an hour where children sit in a facilitated circle and engage in circle time games and other circle time activities.

Conflict resolution workshops were carried out with 45 pupils from Years 3, 4 and 5. Pupils with behaviour incidents in the playground are chosen for this workshop. Twelve workshops were carried out with these pupils in April 2015. The workshops lasted 45 minutes each. Due to the success of these workshops, they will be carried out again next summer term. Two children in this workshop were chosen at random and their behaviour was tracked over time (see Figure

1). According to SIMS data, one child's behaviour incidents was 15 in Spring 2015 (before the workshops), dropped significantly to 4 incidents in Summer 2015 which was during the workshop but increase again to 11 behaviour incidents recorded in Autumn 2015. The second child chosen at random also had a similar behaviour pattern, the child's behaviour incidents in Spring 2015 was 8 (before the workshops), dropped significantly to 3 incidents in Summer 2015 which was during the workshop but increased again to 6 behaviour incidents recorded in Autumn 2015.



Figure 1.3 Incidents of behaviour of 2 children before, during and after the workshop



SIMS data showed that incidents of bullying in the playground have significantly decreased. In November 2014, the incidents of bullying in the playground were 15, and this dropped significantly to 1 incident of recorded in November 2015.

Our school invited a local police officer, PC Moffett to the school to deliver assemblies on the role of police and how to stay safe for KS1 and KS2 pupils (see Picture 2). The school felt this workshop would be beneficial as 8% of children reported being bullied on the way to school. Feedback from children was very positive and when quizzed about the workshop and what they had learnt, one Year 5 child said that I need to "...tell an adult if I get bothered on the way home." Another child said "If there is an emergency I need to call 999".

Picture 2: PC Moffett explaining how to contact the police in an emergency.



After the police presentation, 80% (188/235) of children surveyed were quizzed on what they had learnt. 79% of pupils said they learnt new information from PC Moffett. The children were enthused by a range of topics covered during the assemblies and 53% reported that the information about staying safe on the way to school helped them. The pupils said that the information they found most useful about the police presentation was on 'how to stay safe online' (55%) (See Figure 1.3). As a result of our new links with PC Moffett 78% (73 out of 188) Gifford pupils surveyed reported an increase in trust for the police.

Conflict resolution workshop targeting parents and all pupils.

In May 2015 we carried out pupil conferencing which is where we talked to 8 pupils from year 3, selected at random, about their perceptions of bullying. The pupils said that they:

- "Don't think it happens often, teachers help to sort out problems on the playground."
- "I remember a superhero coming and explaining that you can't share with people online your passwords, address and your number." Year 3 Girl A
- "Yes and you should not talk to people who you do not know online". Year 3 girl B
- "Bullying sometimes happens here but most teachers give consequences when sorting it out". Year 3 girl B



The school council were tasked with the job of reviewing the 3 step process for dealing with playground/friendship issues:

- Step 1: Say no
- Step 2: Walk away
- Step 3: Tell an adult

This was also reviewed with Jane, deputy head in charge of pastoral and behaviour.

A staff needs analysis was undertaken and indicated a need to improve behaviour management and conflict resolution. Staff said:

- “I sometimes forget that pupils come to school with a range of experiences and will try to factor these into my teaching and interacting with challenging children.”
- “It was useful to recap on the behaviour systems we have in place and check the behaviour and anti-bullying policies.

Staff were put into groups based on their confidence, or if they felt they needed more support and designated trained.

Staff workshop evaluation

C: Analysis of results

i) Include details of what worked and why

The results from our evaluation data found that the conflict resolution workshop was a very effective programme to reduce instances of bullying and conflict in the playground. However, this work needs to be ongoing and revisited with these pupils as the data shows that behaviour incidents significantly decreased during the programme but then slightly increased again after the programme finished (See Figure 1.3).

Our Anti-bullying week was successful and focusing on ‘how to be a good friend’ and explaining to pupils what things they can do, rather than what they can’t, and the value of good friendships helped to create positively during this week.

It also helped for pupils to understand what bullying actually is. Some pupils think that bullying is when they fight with their friends or when someone gives them a nasty look. However, by teaching pupils what bullying actually is, this has reduced the number of reported incidents.

ii) Include details of what did not work and why



iii) **Unintended outcomes/ wider impact:**

We researched ways to support learners highlighted on SIMs involved with incidents of bullying and we found a social skills programme. Initially this was to be delivered to approximately 10 children however, as it began in year 3 and 4 the positive feedback from teacher assistants and pupils has led to it being implemented as part of our global EBD provision in years 3 to 6.

In response to the school council consultation and feedback, a repeat of the Gifford anti bullying assembly has been scheduled for summer 2 where an explanation of what bullying is will form the main focus. We also recognised that much of our main input to anti-bullying was in autumn and spring 1 so feel this opportunity will raise awareness across the school year.

