



UCL Centre for Inclusive Education  
Knowledge Exchange Programmes:  
Supporting Wellbeing, Emotional  
Resilience and Learning (SWERL)  
Ipswich Opportunity Area

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**Project funded by:** Suffolk County Council on behalf of the Department for Education Ipswich  
Opportunity Area

**Acknowledgements:** Dr Catherine Carroll, Gill Brackenbury and Rob Webster for original design of  
the CIE facilitated Knowledge Exchange Programme Design



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## Introduction:

### What are the UCL CIE facilitated Knowledge Exchange programmes?

The UCL CIE facilitated Knowledge Exchange (KE) programmes use existing research to support schools and educational settings in creating new, practice-based research. This is partly done through collecting case-studies based on schools' activities. All of our KE programmes use published research to create a series of domains which form an 'audit'. Schools learn about the domains, then apply the audit collaboratively to their setting, gathering a wide range of views. The KE programmes use Kotter's Theory of Change model to support schools in managing the change process. Schools use their audit results to construct an action plan with the support of a facilitator. The facilitator helps schools to develop an apt and measurable plan that links to school priorities. Schools then present their findings and the action plan and the school journey is then written up as a case study. This paper showcases the case studies from thirteen schools which took part in our pilot project in 2018. Further research will also be published from this pilot project.

### What is SWERL?

Supporting Wellbeing, Emotional Resilience and Learning (SWERL) is a UCL CIE Knowledge Exchange programme based initially on a literature review by Dr Catherine Carroll and Professor Jane Hurry 'Carroll & Hurry (2018) **Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature**, *Emotional and Behavioural Difficulties*.

It was designed to meet the need of schools supporting young people and staff members' mental health and wellbeing. The domains were then generated by Dr Amelia Roberts and Dr Tim O' Brien (O' Brien and Roberts (2019) **A domains-based approach to meeting social, emotional and mental health needs**, *Support for Learning* 34:2 pp. 179–192).

The seven domains are:

- Supported and Knowledgeable Staff
- Graduated Response to Need: Role of the Teacher
- Enabling Environment
- Whole School Systems and Planning
- Building Relationships
- Robust Communication Systems
- Planning Transitions

The following case studies show how schools used these domains and the UCL CIE facilitated Knowledge Exchange programme 'SWERL' to effect change within their schools. These case studies are largely in schools' own words. They demonstrate a huge amount of work and commitment to the SWERL project and whole school approaches to wellbeing. They are notable in their diversity. This is particularly powerful because schools learn from other schools within their community. This compilation therefore consists of eighteen inspirational stories.



## Cohort 1:

Gusford Primary School

### School Focus:

How can we empower staff to enable trusting relationships to form with pupils & each other?  
How can we increase adults confidence and self-worth and create a whole school approach to promoting positive mental health for all?

How can we empower pupils to build trusting relationships with staff & each other, increase children's self-esteem and confidence and create a whole school approach to promoting positive mental health for all?

### Pupil focus:

- Pupil well-being survey
- Emotional insecurity
- Environmental / social factors
- Difficulties sleeping and controlling negative emotions

### Stakeholders:

- SAF's Team (Student & Family Support)
- Pupil and Staff Well-Being Ambassadors
- Senior Mental Health Leads
- 1:1 Staff Well-Being meetings
- Staffroom conversations

## Domain 3: Enabling Environment

★ Research by Lippman (2015) demonstrates that learning environments must ....

*"be characterised as a vehicle for learning, a socio-cultural environment which supports, inspires and motivates children to develop identities for themselves as they are engaged in meaningful activities."*

### Need:

★ Clarity around use of space

★ Suitable space for recreational, nurture and therapeutic purposes

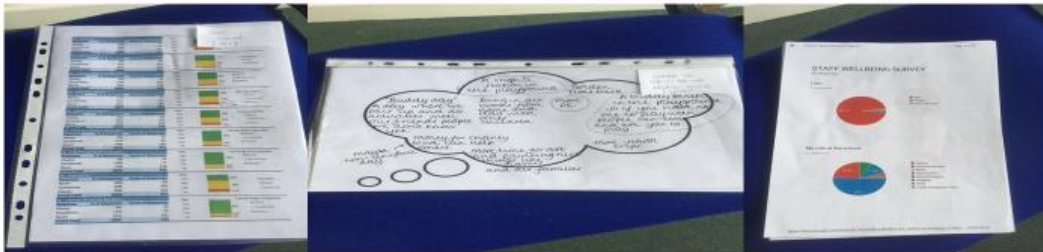


Data collection:



- ALT Staff & Pupil Surveys (Quantitative)
- Gusford in-house Staff Survey (Qualitative & Quantitative)
- Pupil Voice (Qualitative)
- 1:1 Staff Well-Being sessions (Qualitative)
- Staffroom Conversation (Qualitative)
- Staff sickness / staff retention data for 2017/18 (Quantitative)

## Qualitative & Quantitative data collection methods used:



- ★ **ALT Staff & Pupil Surveys** (Quantitative)
- ★ **Gusford in-house Staff Survey** (Qualitative & Quantitative)
- ★ **Pupil Voice** (Qualitative)
- ★ **1:1 Staff Well-Being sessions** (Qualitative)
- ★ **Staffroom Conversation** (Qualitative)
- ★ **Staff sickness / staff retention data for 2017/18** (Quantitative)

### Action Plan:

Domains 5 & 1: Building Relationships/Supported & Informed Staff:  
Activities and Interactions

- Pets as Therapy Dog
- External Counsellor/Coach
- Pupil counsellor (external)
- Mental Health Leads offer 1:1 Staff Well-being sessions and Pupil-Wellbeing Ambassador meetings
- One Page Profiles

### Domain 3: Enabling Environments



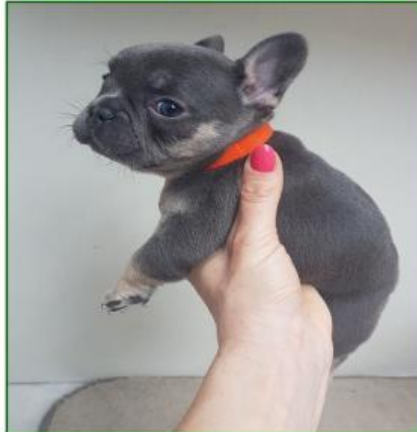
## Action plan

- Furnish and equip Rainbow Room
- Furnish and equip Merlin Room
- Clear and equip space outside
- Investment to improve outside play areas for children

## Learning hypothesis (examples):

- Children's voices to be heard
- Staff and pupil feelings and emotions will be supported
- Safe spaces to air thoughts
- Staff will feel they are treated fairly and equally
- Strengths, abilities and career paths will be recognised and developed
- Creation of a cohesive, collaborative culture.

