

HS PLUS PATHFINDER CASE STUDIES – SUGGESTIONS FOR HEADINGS

TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

First awarded Healthy Schools 2006. Change of Head/co ordinator for Healthy schools 2009. Annual Review acted March 2011. Began HS Plus May 2010. New school council elected by children and they selected this as a priority area for the school. Summer 2010 was not a particularly `good` (sunny) holiday. Decided to be flexible with timing of project to fit with school activities (eg Safety themes including internet safety, weather and Sun awareness dates. School is small (fewer than 100), 4 classes, in Cornwall. Near to a woodland area (shady), with a park (open) in village. Not very close to a beach/water sports. School already has shaded areas (canopies, play equipment and trees). Some initial awareness that sun cream used by youngest children in school and eldest appeared more conscious of looks, including tan!

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

Sun Safety

School priority identified from local data: Relatively high incidence of sunburn and associated risks related to sun damage in Cornwall.
 identified by school / children / families
 School: Young staff and Y5/5 teacher very moved having seen sun safety message using video of young teacher from N Cornwall.
 Encouraged wearing of hats and use of sun screen during summer term as weather changeable and encouraging children, especially younger, to learn outside. Hats appeared popular throughout in winter but sun caps more with younger children. In Spring term, during a warm spell a few children came into school on Monday suffering sunburn. Really brought home message of sun strength even when appears to be hazy and not strong sun.

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

High incidence of sunburn and a concern of all staff, especially the head teacher (personal very high risk of melanoma). Need arose as families appeared inconsistent in approach to sun safe behaviours and some blasé attitudes about burning. High number had experience of sun burn. Year 5.6 children becoming conscious of looks and peer pressure especially important prior to transfer to secondary school. Already got shady areas so perceived need to alter attitude and behaviours, of youngsters themselves and also raise awareness of families so that good habits established with youngest children.

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

Questionnaires completed May 2010. September 2010 some changes to original cohort, new reception and new year 5). Finally in May 2011.

During the year: Newsletters encouraging safe enjoyment of good weather during holidays as appropriate with the weather.

Keeping Safe project Spring 2011 for whole school led by top class included sun safe awareness, This turned out to be `overshadowed` in opinion of staff by the emphasis on E safety which had arisen as a priority which needed to be addressed by the school. Hence decided to have whole school assembly, and activities during Sun safety week. Showed video to whole school. Topic included by all classes within PSHE. Also included as an aspect within science in Earth and Space/ Light and shadows for 2 KS 2 classes. (Angle of sun investigation showing low sun still gets warm).

Outdoor access available for younger children and only half area is covered. Aware children also had activities outside classrooms in good weather so encouraged having sun hats in school in school bags, and encouraged the all to apply sun cream before school in parents termly letters (Class one).

All KS 2 children given My passport to the sun` booklets, and curriculum time devoted to this to raise profile and ensure those potentially difficult to reach didn't slip through the net!

- **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 chose to work with class one and class four. We were aware that all children play outside but class one have free-flow access to outside learning. These younger children are a mature group and caring of each other. Their parents are involved and in school on a daily basis. We wanted to establish good habits that would be continued across the whole family. Parents and carers are the ones who control the sun cream putting on with this age group. We included parents in the invited audience for assemblies run by children following coffee mornings. Hence we got more parents in!

Year 5 and 6 are feeling more grown up and becoming more responsible for their own behaviours and wellbeing- including sun safety such as putting on sun cream, wearing a sun hat etc. There is also the increased awareness of looks and image particularly as youngsters prepare for move to key stage 3 and secondary school. Noticed an increase of `tanning` with teenage (girls) when out and about. Need to educate our youngsters who live in Cornwall, hopefully spreading word to their friends and relatives who may visit them in Cornwall in the future.

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

A questionnaire was given to all class one (year one and reception). Parents and carers completed the questionnaires for this year group. They were asked to be as honest as possible in order to give us a realistic starting point. The weather was sunny at this time, but not hot. The younger children tended to bring in new sun hats. Fewer are worn in older classes, unless it is exceptionally hot and sunny. The Y1 group then moved up a class so the cohort group changed, with the new reception children starting. Similar changes followed in the September 201 for Y5 and Y6. Y5 and 6 answered all the questions on the sheet. We analysed the responses filling the boxes red if low /negative number of responses and filling green if significantly positive. 6 statements were combined to form 4 priorities identified from Baseline analysis: May 2010. The aim was to reverse the reds to green. (There was no red or green coding/fill if the numbers were not significant.)