Over the course of the year staff on duty reported a number of incidents where parents had been observed arguing and engaging in conflict within the school grounds: When investigated, this was often due to unresolved personal conflicts between adults or due to parents attempting to resolve issues on behalf of their children or friends children. As a result of this a new procedure for dropping children in the morning has been implemented. Which we hope will contribute to a decrease in pupils reporting they have witnessed bullying behaviour in or around school.

D: How activity is being sustained

- **Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.**

To maintain and build on the success of this intervention the school have worked to ensure that it is sustainable, our school will:

- Carry out an anti-bullying week every year with a 'friendship' theme
- Regularly review our behaviour/anti-bullying policy
- Continue to hold sessions for Key Stage 2 pupils on cyber bullying which will be led by class teachers
- Regularly hold circle time, at least once a week for all year groups
- Continue to use SIMS data to measure and track playground incidents.
- Carry out staff INSETs on conflict resolution and behaviour protocols for new staff as part of NQT induction and refresher trainings for staff who have already been trained.
- Dedicate a regular slot in our school newsletter around bullying and what it means to be a good friend.
- Invite the Police Community Support Officer to deliver assemblies every year.
- Continue running parent workshops on positive play



- Move esafety lessons to the autumn term for all pupils so pupils are clear throughout the year on how to stay safe

We also aim to share our what we have learnt around bullying by :

- Delivering a presentation at the Health Improvement Partnership celebration event
- Organise a learning walk through my local H.I.T to share our unit of work and the impact we have had
- Write an article based on this unit of work and submit to the 'Stepping Up to Health' newsletter for publication in my local borough.
- I would also like to write a case study on this piece of work to share with other schools in my local area.

While we have seen a decrease in the number of pupils being bullying at or near school from 21% to 16%, we will continue to reduce this and support pupils who are victims by encouraging pupils to report all cases of bullying, through circle time, through the conflict resolution workshop and through playground buddies.



Reporting Template HSL Gold Award: Health Priority 2 (Targeted)

Health Priority 2 (Targeted)		Planned Outcome/s
Sex and Relationships	Increase the percentage of pupils in year 4 that responded that a teacher had talked to them about body changes from 26% (19 pupils out of 73 pupils) to 33% (24 pupils). School survey of Year 4 pupils, carried out in November 2014.	
Group		
Year 4		

Health Priority 2: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)

A: Record results and outcomes

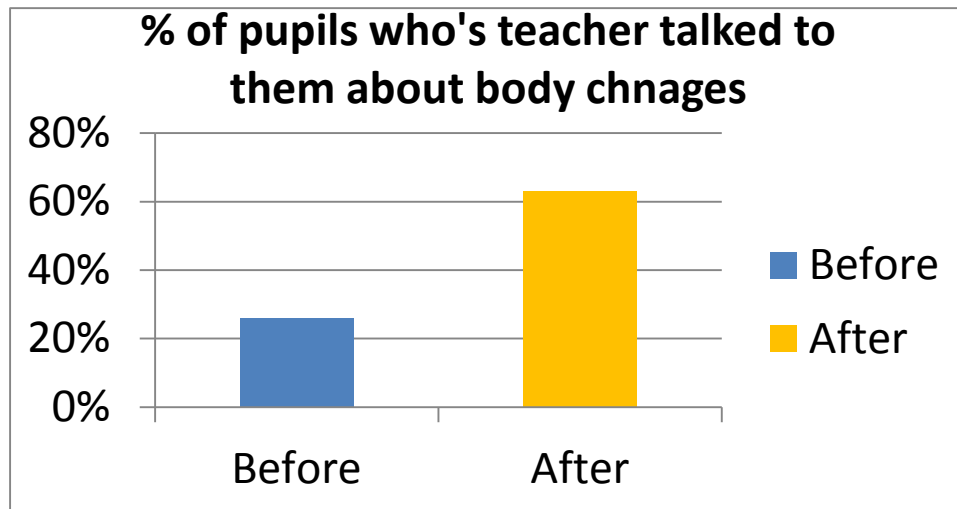
i) Overview:
We have identified year 4 as a year group where pupils and staff need support around the delivery of our SRE curriculum content. According to a year group survey based on the Health Related Behaviour Survey (2013) questions, only 47% (34 out of 73), pupils reported that parents have spoken to them about how their bodies will change and only 26% (19 out of 73 pupils) reported that a teacher had talked to them regarding this issue in lessons.

ii) Planned outcome
Increase the percentage of pupils in year 4 that responded that a teacher had talked to them about body changes from 26% (19 pupils out of 73 pupils) to 33% (24 pupils). School survey of Year 4 pupils, carried out in November 2014

iii) Outcomes achieved:
We achieved an increase in the percentage of Year 4 pupils who responded that their teacher had talked to them about body changes from 26% (19 pupils out of 73 pupils) to 63% (30 out of 48 pupils).