**Sense of excitement in school already around changes about to happen.....!**



**Meet Pebbles who arrived in Gusford on Friday 24th May 2019.....**



## Impact: What difference do we hope to make? How will we know.....?

- Regular Pupil Well-Being Ambassador meeting
- Repeat of ALT Staff & Pupil surveys
- Condensed Gusford in-house survey to be repeated – sample test
- Measure impact of interventions on staff retention date/sickness absence.
- Exit interviews for staff
- Parent survey to assess impact of interventions
- Retrospective scaling questions for staff and children relating to staff/children wellbeing.
- Staff/parents to qualitatively evaluate impact on children



- Compilation of case studies

## Castle Hill Infant and Junior Schools

### School focus:

School supervision model and embedding of wellbeing resources

### Action plan:

- Undertake accreditation visit by Trauma Informed Schools UK and analyse the visit report
- Baseline all staff using a wellbeing questionnaire, produce absence reports, track staff dysregulation.
- Meet with the Educational psychology team to evaluate current supervision models
- Produce a bank of research on which to base our model
- Create supervision model ready for implementation in September
- Carry out second wellbeing check and absence reports

### Activities and interactions:

- Audit questionnaire
- TISUK audit and accreditation visit
- Meet with EP service
- Utilise TISUK for best practice models

## Ipswich Academy

**Problem or driver for innovation: How did it begin?**

A number of parents have recently contacted the school with questions regarding the curriculum content their child/ren are being taught in PSHE lessons. This showed a lack of parent-to-teacher confidence a lack of communication between the two. In some cases, it also showed a lack of knowledge and understanding of parents around the topics being taught. On reflection, this is an issue that has been ongoing for some time, due to the previous position the school was in, along with the lack of confidence parents had in the school and the education it was previously provided to the students. Parents felt 'left out of the loop' and this caused some parents to feel a lack of trust in their relationship with the school and the curriculum it offered. Our research question was 'How can we improve the trust, communication and educational opportunities between school and home when covering sensitive topics in school?'


**Your approach: What did you plan to do?**

We planned to cover the sensitive topic of FGM with all year groups across the school and felt parents should be informed of this beforehand. After sending a letter home, a number of parents contacted the school with concerns about their child being taught the topic. Many of the concerns were due to the parents having a vague knowledge of the topic themselves and feeling anxious about the approach and angle the school would be taking. This led to a decision to hold a Parent Learning Hub session on the topic to educate the parents about it, teaching them a similar lesson to that the students would be learning. All three of us were involved in planning and leading of the session. However, beforehand we sent out a parent/carer survey to gauge parents' interest. The response to this proved positive and showed parents were interested in learning more themselves about what their children were studying.

**Activities and interactions related to the introduction and roll out of the initiatives: How did you do it?**

A parent survey was completed to gauge interest in the sessions. The survey asked parents: to identify their preferred timing for the sessions, whether they wanted the sessions to be a joint session with their child or parent only, the topics they would like to be covered and finally the style in which they would like the sessions to be run. The information gained, helped us to develop a plan for six Parent Learning Hub sessions across the school year (one per half term). For each session, we will advertise via social media, the school website, letters and text to parents and be developing leaflets, we will plan lesson-style session with various teaching styles as requested, provide handouts with the important information, invite visiting speakers in from professional backgrounds and provide refreshments. The challenges faced are to get a large number of parents to feel confident and comfortable in attending. The small number that did attend found the first session hugely beneficial and built a positive and strong relationship with the staff involved.

## IA Parent Learning Hub



**Learning: What was learnt?**

Parents gained a good level of knowledge, skill and confidence from the first session, enabling them to have appropriate and informed discussions with their children about the topic afterwards. From a feedback questionnaire filled in after the session, parents felt the session was well pitched and relaxed, allowing them to feel comfortable in asking any questions they had. They also requested more sessions and offered ideas on how to improve the attendance of the sessions. Since the first session, two parents have actively contacted the school with ideas and questions, showing a positive and comfortable relationship has started to form.

**Changes in practice: What did people do differently?**

Parents are approaching staff more frequently, asking for information on topics such as LGBTQ+. They are also starting to feel more confident in their own knowledge about certain topics and feel they have a greater confidence and a better relationship with the school. The project is in its very early days with the second hub session about RSE taking place 12/06/19. With greater advertising and word of mouth from parents who attended the first session, we hope for a better turnout to the next session.

**Impact: What difference has it made?**

So far the impact has been small, but it has improved the parent-school relationship between those who attended the first session. One student, whose parent attended the first session has since actively sought support with an issues she has been having and mentioned that her parent had advised her to speak openly with the Parent Learning Hub team. The project aim, as it embeds, is to build a well established and triangulated relationship between the school, parents and students to ensure excellent communication and learning opportunities.

**Mobilising knowledge: How will you share and embed the learning?**

Key messages to school staff, students and parents is that clear communication helps to build confidence, trust and positive relationships that lead to student success and a triangulated approach to learning. All staff have been briefed about the aims of the sessions and given the opportunity to lead sessions linked to their areas of expertise or attend any sessions they would like to learn more about.

### Problem or driver for innovation: How did it begin?



A number of parents have recently contacted the school with questions regarding the curriculum content their child/ren are being taught in PSHE lessons. This suggested a lack of parent-to-teacher confidence or a lack of communication between the two. In some cases, it also showed a lack of knowledge and understanding of parents around the topics being taught. On reflection, this is an issue that has been ongoing for some time. Parents felt 'left out of the loop' and this caused some parents to feel a lack of trust in their relationship with the school and the curriculum it offered. Our research question was *'How can we improve the trust, communication and educational opportunities between school and home when covering sensitive topics in school?'*

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St Albans



**Hypothesis:**

*If we reduce the amount of noise, and improve the movement of students around the school site, this will lower anxiety for students and aim to reduce behaviour incidents in classrooms*

## **The Audit:**

The audit was completed collaboratively by all staff, This was achieved by putting each domain, including the associated criteria, onto coloured sheets of A3 paper. Staff attached ratings and comments to each domain, enabling the SWERL team to assess each domain against the school context. A student survey was also undertaken, asking 'What does it feel like when students move around the school?'

The results included:

- Noisy
- Crowded
- Claustrophobic
- Congested
- Frantic
- Stressful
- Boisterous

What is it like now?

- Noisy, frantic, claustrophobic, dangerous, stressful
- Students late to lessons
- Corridors that are tight and cramped
- Movement is often slow and congested

How would we like it to be?

- Quieter and calm
- Appropriate behaviours
- Improved flow of students around the site
- Reduce stress and anxiety for everyone
- Students arrive to lessons on time and ready to learn

What are the benefits?

- The benefits are for everyone!
- Students on time and ready to learn
- Less stress and anxiety
- Reduction in intimidating behaviour
- Improved wellbeing
- School being a happier place for everyone
- Routine and structure



- Improved behaviour
- Increased learning and progress

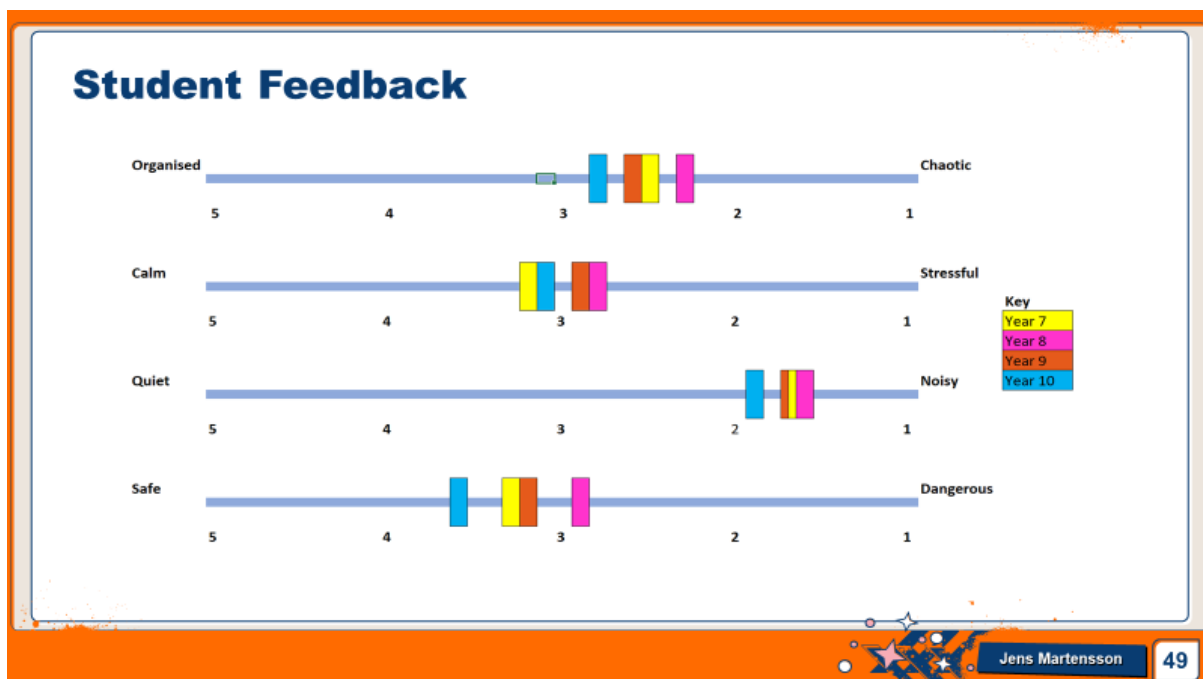
## Process:

- After initial consultation and audit the plan was explained to staff during a staff briefing
- HOY ran assemblies to explain the SWERL project and the benefit it could have on our entire school community
- Two week pilot run focusing on improving movement around the school and establishing more appropriate behaviours whilst students are in transit

The school identified 'hot spots' such as the main building: particularly 1st and 2nd floor corridors/stairwells; courtyard; outside the new 6th Form block and outside both A and Science block.

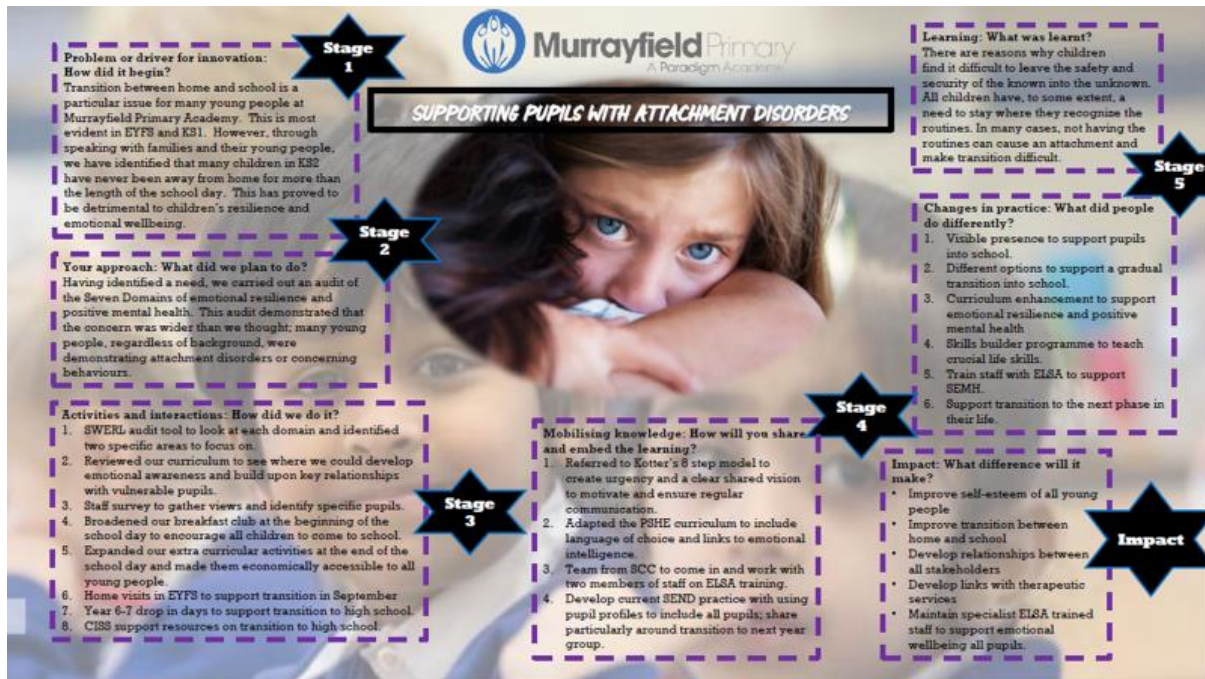
## Outcomes and data collection:

Student feedback and school-based behaviour incident data were collected.



- Phase 2:
- Increase directional signage and normative messaging
- "Thank you for behaving calmly in the corridors"
- "Please walk to the left"
- Increased seating to be purchased to encourage use of quiet areas during social time
- Staff development on PD Day 1 (2 September) on SEMH in the classroom

Murrayfield:



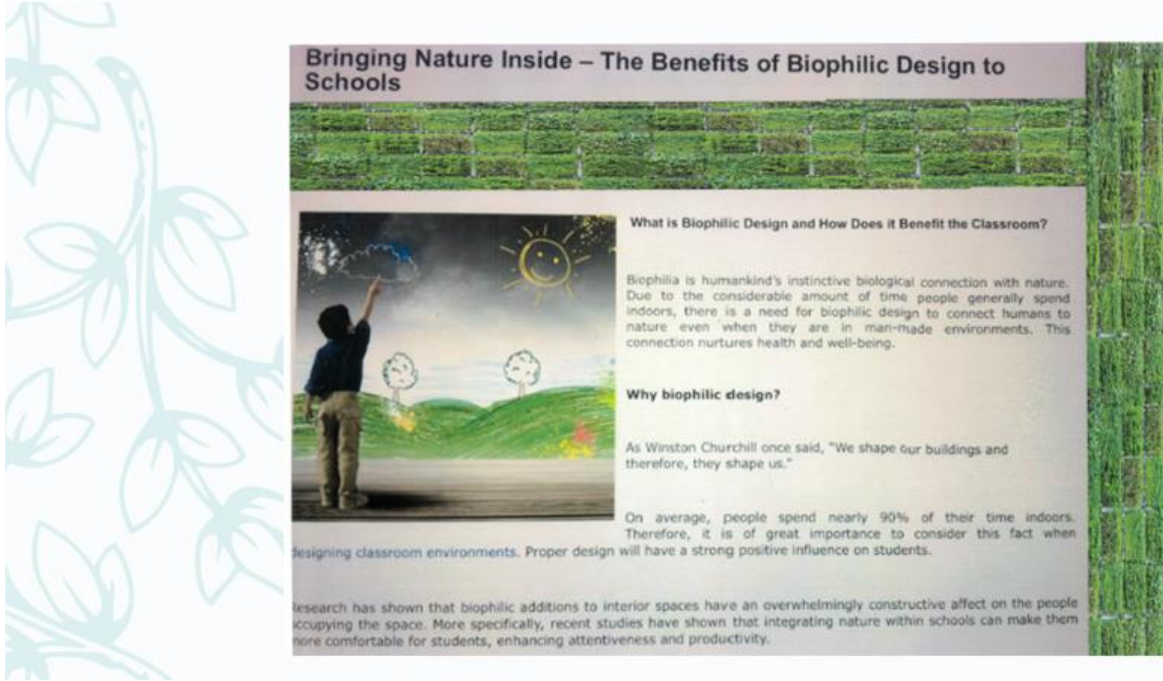
Cliff Lane Primary

**Focus:**

Enabling environments: Biophilic design

**The Audit:**

- Audit of domains carried out alongside teaching staff
- Domains were presented and explained
- Staff used a RAG rating to determine the most undeveloped domain
- Enabling environments was identified as being a weaker area
- Our school priorities a holistic approach to well-being
- Over the past three years we have developed our curriculum and have had TAMH training so the environment needs to reflect and support these approaches



**Gathering data:**

The school invited pupils to discuss how they felt about different areas of the school and engaged 'Pupil Voice' by asking for ideas to improve areas.