1. Sunscreen used on especially hot school days and sunscreen used on sunny school days.
2. Sunscreen put on regularly (almost every day) in summer.
3. Sunhat/cap worn out of school (weekends and after school), and sun hat/cap worn in school during summer term.
4. Sunscreen used at the beach, even if it's not very sunny.

- **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.

The initial outcomes were:

Increased awareness of sun safety. Increased use of sun hats in and out of school, by all age groups.

Increased regular use of sun screen during summer term in school and not just used at weekends or at special outdoor activities such as camp and sports day. (Would do before / establishing a baseline and after this term, then timed within school development plan from Autumn 2010, so able to measure after 2 terms, raise awareness and particularly target/inform parents of new intake during the summer term induction sessions. questionnaire type tally).

These were all addressed with different actions and activities, some targeted for specific groups and others for whole school. The timing was flexible to fit in with school self evaluation, the development plan and priorities for the school. First Aid has not been introduced into the curriculum due to a change in Governors, although this will be introduced as an extra curricular activity in the future, and sun

safety will be included. The delivery of activities was flexible according to weather. When unseasonably `good weather` it was timely to raise the profile then.

The interim questionnaire was completed in September 2010, and this was the same questionnaire with the slightly altered cohorts. This helped establish the validity of the data, as the data told a very similar story despite some changes to the cohorts. Analysis came up with the following changes.

Additional (3)/new priorities

Sunscreen used on sunny school days.

Look out for and shelter in more shaded areas if you are outside on a hot day.

(Y5/6)

Knowing about sunscreen factors, and would usually use- any/low. (Y5/6)

We talked as a staff as we were planning the health and safety curriculum, and how best follow up Sun safety/awareness. We included it within the terms assemblies. E.g. a range of safety items were displayed including a sun hat, and sun tan cream, alongside rash vests and long sleeved tops with the usual cycle helmets etc which are perhaps more readily associated with safety. At the end of these sessions Class 4 presented an assembly to parents and the whole school. The theme was "Keeping ourselves safe" and the focus was e safety, as this arose as a need for the school. In recapping all the things that we should do to keep safe all the sun safe awareness points were included.

In April 2011, the weather was fine. All class letters that inform parents of planning included reminders about shade, sun caps, sun cream etc.

In Sun Awareness week the DVD was shown to the whole school and this was followed up by discussion in each class and in the staff room. An interesting addition arising was staff taking the DVD home to show older children who may need reminding of the dangers arising from sun burn. I took it home to show my 21 year old son who does not like putting on any form of sun protection (a male thing?), but spends a lot of time on the water sailing. The additional dangers from this are explained on the DVD. The school council redistributed the questionnaires to Class 1 (parents and carers and Class 4). The data was analysed and the outcomes shared with the whole school and particularly those that had completed the surveys. It was included in the newsletter.

KS2 children were all given copies of "My passport to the sun". Entries for the wrap splat hat completion were submitted and an in school prize was awarded to a boy in Class 2. He was delighted and has been "spreading the word."

We also down loaded all the activity sheets from Sunsmart and will use all the worksheets and do some of the activities as they include some extra curricular links. One lesson that was incorporated into science/the earth in space- was to investigate the temperature rise when a lamp was shone directly and then at an angle. ie it can still burn even when the suns low (cloudy). This we found was perhaps the most difficult message to demonstrate in a meaningful way.

A sustainability action plan will be incorporated into the new SDP, following the evaluation and review of the current school year plan.

