

HS PLUS PATHFINDER CASE STUDIES – Grampound Road School

TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

Grampound Road Village Church of England School is a co-educational school with approximately 100 children on roll, spread between 4 classrooms. Our school was built in 2003 and is at the heart of the community. We have a distinct family ethos and strong spiritual links with both the Anglican and Methodist churches. We pride ourselves on providing a warm, friendly, stimulating environment, which gives each child every opportunity of fulfilling his or her potential. Our mission statement is 'Excellence and effort are equally valued; together we celebrate and grow within the love of God'. Our school values are love, trust, loyalty, patience, happiness and respect. These underpin the family values we strongly believe in.

- **Priority Areas** (What priority area(s) did you choose?)

The local priority identified was the Emotional Health and Well Being linked to a school priority around bullying. For the group of children in challenging circumstances we identified a group of children with low self esteem not accessing extracurricular sports activities.

- What was the **need**? Why did you do what you did?

We completed the SHUE survey as a school in Summer 2010 and used the data to identify our focus. The survey flagged up some concerns around bullying from children, the school was not aware of a problem with this and this hadn't been identified by parents either. We decided to raise awareness of what the term 'bullying' means. We planned activities for the middle week of each term using the SEAL Say No to Bullying scheme of work, R time activities and Anti Bullying Cornwall to improve pupils understanding of the term bullying and to check children were aware of what they can do if they feel bullied. The SHUE survey also identified a group of year 4 and 5 children who reported that they were concerned about their body image and suffered low self esteem. We felt this was reflected by a low participation by KS2 pupils in extra curricular sports activities.

Where did you start from? (about your **baselines**)

In a hands up survey in September 2010 63% of children could explain what bullying is, with 56% of KS2 children feeling that they had been bullied in the SHEU survey.

In the SHEU survey 64% children in KS2 happy with their weight (mainly showing year 3/4 girls concerned with a desire to lose weight). Internal data compiled by the PE coordinator shows 43% of KS2 children did not take part in extra curricular activities

What did you do? Describe the activity.

In Autumn 2010 we introduced the SEAL anti bullying scheme of work for the first time to raise awareness of what bullying actually is. An assembly was used to introduce the week and raised the question 'who would you go to if you were being bullied'.

The first week after each half term the staff plan bullying awareness work including outlining scenarios for children to discuss, acting out scenes and analysing stories. A hands up survey is then carried out to assess understanding of bullying.

The year 5 and 6 led an assembly again in spring 2011 enacting unkind/ behaviour and bullying behaviour and asked the children which behaviour was unkind and which should be called bullying.

The whole school staff were trained on using R time during a staff meeting and now plan R time tasks alongside SEAL activities for fortnightly PHSE sessions, The R time anti bullying booklet has been used to support half termly planning on raising awareness of bullying.

During weekly special assemblies the playground buddies report to the school on problems in the playground. Profile for the buddies has also been raised with new buddy bus stop and buddy benches in the playground.

UNICEF Childrens Rights and Responsibilities were introduced in an assembly Spring 2011. Weekly assemblies are now held to introduce each Article with displays to relate the Articles to Grampound Road school. Each class has formed a class charter on agreed behaviour. A charter of shared responsibility and rights has also been created in consultation with pupils for the cloakrooms and lunch hall. Staff and pupils refer to these charters to improve relationships and behaviour.

In order to improve participation in extra curricular activities, raise awareness of a healthy life style and improve self esteem the PE coordinator attended training for Active Club lead by the Healthy Schools team and attended leadership training with the SSCO. Year 5/6 pupils have been trained as leaders to run activities in the lunch time twice a week. The Leaders run physical activities for KS1 pupils to raise interest in healthy life styles in both key groups.

They also help to lead golden time activities using the active club resources. The Leaders are being assessed for the Sports Leaders UK Young Leaders Award in July 2011.

Following suggestions from the school council more Huff and Puff equipment has been purchased for the KS2 play ground and Physical activities such as gym dance and football are offered during golden time. A Wii has been purchased for use in afterschool clubs and golden time to encourage wider participation in physical activities.

A questionnaire was used to find out which sports clubs pupils attended outside of school hours. This information has been used to identify which types of clubs and activities are more popular. We are now able to raise awareness of these opportunities through fliers, posters and talks from the clubs. Some children are now attending fencing, basket ball, and girls football community clubs that are linked to the school. A mini soccer academy also runs each Saturday on the school site for 7 to 14 year olds

We have also been able to offer a wider range of clubs within the school, including some lunch time clubs to access children who cannot attend afterschool clubs.

Following the Healthy Schools talk in June 2011 promoting the new website and Families in it together initiative the KS1 pupils took part in the pedometer challenge. This linked with work in ICT, Science maths and PE and is spreading through the staff, parents and into other classes.

- **Who did you work with** and why did you choose them? (Classes? Year groups? Whole school? Who were you Children in Challenging Circumstances (CICCs)?

The baseline data is concerned with the KS2 pupils, however, all pupils have been involved. The bullying awareness activities have been carried out throughout the school. The increased participation in extracurricular activities work enabled children with poor esteem to take leadership status acting as positive role models for Ks1 pupils.

- Where did you get to? (**achieving your outcomes**) What difference did it make to the children?

The hands up survey following the work on awareness of bullying in June 2011 showed 100% of pupils in KS2 felt they had a good understanding of what bullying is and knew who they could approach if they were being bullied. Only 9% of KS2 children no longer take part in School based extra curricular sport and only 3% of KS2 children do not take part in school or community based extra curricular sport.

- Capture the work in **the words of those that took part** – children, parents, teachers, school staff.

The TA leading the Buddy Scheme reports that there are now many more volunteers to take on the role of Buddy in the playground compared to last year. Miss Richards commented that the KS2 leaders were very keen and enthusiastic about setting up their work with KS1 giving up their own time to meet with her to plan the activities and then related well to the younger children. A year 5 Golden time leader asked permission to lead some games in the KS1 playground at playtime. A year 6 Golden time leader commented that they liked showing the KS how to play games asked if he could teach them some of his own favourite games which he then did in the next session.

Where are you going next with this work or other priority areas? How will you sustain the work and maintain capacity for the future?

We will continue to offer a range of sports activities through golden time, extra curricular activities and community club links and to reinforce the awareness of bullying each year in bullying awareness week.