**What happened next?**

Colour code the rooms and corridors in school to show how you feel in these places.  
Only colour the places you go and use this key: happy, calm, angry, sad.

EMERGENCY EXIT ROUTE

PLAYGROUND

Choose one room you have a negative feeling towards and explain why this room makes you feel this way

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you could change one thing in this room to improve how you feel about it, what would it be?

- Colour of the walls
- Furniture
- Flooring
- Displays
- Noise
- Lighting
- Purpose
- Other: \_\_\_\_\_



## What did the data show?

- Varied results but two areas were regularly highlighted: the school hall and one particular corridor
- Children's reasons for these included: dark, noisy and dull
- Noise was a common concern for many children so we need to consider how we can develop quiet, safe spaces
- We also recognise that another survey needs to be completed to gain more knowledge of the children's opinions of certain areas around school
- As well as finding out the areas for development, we would also like to gather suggestions from the children of how we could decorate and include biophilia using samples of colours, textures and patterns for them to choose from



## Dale Hall Community Primary School

### Focus:

- Supporting SEMH through THRIVE
- Creating a culture of wellbeing and resilience through coaching

### Action plan:

The school gathered feedback from pupils, parents and staff through:

- Meetings
- Learning walks with staff and pupils
- Questionnaires



- Scrutiny of previous parent communications
- Pupils with SEMH focus group

## Action plan:

Introduce 'Thrive' as a whole school approach.

## Learning: what was learnt?

- We were happy that when we looked deeper into the highlighted domains that there were highly significant needs

*'we knew that there was a need but not to this extent'*

- Pupil voice remained the foundations to any change- children had a deeper understanding then first realised of what wellbeing means to them and why it is important

- *'it helps improve peoples learning'*
- *'it calms me down and allows me to learn'*
- *'It gives me strategies to feel less anxious'*
- *'It makes me a happier person at school and home'*

*'Makes me happy, strong, confident and resilient'- YEAR 4 Child*

## Changes in practice:

- If children's wellbeing is at the foundation of our roles as practitioners then it allows us to build resilient learners
- Children have a deeper understanding of their own wellbeing needs
- This has been passed onto teachers
- Teachers for the first time are 'open' to support in reference to wellbeing and SEMH

## Impact:

- This is a journey that we want to make sustainable for Dale Hall
- Creating a wellbeing culture
- Teachers looking at all aspects of their roles within the classroom
- Deeper understanding of SEND and SEMH
- Case Study class...
- Before SWERL- 8 children were refusing to be in class due to a lack of wellbeing and nurture- the whole class were given the THRIVE approach....
- Now all children stay in class- wellbeing is at the heart of the practice happening- the children are more resilient and happy





## How will we share our knowledge...

- Significant staff INSET planned for 2019/2020
- THRIVE and Coaching embedded within the SDP for 2019/2020
- Wellbeing Ambassadors selected from current Year 5
- A 'Be yourself' Wellbeing concert (idea from children) happening in July to spread the importance of wellbeing

This is more than a project....

The Oaks Primary School

**Focus:**

Enabling Environment:

Your action plan:  
What did you plan to do?

Enabling environment

- Re-structure decking next to pond
- Clear areas so they are fit for use
- Complete pond re-build
- Seating for all
- Forest Schools and outdoor science storage
- Renovate vegetable garden



With the renovation of our outdoor area we hope to use this as an environment to minimise stress and encourage learning for both children, parents and the local community.



## Springfield Junior School

### **Focus:**

*'Building Relationships to enhance recreational times across the school'.*

### **The Audit:**

The team met several times to plot our first thoughts against the statements in different domains. This gave us key areas that we wanted to explore further with increased input from others.

For this purpose, a simple RAG rating statement activity was designed. This was given to TAs and teachers to complete voluntarily and anonymously. In addition, a child friendly version was developed for a sample of pupils (20 per year group – 10 girls/10 boys) to complete. There was a shared consensus of areas that needed to be developed.

Particular statements from the audit helped us to focus our action plan:

- There are lots of places to go/activities at break and lunch times.
- School spaces are suitable for recreational purposes and friendship – making.
- Older- younger pupil relationships are clearly structured.
- Parents/carers and young people contribute to the design and influence decisions on the use of school areas.
- Emotional awareness is planned and taught effectively within the curriculum.

### **Action Plan:**

3 key areas:

- Lunchtime Environment
- Cross Year Group Friendships
- Emotional Awareness Education

This is because all three will overlap in time with the aim of pupils experiencing increased enjoyment of recreational time. All these strands also incorporate opportunities to involve different stakeholders working together to generate ideas and making decisions.

### **Strand One: The Breaktime Environment**

Activity will be led by the School Council over two terms. The aim is to involve a range of stakeholders in decision making – Pupils, parents and lunch/break staff.



## Activities and Interactions: How will you do it?

### **Strand One: The Breaktime Environment...**

Activity will be led by the School Council over two terms.

The aim is to involve a range of stakeholders in decision making – Pupils, parents and lunch/break staff.

Brainstorm, research  
and fundraise



### **Strand Two: Cross Year Group Friendship**

Jointly planned by the School Council and Teaching staff, a 'house' day will be organised where pupils experience mixed age classes and support each other through a range of challenges.

### **Strand Three: Emotional Awareness**

A volunteer team of teaching staff are searching for and gathering suitable resources, and planning tweaks to what we already teach. A new timetable has helped create the opportunities to explore these across year groups. There will be regular staff meetings to share and develop.

#### **Data collection:**

We aim to repeat the initial rag rating activity after 6 months of the project to review progress towards meeting the statements and collect snapshots at interim points.

Collection of additional data:

- Informal conversations with different stakeholders/from meetings
- Reduction of playtime issues reported to school staff
- Shared activity plans that are established

#### **Westbourne Academy:**

##### **Focus:**

'Building effective relationships to enhance students' wellbeing'

- We have launched our in school programme called SWIM.

- SWIM – Supporting With Individuals Mental Health.
- Three Wave approach of interventions.

Wave 1 is what every student will have in terms of mental health (examples):

- Assemblies
- Block of lessons within Enrichment
- Mentoring
- Transition KS2/3 and KS4/5
- Displays
- Mental health specialists within school
- Staff CPD
- School nurse drop-in
- SHARP system
- Esafe
- Help box outside H6
- Mental health questionnaire completed in Enrichment
- Exam workshops for parents

Wave 2 is group targeted intervention (examples):

- Nurture Group in Year Seven
- Forest School
- Transition for vulnerable learners year 6 and post 16
- YMCA
- Parenting courses
- SEMH group in year 7
- Escape the trap
- Oasis
- Coffee mornings for parents
- Coffee afternoons for year 6 parents
- Access arrangements for exams
- Barclays life skills group
- Targeted events through Enrichment
- Exam support for stress

Wave 3 is bespoke individual support (examples):

- Nurture 1:1
- Oasis referral
- Counselling
- CAF
- CISS
- School nurse

- YMCA
- Family support practitioners
- EWO
- Police school liaison officer.
- Early help team
- Young Carers
- GP referral
- Speech and language therapist

## Your Audit: how did you do it and what did you discover?

- We looked at the audit in detail in conjunction with our SWIM model. We RAG rated each individual domain and looked.
- For each domain, we explained ‘what we are doing well’ and ‘what we needed to develop’.
- The audit was insightful as it highlighted areas for development in all domains and then allowed us to prioritise those areas of development.