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

- 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)

See over

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

"I am always going to use sun cream!" (Y5)
"I like my hat as it has a flap down the back!" (Reception)
"Sun makes me feel good" parent
"The DVD is SO good. Really makes you think. It is very sad. That teacher was only 30 something!" Teacher
"I need to take this home. My son needs to see this." Staff

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

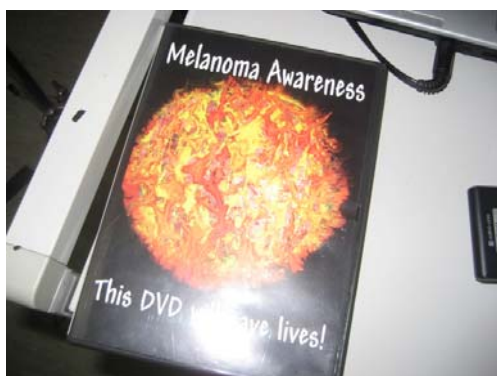
Achieving outcomes

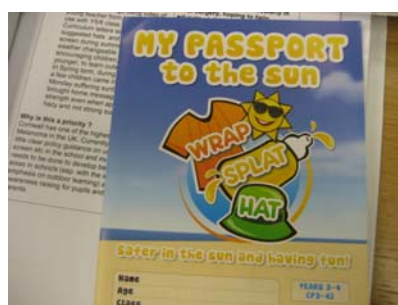
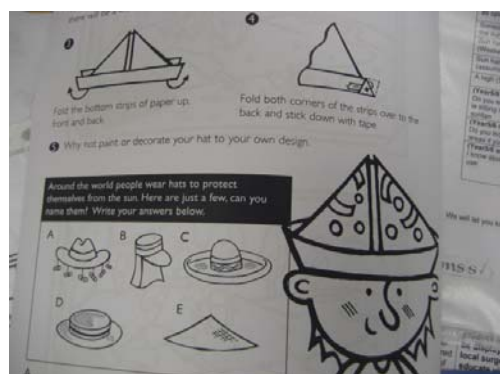
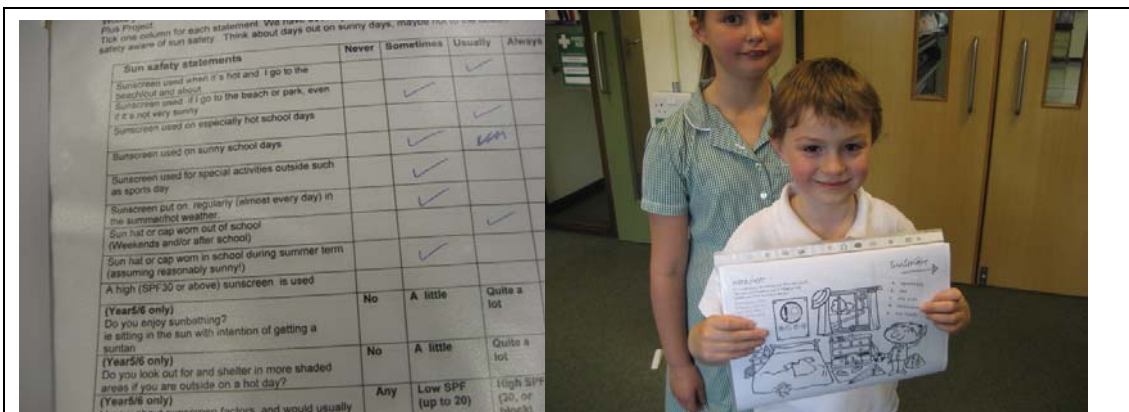
Impact

So what

The outcomes were achieved, and surprised us in how well/significant the changes to the questionnaires were (see attached). Most striking for us was the very significant change in awareness of the importance of using a high factor sun screen.

Hats and caps are more popular this summer term. The younger boys said that they like wearing hats that look like army /had some relevance to what they were currently interested in, e.g. crowns! We are using the sheet with templates for making hats with the younger children in free flow activities- when they have unlimited access to outside.





The impact is that it has raised the profile of this aspect of health and safety in a way that means something to the children...and in an age-appropriate way. E.g. sun hats for younger children and the use of shade when outside. To cover up is a message that the children are readily reminding themselves of. It is included in all keeping ourselves safe work. It will be included in First aid club. There has been much discussion re the need for more shades. Kennall Vale is fortunate in having sufficient shades available for all ages and large and small groups. When talking to parents about the project, some say that they really want to be in the sun having been inside all day! Also...being in the sun makes you feel good. So, when in the sun, enjoy it and stay safe.

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