

## **Penryn Junior School Healthy Schools Plus Case Study**

### 1. Background Information.

Penryn Junior School is a co-educational community primary school administered by Cornwall Education Authority. It has around 260 children whose ages range from 7-11 years old. (Boy-150/Girl-109 split). There are two or three parallel classes in each year group with an average of 28 children in each class. The pupil admission number is 75. The school also has an additional class for children with learning difficulties (ARB).

The most recent OFSTED report, where the school was judged to be a good school with outstanding features, stated “the school is successful in offering a happy and secure environment in which pupils are given the potential to reach their full potential”

### 2. What was the need

The current year 6 cohort (year 5 when the project started) were having numerous behavioural incidents during break and lunchtimes. The aim of the project was to study the boys' behaviour and how this could affect and impact on their achievements and academic progress. The outcome was to increase the boys' social skills which in turn should impact on the number of children involved in behavioural incidents.

### 3. What we did

**Summer term**-playground rotas changed from Year 5 and 6 on bottom play court and Year 3 and 4 on top play court to Year 4 and 6 on bottom play court and Year 3 and 5 on top play court.

**May 09**- The current year 6 cohort optional SAT data recorded

**Jun 09**-The current year 6 cohort under took the SHEU survey to give the school a baseline

**Jun 09**-Support staff given training in     Anger management  
  De-escalation techniques  
  Managing challenging behaviour  
  PSA and CAMHS self esteem training

**Jun 09**-Behaviour and rewards policy adapted and updated

**Jun 09**-The current year 6 cohort received 3 R-Time sessions run by Gill Tregunna

**Jul 09**- Play worker employed to start in Sept 09

**Jul 09**-Year 5 and 6 class teachers discussed behaviour issues and classes reassessed so children identified with issues evenly split to allow fresh start in Sept.

4. Who was involved

- The current year 6 boy cohort (year 5 when the project started) although the girls also undertook the SHEU survey to allow the school to see if this had an impact on the girls.
- Outside agencies  
CAMHS  
Family services  
Action for Children (YSIP)  
Barnardos  
Child and Family  
Police

5. Baselines

- SHEU survey
- SIMs Data
- Optional SATS (year 5)
- End of KS2 SATS results
- Behaviour logs
- Detention folder

6. Steps to achieve the outcomes

**Summer term**-playground rotas changed from Year 5 and 6 on bottom play court and Year 3 and 4 on top play court to Year 4 and 6 on bottom play court and Year 3 and 5 on top play court.

**May 09**- The current year 6 cohort optional SAT data recorded

**Jun 09**-The current year 6 cohort under took the SHUE survey to give the school a baseline

**Jun 09**-Support staff given training in  
Anger management  
De-escalation techniques  
Managing challenging behaviour  
PSA and CAMHS self esteem training

**Jun 09**-Behaviour and rewards policy adapted and updated. This was shared with teaching staff, support staff, governors and parents to ensure consistency across the whole school.

**Jun 09**-The current year 6 cohort received 3 R-Time sessions run by Gill Tregunna

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**Jul 09-** Play worker employed to start in Sept 09

**Jul 09-**Year 5 and 6 class teachers discussed behaviour issues and classes reassessed so children identified with issues evenly split to allow fresh start in Sept.

**Sept 09-**play worker started to help small groups of children manage their behaviour as needed during break and lunch times

**Sept 09-**Small groups of boys to undertake improving self esteem interventions with support staff.

**Oct 09-** JSLA (Junior School Leaders Award) students from Penryn College joined the school at break times and lunchtimes to introduce games to the children.

**Jan10-** Improvement in behaviour therefore playground rota returned to original plan. Years 3 and 4 top play court and Years 5 and 6 bottom play court

**Feb 10-** Huff and Puff monitors to run small groups of lower junior clubs to encourage the young children across the school to take part and play fair during break and lunch times. Huff and Puff equipment is made available for all children to play with at break and lunchtime. Year 6 Monitors are available to show and encourage the younger children games and ideas.

**Easter 10-** On inspection of the behavioural logs, a significant number of recorded incidents at lunch times were occurring when boys were involved in large team games such as football. Rather than remove the football, which would go against the school's healthy school ethos, it was decided to employ another play worker to manage this behaviour. Since the second play worker has been employed the number of recorded incidents has reduced.

**Jun 10-** The current year 6 cohort undertook the SHEU survey to give the school a comparison to the baseline data.

## 7. What have we achieved

Looking at the data from the behaviour logs and detention folders it seems that behaviour has deteriorated. On closer inspection, however, many of the recorded incidents took place during the Autumn term. This was when many of the changes were being introduced and bedded in place. The spring and summer term has seen a reduction in the number of behavioural incidents which is pleasing.

One child was accepted on a managed move in Jun 09 with incredibly challenging behaviour. A support plan was put in place and although there are

still incidents of poor behaviour there is an improvement in comparison with his previous school.

A statement was put in place for another child who struggled to manage his behaviour. He was given 15 hours support which was used to support him during break and lunch times, which is when the majority of issues arose for him. The data we have collected shows a significant improvement since this has been put into place.

**Statement from child...** *"I have really enjoyed working with the play worker. She allows me to play with my friends and steps in if it looks like there is a problem. If I have a concern I can go to her and she fairly sorts things out. If it is a wet play time she takes me and a small group of friends into the computer suite so I do not get into trouble. It is good having the play worker because I can talk to her if there are any problems. Since having her around at play times I feel my behaviour has got lots better and I receive a lot less detentions."*

**Statement from play worker...** *"Since starting my role as a play worker I have always tried to maintain the child's independence. I supervise him closely and only step in if I feel it necessary to intervene. Together with a small group of his peers we have introduced some social speaking games to show him how to interact positively. I always ensure that good manners are used and explain why his actions were right or wrong. Wet/indoor play times can be the hardest with him winding up other children so as a preventative method we go to the computer suite with a couple of his peers. The main aim of my role is to keep him safe and avoid harming others around him."*

**Statement from additional play worker...** *"I am mainly involved with the year 5 and 6 team games at lunchtimes. I have been working hard to refocus their attitudes rather than taking the football away from them. We have been working to explain how their behaviour can have a negative impact on the game. I have organised the children into teams and we are running a tournament with rewards until the end of term. The focus of the tournament is on working together rather than arguing and falling out. The winning team are not necessarily the best players but the best all round team. When arguments or incidents occur we discuss the outcome and how they could have been dealt with."*

#### 8. What went well/changes we would make

Having a play worker available at lunch times to be involved with children who struggle to manage their behaviour has been a great benefit.

The work our Parent Support Advisor (PSA) undertakes with the whole school, especially the year 6 cohort, is invaluable. The PSA does a considerable amount

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of mediation work and listening to the children. She also involves the parent and is very supportive of both the children's and parents' need.

If finances allow it would be great to continue the work the play workers undertake.

The success of year 6 mentoring the younger children and supporting staff with lunch time clubs should be built on next year.