

HS PLUS PATHFINDER CASE STUDIES - SUGGESTIONS FOR HEADINGS

TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

King Charles Primary School is a 2 form entry school in Falmouth. Children from all over Falmouth attend the school. We have been a Health School since 2002 and are now hoping to move to Healthy Schools Plus status. We felt that we needed to introduce some new incentives and routines to promote good behaviour and high self-esteem.

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

Self-esteem and promotion of a behaviour programme that would support children to monitor and moderate their own behaviour.

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

The need was for greater clarity and consistency across the school where behaviour management and reward systems were concerned. We hoped that the introduction of R Time would help with both self-esteem issues and the behaviour issues that we were seeing.

- What did you **do**? Describe the activity.

We decided to introduce R Time across the school. Two members of the senior management team went on a full day R Time course. We followed this with a days training in school; half a day with Teaching Assistants and Meal Time Supervisors and half with Class teachers. This was inspirational for everyone and we launched the programme across the school a couple of weeks later. The responses from the children six weeks later were very good.

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

We were especially concerned about our Year 3 cohort but in the end decided that the whole school would benefit from the programme. We also decided that we wanted to change our school rules to the 'R Time' rules and that needed to be a whole school change.

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

Behaviour within the school was on the whole good but there were pockets of very challenging children especially in Year 3 and Year 6. We also felt that many children were not taking any responsibility for their behaviour and that they needed incentives to behave well.

We carried out the SHEU survey across the school including the parent survey.

As part of CAMAT we also took part in PASS survey.

A significant number of children, 43%KS1 and 36% KS2, said that they fall out with their friends a lot. This was an obvious area that we could target through R Time. There were also areas such as 'being teased' that where the results showed a significant number of pupils who said that they had been 'teased' at some time.

At the beginning of July 2011 KS1 and lower KS2 were asked again about falling out. The table below shows the results. At KS1 there is a very significant difference with only 11% saying that they fall out with their friends more than sometimes. They were also very definite that R time was helping. Although the results for Key stage 2 are just for lower KS2 this time the change to 15% of children stating that they fall out at least 'quite often' is very significant. R Time is making a difference but not such a resounding one as at KS1.

POST SHEU DATA

Do you worry about falling out with friends?					Total Responses
	Not at all	Sometimes	Quite often	Often	
Y3/4	30 28%	62 57%	8 7%	7 8%	107
Does R Time help?					
Yes	18 16%	37 34%	4 4%	6 6%	65
No	12 11%	25 23%	4 4%	1 1%	42

Do you fall out with your friends a lot?					
	No	Sometimes	Yes		
Y1/2	31 30%	60 59%	11 11%		102
Does R Time help?					
Yes	28 27%	47 46%	7 7%		82
No	3 3%	13 13%	4 4%		20

- **Describe the steps along the way** that helped achieve the outcomes (about the **ESIs**). Were they useful milestones along the way to achieving your outcomes.

For children with significant problems the baseline data was useful and significant.
 The behaviour systems across the school are now clear and consistent. Self-esteem and the ability to talk about issues had improved. "We can talk through what happened now" " I worked with 'x' twice, the first time it was bad because he wouldn't let me do anything but the second time it was really good" - this was about one of the children that we had identified with significant socialisation problems.

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

Behaviour management across the whole school is significantly more consistent. The number of children who have been excluded either within school to a partner class or more formally have greatly reduced. The use of the Nurture room - set up in response to the behaviour issues in the school, has become more planned / supportive and is used as a reward rather than a time out / reflection area more often. The children have responded very well to the new Rules - 'They are easier to remember' 'They used to be quite confusing'
 Children when asked if they felt that R Time was helping to make our school a happier/better place resoundingly answered Yes.

- What went well? **What were the highs and lows?** What could have been different / better? What were the problems and challenges? Were there any unexpected outcomes? (Good or otherwise)

The new rules have been fully embedded very quickly and the children are able to relate them to everyday aspects of school life with ease.

It was really good to see all teaching staff taking on the programme and making it work.