### **Audit priority areas:**

- Our areas of priority are within the following domains:
  - a) **Enabling Environment** – lack of a safe space for students.
  - b) **Planned Transitions** –although our primary/secondary transition is strong, we highlighted a major issue with mid year transfers.
  - c) **Building Relationships** – we need to involve pupil voice more effectively and also implement peer to peer support.

### **Enabling environment:**

- **Problem** – We have no safe space, confidential area for students who need extra support. Our Pastoral Hub is an open plan office. This is a constant hub of activity with both staff and students using this extensively.



- **Who was this affecting?** Some students, who needed support, felt uncomfortable in coming into an open plan office which is busy and where there are other students and staff so they wouldn't come in. Staff are finding it increasingly difficult to speak to students needing 1:1 support and are using the medical room. We have also had three students who have had recent bereavements.
- **How long?** The audit immediately highlighted that this was a major area for us to develop and we realised that this has been in existence indefinitely.
- **Compelling Issue?** We have had issues where students have not accessed support when needed.
- **Research Question:** How can we create a safe space within the academy?

## Planned Transitions:

- **Problem** – Our primary to secondary transition is strong. However, the audit made us reflect on our transition of mid year arrivals. EAL mid year arrivals is strong but for non EAL arrivals, we have issues.
- **Who was this affecting?** Several mid year arrivals struggle with the transition process from one school to another. There have been issues with attendance in particular and also issues with behaviour for learning. In some cases, some students are extremely anxious and become over reliant on the support from the Pastoral Hub e.g. students not wanting to go to lessons and will then sit in the Hub.
- **How long?** With reference to last year's Year Eleven, several outliers were mid year transfers.
- **Compelling Issue?** Attendance is a major issue and several students' attendance is well below national expectations. This also has an impact on students' engagement within lessons and academy life.
- **Research Question:** How can we implement a programme to support our mid year transfers?

## Building relationships:

- **Problem** – Ultimately, we are not making any use of student voice and also using peer to peer support/buddy systems.
- **Who was this affecting?** Students not having input into what will support them in school. This meant that we were operating a reactive approach rather than being proactive. For example, Year Eleven students who are going into 'meltdown' with the GCSE exams. We have realised the need to consult with them about what would make life easier.
- **How long?** This has come to prominence this academic year. We have had several students in Year Eleven who are struggling to cope with the demands of the GCSEs.

- **Compelling Issue?** Research has shown that peer to peer support has had favourable results. By ensuring that we establish a student group – WASPS, we can ensure that students have support. Also through student voice, we can ensure that students are constantly contributing to our programme.
- **Research Question:** How can we implement pupil voice to support our work on wellbeing?

## Action Plan

### Safe Space:

- We need to establish a safe space for students to come to when they need extra help/support. Research has shown that safe places support social emotional learning by supporting students to pay attention to their feelings and learn how to manage these feelings.
- Bloom (1995) states that ‘children are only able to learn within a context of safety and security’. She also emphasises that for some children neither home or school provides safety and security.
- Stanley also stated that safe spaces allow children to see that it is normal to be upset or need to have a break.

How this was approached:

- Safe Space – Consultation with the headteacher on finding an appropriate space. We needed a space where there would be minimal disruption. We also needed for him to agree with this approach.
- We also consulted with the pastoral team and other key members of staff to see how they feel the room could be used. We have a wealth of ideas e.g. running a six week programme on exam stress for an identified group of students, using this as a base for counsellors/school nurses, running an ASD support group.
- Our next steps are to conduct a short survey with students and get their ideas about the room.
- We are also looking at room design and resources and will ask students for their input.

### Mid year transfers:

- There is a wealth of resources and information for EAL new arrivals within schools but there is limited research around Non EAL students who transfer from one school to another.
- Looking at our internal data immediately highlights this as an issue. Over 75% have poor attendance below national expectations and a large percentage are also major behavioural issues within the academy.





How this is approached:

- We have looked at our internal data on our current mid year transfers. Data includes attendance, behaviour and academic achievement.
- We have liaised with the EAL coordinator to look at her induction process for new arrivals and how this could be adapted/amended for non EAL arrivals.
- We are currently in the process of speaking to students who are mid year transfers and thinking about what worked for them.

### **Student voice and peer support:**

- Mentally healthy schools stated that a peer programme is vital in 'enhancing the promotion, prevention and early intervention systems in a school where student can feel more comfortable about talking to their peers'.
- Organisations such as Anna Freud have conducted pilots of a programme looking at peer to peer support and the findings are due imminently.

How this is approached:

- We are currently in the process of completing a survey with students on what they want.
- We are researching peer support programmes but may write our own programme.
- We will be recruiting for peer support volunteers – WASPS.

### **Data collection:**

- We are using surveys to gain responses from staff and students.
- Interviews/meetings with key staff.
- Our own internal data focusing on attendance, behaviour, academic attainment etc.

### **What was learnt:**

- We were surprised by the results of the audit and realised that there were areas which we probably hadn't thought about.
- We have realised that this process is continuous and fluid and will use the audit as a focus point on a termly basis.
- We were initially concerned about whether we would be able to create a safe space within the academy but the principal has realised that this is a priority area and has offered to ensure that it is painted etc.

### **Mobilising Knowledge:**



- We will launch the safe space from September where we will be able to demonstrate how this will be used. There will be bookable slots and we will encourage staff to see how they might contribute to this room. For example, our Exams Officer has already asked to run sessions on exam stress. We will also use this safe space for external agencies such as CISS etc.
- Mid Year Transfers – Having learnt from the EAL induction programme, we need to ensure that staff have comprehensive information and strategies for supporting these students but also we provide a min induction programme.
- Student Voice/Peer to Peer Support. We need to ensure that the training is comprehensive and that students know who they need to inform etc.

## **What are/might be the results of re-doing the Audit?**

- The audit is an extremely useful tool in allowing us to constantly reevaluate our provision.
- As mentioned previously, we have already identified other areas which we need to focus on. For example, deescalation techniques for both staff and students will be a priority area in the Autumn Term. Additionally, there is also some work to be completed around staff wellbeing.

Cohort 2:

School	SWERL Domains
Clifford Road Primary	<ul style="list-style-type: none"> <li>• Enabling environment</li> <li>• Building relationships</li> </ul>
Ranelagh Primary	<ul style="list-style-type: none"> <li>• Enabling environment</li> <li>• Building relationships</li> </ul>
Whitton Community Primary	<ul style="list-style-type: none"> <li>• Whole system planning and design <i>which also connects with and will help develop:</i></li> <li>• Supported and informed staff</li> <li>• Graduated response to need: the role of the teacher</li> </ul>
Copleston High	<ul style="list-style-type: none"> <li>• Supported and informed staff</li> </ul>
St Helen’s Primary School	<ul style="list-style-type: none"> <li>• Enabling Environment</li> <li>• Building Relationships</li> </ul>
Halifax Primary School	<ul style="list-style-type: none"> <li>• Building Relationships</li> <li>• Supported and Informed Staff</li> </ul>

<b>Willows Primary School</b>	<ul style="list-style-type: none"> <li>• <b>Enabling Environment</b></li> <li>• <b>Whole System Planning</b></li> </ul>
<b>Highfields Nursery</b>	<ul style="list-style-type: none"> <li>• <b>Building Relationships</b></li> <li>• <b>Supported and Informed Staff</b></li> </ul>

## Clifford Primary School

### Setting the scene:

Clifford Road Primary school caters for 420 aged between 3 and 11. 11% of pupils are in receipt of Pupil Premium, the school has below average numbers of pupils with SEN and below average numbers of pupils with EAL.