iv) Detailed results:

Figure 2.1: % of pupils who's teachers talk to them about how their body changes





B: Approach

i) Describe how you achieved the outcomes:

To increase the percentage of pupils who's teacher talked to them about how their body changes, we decided to carry out a range of activities, including:

- Updated the RSE policy, not informing specifically, in general curriculum newsletter, parents invited to share voice.
- Didn't allow parents to opt out
- Team teaching with year 4
- Staff INSET on SRE
- School Nurse to visit year 4 and discuss body changes
- Delivery of SRE to Year 4 pupils as part of the on-going PSHE curriculum, and
- Pupil conferencing

Updated the RSE policy, not informing specifically, in general curriculum newsletter, parents invited to share voice.

Didn't allow parents to opt out, put in normal parent letter

Team teaching with year 4

- Staff INSET on SRE facilitated by Ealing Council's Health improvement team.
- School Nurse to visit year 4 and discuss body changes – No, nurse wasn't available. Got in Sonita from HI team instead.
- Delivery of SRE to Year 4 pupils as part of the on-going PSHE curriculum, developed staff knowledge, moved it earlier so had more prevalence in the curriculum
- Pupil reflection on what has been discussed how it has benefited them as individuals. Done through pupil conferencing. Positive, have results, happy with the changes that occurred, felt that school had talked to them about body changes which wasn't the case before, 9 pupils in conferencing, 3 per class

Our 2013 Health related behaviour survey results indicated that while Gifford pupils were not concerned about puberty and growing up they did report a decrease in parent and teacher conversations addressing this topic. Only 39% of pupils in years 4 and 5 reported that a teacher had discussed puberty with them. We conducted a survey based on the HRBS puberty questions with KS2 and established that year 4 pupils 47% for parents had spoken to pupils about puberty whilst only 26% reported that teachers had. (19 pupils out of 73 surveyed November 2014) We repeated this survey with the pupils half a term after Staff inset Teaching and learning with specialist RES experts in June 2015 which showed **SURVEY MONKEY RESULTS GET THE LOG IN!!!!!!**



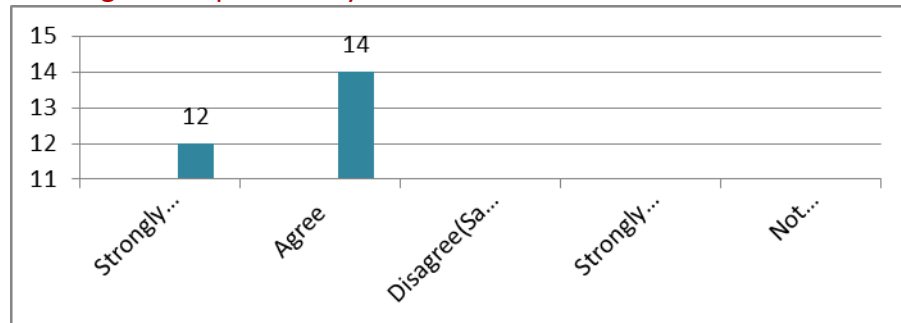
More evidence

Q39; Have any of the following talked to you about how your body changes as you grow up?

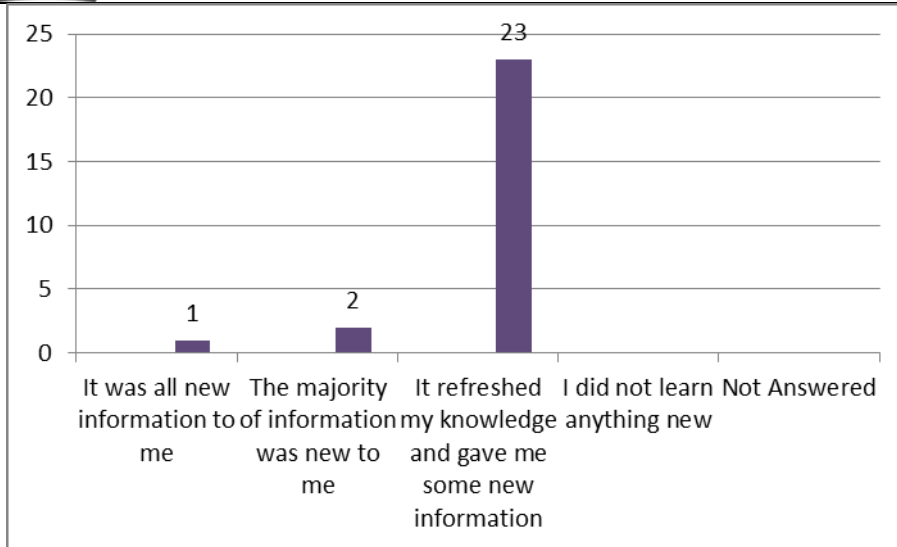
2011		2013		2015
Parent	54%	Parent	52%	
Teacher	51%	Teacher	39%	
School nurse	13%	School nurse	6%	
Visitors to sch		Visitors to sch		
Friends	8%	Friends	4%	
Brother/sister		Brother/sister	20%	
Relative	25%	Relative	27%	
None	27%	None	15%	
	24%		20%	
	16%			