Introduction of Golden Tickets at dinner time have been greeted by the children with enthusiasm but less so by the Meal Time Supervisors who say that they feel that they are taking too much time filling them in. We need to work on this aspect. We have plans to address this issue in September. These include working in partnership with a local school where meal time supervisors have engaged more successfully.

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

Teachers

Nursery - Children enjoy taking part

Reception - They love it

Y3 - R Time has definitely made a big difference. It has made the children more reflective and more tolerant.

Y6 - Excellent for getting the children to work with others.

Children

Year 2 - 'It helps other people to care for other people', Helps people to be nice and helpful'

Year 3 children - 'It's good to work with different people. I worked with 'x' and she is quite shy but we got quite chatty' This was a recurrent theme across the whole school - they really like the pairing cards and working with those that they so not usually work with. There were some very interesting cases of children working with someone that they really didn't want to work with and finding that actually they were 'really nice' 'we liked lots of the same things'

It was felt by several children that there were less big arguments and that they were able to sort out arguments more easily now.

One Year 5 child stated that the playground was 'much better now'.

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- Can you add photos and artefacts to enhance the story?

An example of a behaviour chart in reception class. These are now used consistently across the school



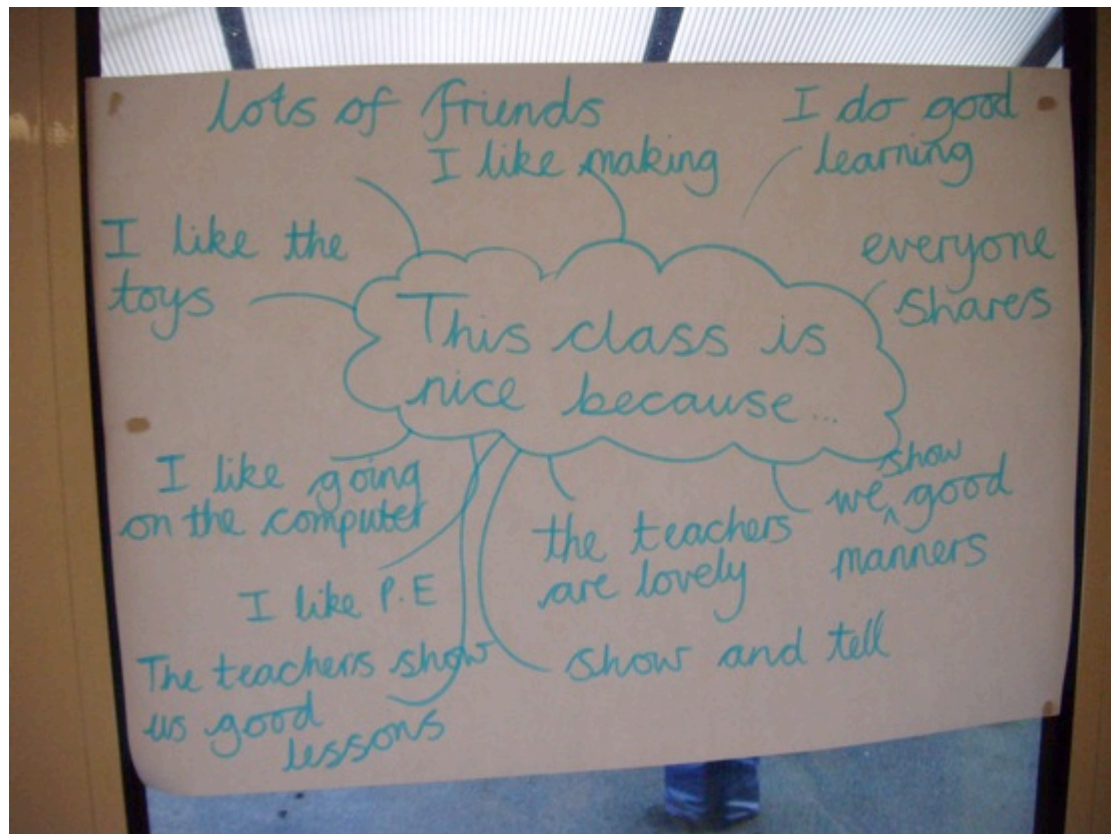
Year 5 children working with reception to create underwater scenes