### Audit focus:

First thoughts on the different domains from the team leading on SWERL were as follows:

Supported and Informed staff – well developed

Enabling Environment – Developing

Whole System Planning and Design – well developed

Building Relationships – Developing

Robust Communication Systems – well developed

Planned Transitions – well developed



## Audit: How did we do it and what did we discover?

First thoughts:

- Supported and Informed staff – well developed
- Enabling Environment – Developing**
- Whole System Planning and Design – well developed
- Building Relationships – Developing**
- Robust Communication Systems – well developed
- Planned Transitions – well developed



### Key points of final action plan:

The final action plan was to be informed by working towards:

- Congruence and Unconditional Positive Regard
- Ongoing emotional support
- Stress management
- Conflict resolution
- Decrease barriers to learning for pupils who experience SEMH.

### Action plan:

- Build, furnish and equip a Thrive / sensory room
- Promote better mental health at staff meetings and assemblies
- Staff to monitor 'brain health continuum' looking at ways to assess pupils mental and emotional needs
- Ensure children are referred to the pastoral team if needed
- Establish a Mental Health lead
- Staff to model stress management – awareness of own triggers and how to respond
- Staff training in restorative practice

### What data did the school collect to measure the effect of action plan?

The school used mixed methods, including quantitative data from pupil surveys, pupil attendance and lateness data. This was combined with qualitative data such as staff 'observation posters' in the



staff room where staff were asked to state ‘what they saw’ around the school. Pupil focus groups were also used. One striking finding was that:

*‘75% of children had never spoken about their mental health’*

### What activities have taken place to support the audit?

- First member of staff trained as Thrive Practitioner
- Staff meeting on brain health
- Assembly to introduce brain health - used Lucy’s Blue Day
- Implemented basic brain health continuum in each classroom for pupils and staff to use
- Restorative Practice at lunchtimes with SLT focus on victim support
- Drop in sessions at lunchtimes for pupils to talk about their emotions
- Pastoral support four afternoons; includes nurture group and 1-2-1
- Dragon breathing with Cliff (a mindfulness activity)

## Impact: What difference has it made?

- Pupils and staff openly talking about how they are feeling
- Pupils know where to find support
- Pupils that already received support, coming into school happy and on time
- Pupils using the lunch time drop in sessions
- Pupils using the post box

#### Child A

2018/2019  
8 lates due to anxiety

Tailored inventions 2019 / 2020  
0 lates and increased emotional literacy

#### Child B

2018 / 2019  
4 lates and 12 sessions of absence due to anxiety

Tailored inventions 2019/2020  
0 lates and 0 sessions absence

### What are the outcomes:

For pupils and their families:

- Pupils and staff openly talking about how they are feeling
- Pupils know where to find support
- Pupils that already received support, coming into school happy and on time
- Pupils using the lunch time drop in sessions
- Pupils using the post box



## Domain – Building relationships.

Need:

- Congruence and Unconditional Positive Regard
- Ongoing emotional support
- Stress management
- Conflict resolution



Research by Roffey (2012) highlights how positive teacher / learner relationships impact on both pupil and teacher wellbeing.

## Domain – Enabling environment.

Need:

- Provide a suitable room for multi sensory use / nurture
- Introduce “brain health” and the continuum
- Decreasing barriers to learning for pupils who experience SEMH.



The guiding principles for these environments are creating differentiated activity settings (Tharp & Gallimore, 1997) in the classrooms, providing defined breakout spaces outside and attached to each classroom (Lippman, 2013; PEHKA, 2012), and affording the ‘spaces-in-between’ (Lippman, 2015).





## The Willows Primary School

### **Setting the scene:**

The Willows is a smaller than average primary school. Over half of the pupils are known to be eligible for pupil premium funding this is well above average. Over a third of pupils are from ethnic minority groups which is also well above average. A higher than average proportion of pupils have special educational needs. A larger than average proportion of pupils enter and leave the school during the academic year.

### **Audit focus:**

A first thoughts audit with the staff leading on SWERL summarised progress under the domain headings as Supported and Informed staff -*developing*, Graduated Response to Need – *developing*. Enabling Environments *not yet developed*, whole system planning an design *developing*, building relationships *developing*. Further consultation with MDAs, staff, and through parents and pupils class surveys focused on a desire to improve non structured time and the outside area. In doing so this would lead to an improvement on pupils emotional health which would support the mental health for pupils, staff and parents. There was concern that at certain times of the day when all the children are changing classrooms this can cause disruption and emotional uncertainty for some pupils.

### **Key points of final action plan:**

The aim of the work was for the school environment to be a more engaging and stimulating place to be. Children to be able access the outside areas for active learning and are able to connect with nature and wildlife. The school has a designated forest school area.

Extra-curricular opportunities will be widened and children given a more diverse offer.

Interventions will be planned, monitored and the impact assessed so that children are having their gaps filled in the most effective way.

### **What data did the school collect to measure the effect of action plan?**

There was a wide range of consultation that was undertaken this included non- teaching staff MDAs, pupils, the inclusion team and parents as well as staff. The work was strongly led by a SWERL Team Headed by the DH (who was also the SENCO).

### **What activities have taken place to support the audit?**

- Pupil Eco club was enlisted to support and carry out surveys with pupils
- There were changes to some of the structures and routine, these included – soft start rather than lining up.
- More lunchtime clubs
- An explicit focus on well-being themed ‘hello yellow’
- The application more widely of THRIVE techniques
- A regular newsletter highlighting these areas called the Willow Warbler
- Displays and Staff briefing and Newsletters to parent to inform of them changes and raise the profile
- Plans and designs produced to enhance the outdoor space.
- An outdoor day planned to establish pride and responsibility for outdoor environment
- Reception buddies and playtime pals established

## **What are the outcomes:**

For pupils and their families:

- It's early days but the school feels the children appreciate their space more but want it further developed
- The 'hello yellow approach' has been appreciated by parents and most feel their children are happy at school.

For staff:

Mid day supervisors and staff have commented that there are fewer incidents at lunchtime and the children seem better engaged.

For whole school:

There has been a focus on emotional well-being and a greater understanding of, and commitment to empathy, kindness and resolving problems.

## **Any quotes or stories to illustrate effects?**

Year R child *-I have a new buddy, which I like.*

MDA – *there have been fewer incidents at lunchtime*

*I feel calm when I am doing gardening ' Yr 6*

## **Which domains were covered?**

- Enabling Environment
- Transitions
- Building relationships

## **What should schools following a similar idea do/be aware of/do differently?**

Having strong existing teams e.g. eco team for pupils, parent support teams, inclusion team aid progress and cooperation helps mobilise this work.

## **Any other comments?**

Next steps include establishing an outdoor quiet area, resourcing more equipment, and seating, establishing a tree avenue (there is a long and winding shade less path which the children use as a 'runway' ) This is a good approach to capitalise on plant a tree and eco work.