Our data showed a 11% decrease in pupils talking to teachers about sex and relationships and our results were also 10% below the ealing average for this question. As a school we felt this was an area for concern and asked the teaching staff to undertake a survey to establish their confidence and experts in this area. Next colleagues were asked about their confidence in teaching SRE to their year group this indicated that 40% lacked confidence in delivering age appropriate SRE provision. We utilized resources from the Ealing Healthy Schools team in order to deliver a RES INSET to all teaching staff as a matter of priority.

Training will help me in my role



Training increased my knowledge



Sex and Relationships

10% less of our children feel they have talked to home or school about puberty. (compared to Ealing)

Withdrawal reduction from 60 to 2 .

Drama group, Choices, workshop with each class, mostly about peer pressure, was topics on relationships, mostly wrong choices.

Evaluations:

- Repeat questions from the whole school survey on SRE after completing the activities. - done
- End of unit assessment – N/A
- Staff INSET evaluations. – have this IN THE REPORT
- Sampling pupils work in year 4 to assess what they know about body change. – can do this
- Review of prior learning
- Review of learning outcomes through learning review. – Use survey monkey
- Discussion with staff regarding learning undertaken - done

Talked with teachers about what should be included in each year group, agreed on pictures and resources to use, talked about inappropriate questions, how to deal with these, with Sonita, discussed confidentiality.



USE SONITA'S REPORT

Unintended Outcomes/ wider impact – Any things that happened as a result of the interventions you made which were not necessarily planned for but still had a positive and wider impact on aspects on the health and wellbeing of pupils, staff, parents and carers, community etc. for example changes in policy, practice, ethos, behaviour, attendance , staff values – health and well-being.

Repeat this structure for each of the planned outcomes for Health Priority 2

As a result of success with year 4, rolled out to KS 1 & 2

School Nurse to visit year 4 and discuss body changes – No, nurse wasn't available. Got in Sonita from HI team instead.

Delivery of SRE to Year 4 pupils as part of the on-going PSHE curriculum, developed staff knowledge, moved it earlier so had more prevalence in the curriculum

- Pupil reflection on what has been discussed how it has benefited them as individuals. Done through pupil conferencing. Positive, have results, happy with the changes that occurred, felt that school had talked to them about body changes which wasn't the case before, 9 pupils in conferencing, 3 per class

C: Analysis of results

ii) Include details of what worked and why

As a school we updated the RSE policy and let parents know about this policy, and we invited parents to feedback on the policy and help in the review. Consulting parents gave them ownership over the policy and meant they were less defensive about this policy.

Rather than sending a letter to parents, letting them know about RSE and what will be covered in this course, we just mentioned RSE briefly in the general curriculum overview letter, and we didn't allow parents to opt out. By not raising so much awareness and giving it as much promotion as the other subjects, this has significantly reduced the number of RSE parent withdrawals.



Team teaching with year 4 was particularly effective at improving these teachers confidence to teach RSE. Similarly, a staff ISNET on SRE facilitated by Ealing Council's Health improvement team as helped build staff confidence to deliver this subject to pupils and how to answer difficult questions.

- iii) Include details of what did not work and why
- iv) Unintended outcomes/ wider impact:
- v) Detail changes that have been made to the school and/or local environment

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 we have done so much work on developing R.S.E across the school this year, it is essential that we maintain this next year. To do this we will continue to:



- Review our R.S.E. policy annually in consultation with parents, pupils, governors and staff
- Update parents about what we are covering in RSE in the general curriculum newsletter rather than sending a separate letter
- Survey staff annually to identify training needed for the effective delivery of R.S.E.
- Run annual CPD session based on R.S.E. where staff can look at the resources available and discuss how they will deliver the sessions
- Run annual parent sessions to reduce RSE withdrawals
- Collect annotated planning for R.S.E. to help inform future teachers
- Continue to work with parent nurse as this was extremely helpful
- I now need to send out the RSE policy every year, especially to new members of staff to ensure everyone is aware of our policy. I will also need to ensure this policy is reviewed more regularly

I have shared this unit of work at a full Governing Body meeting in June. The Governors were delighted to hear the impact of this unit of work and were also happy to hear how we plan to continue this in school.

I have shared the statistics with staff at a recent staff meeting, they were also very happy to hear how their hard work has impacted the children in our school.