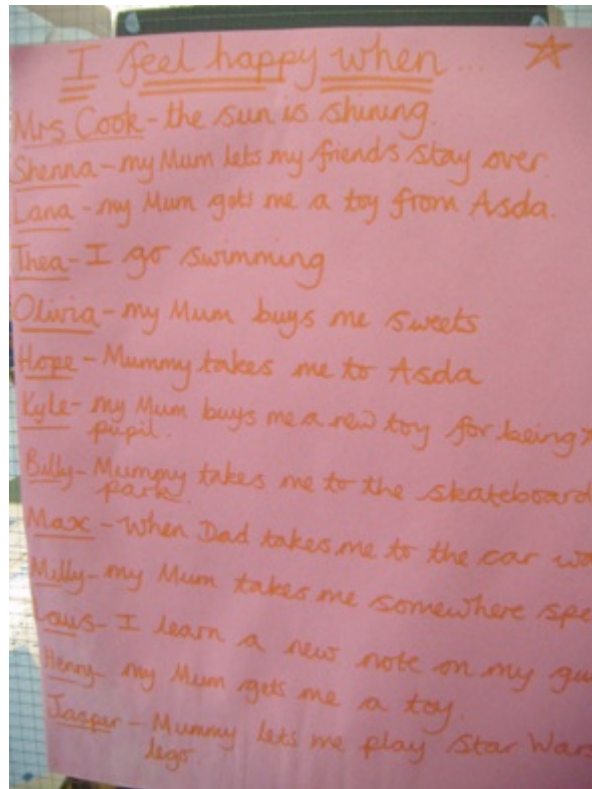


R Time - bubble blowing

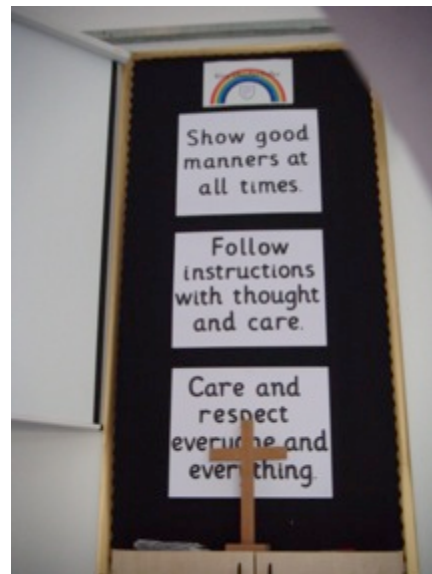


Year 1 R Time posters

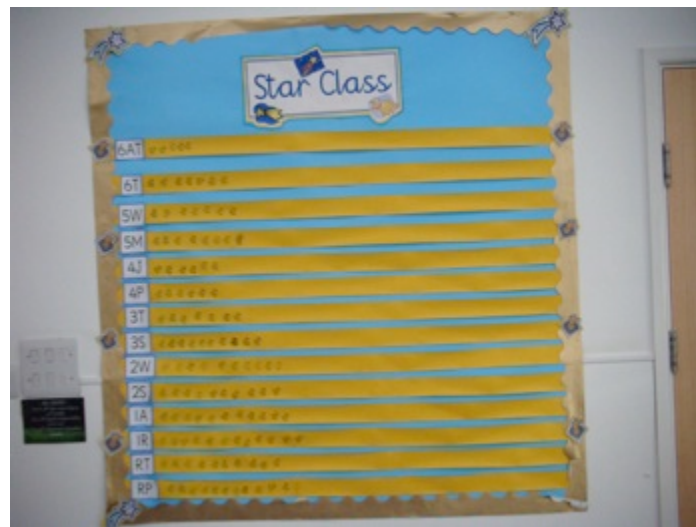




In the school hall and in all classrooms we have the school rules displayed



We have a star class for each assembly - the chart is displayed in the hall for all to see.



- **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 need to work on lunchtimes and how we can motivate the Meal Time Supervisors to be more enthusiastic. We have plans to work with MTS and to make our outside areas more interesting and more conducive to co-operative play. Both our Deputy Head and SENCo are keen to work on dinnertimes and to bring new ideas to the table.