## For staff and school

Pupils and staff openly talking about how they are feeling

More staff training is planned

## Any quotes or stories to illustrate effects?

Child A , 8 lates due to anxiety after tailored inventions\_0 lates and increased emotional literacy

Child B, 4 lates and 12 sessions of absence due to anxiety

After tailored intervention 0 lates and 0 sessions absence

## Which domains were covered?

Building Relationships

Enabling Environment (next steps)

## What should schools following a similar idea do/be aware of/do differently?

## Any other comments?

The audit would still highlight lack of space, what do I see poster mentioned peeling paintwork .  
So there is more to do on "Enabling Environment."

The school would like to create a Thrive / sensory room and

Thrive train another member of staff.

## Highfield Nursery and Children's Centre

### Setting the scene:

Highfields Nursery is a large Local Authority Nursery offering provision for children aged 2 to 5 . It is a leading school in the Ipswich Research Schools Partnership. Development of the SWERL work was interrupted because of staff changes but the Acting HT who leads the Research School Partnership stepped in,. The audit became the vehicle for looking more closely at areas where staff felt least confident in working with children and to take forward changes to better improve outcomes for children whose ability to emotional self-regulate gave cause for concern .

### Audit focus:

Two areas were selected which were always high on the school's priorities. These were:

Supported and Informed Staff - There have been a number of new staff joining the team, therefore, the focus of this plan will be to check the confidence levels of all staff, and from this, plan CPD to meet any identified need.

The audit showed that:

- 11/17 staff were 'not confident' accessing support for extremes of behavior.
- 5/17 'not confident' accessing research and teaching approaches.
- 5/17 'not confident' accessing clear information on recognising emerging emotional needs of children.

Building Relationships - This is always an area in which the school is seeking to extend the skill base of staff and develop different approaches to support parents, especially those more vulnerable parents.

### **Key points of final action plan:**

From the audit we decided that:

There was a need to bring staff together more regularly to share good practice and to invest in high quality CPD which was planned and integrated into the school delivery plan. The aim being to support staff in becoming more confident in both dealing with and accessing support for extremes of behaviour. Many of the staff are part-time and it was difficult to find time for everyone to meet.

## Changes in practice: What did people do differently? What else was changed?

- Using the data tracking method detailed in the previous slides, we would like to see confident practitioners meeting the needs of the children and parents within Highfield.



### **What data will the school collect to measure the effect of action plan?**

- Attendance at events for parent , parent satisfaction surveys

- Pupils requiring additional support because of concerns about behaviour
- Staff feedback on CPD and it's effectiveness
- In addition there are a range of related initiatives within the school that will be monitored and enable further evaluation
- Makaton – Nurture plan targets and Learning Journey tracking by SENDco
- Tuning in Project - Feedback from Project Manager/Confidence ratings.

### **What activities have taken place to support the audit**

A restructuring of the working day on Wednesdays so that all staff can meet together at 3.00. This had not previously been the case and it has been very hard to plan a coherent CPD plan.

Staff meetings will provide a platform for sharing concerns or ideas related to the new approaches

- Planning for CPD to ensure a mix of approaches ensuring some of the practitioners can deliver 'in house' CPD to other members of staff.
- A varied delivery approach is planned to match the needs of the staff to research based programmes available.

These include:

- Makaton (whole staff delivery)
- Mental Health First Aid (whole staff delivery).
- 'Tuning in' Project (2 staff members)
- Solihull Parenting Approach (2 staff members)
- Applying Neuroscience to early intervention (5 staff)
- Theraplay (2 staff)
- Matching specific programs to staff needs as identified through audits.

### **What are the anticipated outcomes:**

For pupils and their families:

Children and their families are better equipped to manage behaviour which have previously concerned working in partnership with staff.

For staff and the school:

- We hope to ensure we have confident practitioners who will access knowledge in a mixed range of delivery styles.
- Direct teaching approach.
- On-line approach.
- Self-directed.
- Peer support and modelling

From this mix, we will see which ones meet the needs of our practitioners and offer a more sustainable learning approach. This will lead to an improvement in the quality of the support for children and adults within the setting

### **Which domains were covered?**

Supported and Informed Staff

Building Relationships

### **Any other comments?**

- We are at the early stage of implementing these changes providing the practitioners the range of CPD.
- We plan to repeat the confidence questionnaire mid-cycle and analyse the outcomes.

## Copleston High School

### **Setting the scene:**

Copleston High School is a secondary school for ages 11–18 has around 1,800 students . School Leaders state that Learning and Pastoral Support is well developed but feel that targeted mental health support was not as well developed. The school was also in the process of a large re-building project and were hoping that participation in SWERL could focus attention on the environment.

### **Audit focus**

Having set out some parameters to examine the school set about raising the profile of SWERL in general discussion with staff, pupils and parents to provide context. We then devised a questionnaire which was given to 100 randomly selected members of staff pupils and parents .65 questionnaires were returned.

Overwhelmingly the domain that received the most attention (65%) as being least developed was Supported and Informed Staff. Staff wanted to feel more confident in dealing with wellbeing and mental health, both their own and pupils. Parents wanted staff to be better informed and more supported an pupils and teachers and support staff to have a better understanding of other personal difficulties .



**SWERL PROGRESS**  

## Copleston

**Our idea was how to best support the wellbeing of all members of the Copleston Community.**  
Our problem was, the area is so vast. Staff, pupils & parents account for almost 4000 individuals, but wellbeing and Mental health will affect all. We had excellent working relationships with some external professionals - but we wanted to know how to target interventions. How could we increase their input? To whom would they be aimed? and how could we be cost & time efficient? This was a compelling issues as we have extensive learning and pastoral support, however we felt that our mental health specialist support was lacking. **Additionally, with the new build we were hoping to add additional environmental support** Our research question was based on the SWERL literature. **What of these 4 domains would you select to focus out attention and initiatives over the next academic year?**



**Learning:** Staff will set own learning needs for areas of MH- and select CPD or individual session. They can have increased on site access to mental health expert for increasing knowledge or their own support.

**Our Approach:**  
We talked with staff, pupils and parents in individual or small groups about SWERL. As we have been going through the process of consultation for our new build- many have become used to giving us their thoughts and being asked for feedback. SENCO & CTA led discussions. We were aware that we needed a wide group of participants to give us an honest reflection of the views of our community. We needed staff, parents and pupils- and we felt that a questionnaire that was anonymous would give us the data required. **Which key pieces of research informed your intervention?**

**Changes in practice: What did people do differently?**  
This will be reviewed and evaluated once interventions have been identified. CPD sessions already booked and running. Staff drop in is being identified as a chosen intervention, and increased MH expert time in school will embed wellbeing into the language of school and increase whole community's knowledge and resource base.

**How did you do it?**  
We spoke to staff in areas from SLT to CPD sessions. We used the language of SWERL when we could. We devised a questionnaire that was given to 100 randomly selected members of staff, pupils and parents. These were returned to a nominated admin staff member. We received 68 completed questionnaires. An over riding majority chose the same domain. We needed to respect this, therefore, as 68% have chosen Supported and Informed Staff - we know this is the area on which we need to focus.

**Mobilising knowledge: How will you share and embed the learning**  
As this was a majority, from all areas- we held a team meeting to look at the qualitative data that the questionnaires provided. Staff wanted to feel more confident with wellbeing and mental health. Their own and that of the pupils. Parents wanted staff to be better informed and more supported, and pupils wanted teachers and support staff to have a better understanding of their personal difficulties. Information is shared with departments and a second survey is being designed. We are asking as groups and as individuals how they would like this to be designed. Suggestions so far include CPD training sessions, workshops, staff drop ins. Some staff have identified themselves as 'key' people to represent staff views.

**Impact: HOW?**  
Increasing the availability of our chosen Mental Health consultant to drive this forward with nominated staff. Senior leaders will talk with staff at performance reviews. CPD sessions are being developed, increased and will be evaluated. Key learning objectives on MH will be identified by staff, and reviewed. Community as a whole will be asked for feedback later in the year. We are going to ask for parental representatives to meet with MH consultant termly to drive forward..



## Key points of final action plan:

The findings of the survey were discussed within the CLT and with the SENCO. Responses to what people would like provided to better meet need were:

- CPD training sessions
- Workshops
- Staff drop ins
- Volunteers amongst the staff to act as staff reps for well- being.

## What data did the school collect to measure the effect of action plan?

The school has the data from the first survey and plan to work with volunteers to design a second survey.

## What activities have taken place to support the audit

- Staff to self -assess their own needs for training on MH and to select from a range of CPD opportunities.
- Increased access to a mental health practitioner on site for their own increasing knowledge and/or personal support.

## What are the anticipated outcomes:

For pupils and their families:

School has increased MH practitioner time in school



## **For staff:**

- CPD sessions on mental health have been booked and started
- Staff drop ins have emerged as a chosen intervention.
- Increased MH practitioner time in school

## **For whole school:**

Well-being embedded into the language of the school and increased whole community knowledge and resource base .

## **Which domains were covered?**

Supported and Informed Staff

## **Any other comments?**

Going Forward Key Learning Objectives on MH will be identified by staff and reviewed. The school community will be asked for feedback later in the year

A group of parents will be asked as a focus group to meet with the MH consultant.

## **Halifax Primary School**

### **Setting the scene:**

Halifax Primary School is larger than the average-sized primary school. The large majority of pupils are White British. A much lower than average proportion of pupils speak English as an additional language. The proportion of pupils who are disadvantaged is average. The proportion of disabled pupils or pupils with special educational needs is well above average.

### **Audit focus**

The audit identified two domains to explore in further detail with staff: Supported and Informed Staff, Graduated Response to Need and Enabling Environment. The initial audit outlined the following elements where staff indicated they felt less secure

- De-escalating anxious or stresses behaviour
- Access to support when needed through supervision(experienced staff)
- Adequate time/support for SENCO or other SEMH leads
- Emotional awareness within the curriculum

Many elements of the audit also indicated strengths which could be utilised in achieving improved outcomes. Despite initially thinking that enabling the environment would be a key area, after discussion with stakeholders it did not highlight significant areas to prioritise.



## Key points of final action plan:

Through the audit the lead team for SWERL was able to identify existing strength within the schools to mobilise their action plan which aimed to do the following:

- To create a staff well-being statement and strategy that recognised the importance of mental health and well-being for all Staff members of staff
- Create a framework for well-being partners
- Develop a program of social activities for staff within school
- Offering staff CPD to support with resilience and identifying triggers
- Providing regular CPD and opportunity for Collaborative Peer Coaching
- Creating supportive spaces for staff non-contact time

## What data did the school collect to measure the effect of action plan?

Pupil Well-being

- All teaching staff were recruited as part of an action research project to lead a small scale impact project that will embed and ensure that each value is clearly demonstrated through the teaching and learning
- Identified three headline strategies to trial with pupils to be evaluated by the team

It is recognised that these measures established baseline information which would be returned to in order to measure effectiveness.



## What activities have taken place to support the audit?

### Pupil Well-being

- As a whole staff created a list of important values – list was refined into 6 key values in consultation with staff and the school council
- Team Halifax Values included in our Curriculum Intent document, shared with the children and displayed in all classes. Also forms part of our lesson observation criteria
- Identified three headline strategies to trial with pupils to be evaluated by the team
- The project is being delivered through small teams, each focusing on one of six of our school values
- Each team to become experts in this area through research and the implementation of a small impact project
- LSA to join each team for the second and third sessions of the year
- The project will culminate in a presentation by each team to colleagues
- Each phase has a representative in each team to ensure that the learning is embedded across the school. Project teams have identified three strategies/activities to trial and evaluate as a group
- A Staff library will be set up to encourage staff to access recent research and publications relating to the schools values in the first instance
- First cross-school memorable experience will be held (utilising family grouping and cross school activities – use of existing House Groupings can be used)

## What activities have taken place to support the audit?

### Staff Well-being

- As a whole staff created a list of important values – list was refined into 6 key values in consultation with staff and the school council
- Team Halifax Values included in our Curriculum Intent document, shared with the children and displayed in all classes. Also forms part of our lesson observation criteria
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- A Staff library will be set up to encourage staff to access recent research and publications relating to the schools values in the first instance
- First cross-school memorable experience will be held (utilising family grouping and cross school activities – use of existing House Groupings can be used)

## **What are the anticipated outcomes:**

For pupils and their families

- Deeper understanding of our Halifax values and explain how these are embodied in our curriculum
- A greater self-awareness and understanding of resilience
- Positive relationships with the adults, peers and pupils from other year groups
- The ability to apply and transfer the skills to all areas of their life
- Confidence to take on new challenges or opportunities
- The ability to recognise a range of possibilities for their future

For staff and whole school:

- Developed access to research and practice through the Collaborative Peer Coaching
- Derived a sense of purpose and achievement from completing a project that has a clear positive impact on pupils
- An understanding of the triggers for their stressors and are beginning to use strategies and support within school to manage this

## **Which domains were covered?**

- Supported and Informed Staff, Graduated Response to Need
- The focus of the work was on improved CPD through, peer support, evaluation and feedback.

## **Any other comments?**

Next steps - The school is aware that much of this work is at the early stage but feels it has set up well established and supported mechanisms for carrying on the work with staff to better enable them to become confident and knowledgeable in supporting vulnerable children .

Next steps:

- Consult on Well-being statement and strategy
- Learning Support Assistants to join the project team
- Pupil perceptions on the strategies trialled
- CPD for staff on developing Resilience

## Ranelagh Primary School

### **Setting the scene:**

Ranelagh is smaller than the average primary school. Just over half of the pupils are White British, the remainder coming from a range of ethnic heritages. The proportion of pupils who speak English as an additional language is above the national average. The proportion of pupils who have special educational needs and/or disabilities is below the national average. The proportion of pupils with education, health and care plans is below average. The proportion of pupils supported by pupil premium funding is above average.

### **Audit focus**

Using an initial overview of the audit the school focused on Building Relationships and Enabling Environments. The school gathered data in a variety of ways to involve pupils, parent and staff, some of the data gathering for the audit elicited the following responses.

Pupil perception questionnaire (Year 1 – Year 6) ALL pupils 80% of our KS1 children agreed with the statement 'I enjoy coming to school' and 69% of KS2 children.

There was a weaker response to the statement 'The other children are nice to each other at school' with 38% of KS1 children responding with either "sometimes" or "no" and 50% of KS2 children giving the same response.

When responding to the statement 'There is somewhere I can go when I need a break', 12% of KS1 children stated "sometimes" and 13% responded with "no". 12% of KS2 children responded with "not at all" and a further 20% stating either "no" or "unsure".

This was an area we decided to focus on.

A Parent perception questionnaire was conducted by school governors. 99% of the parents either agreed or strongly agreed with the statement 'My child's school is a friendly environment for children, parents and families'.

Through observation and discussion with class teachers it was evident that many pupils who find the classroom challenging retreat into the corridors, with many distancing themselves even further from their actual classroom. The behaviour observed at these times is often confrontational and destructive. It is evident through reflecting on behaviour logs that many of the higher levels of escalation occur when children have removed themselves from the classroom into other areas of the school.

### **Key points of final action plan:**

- Create a sensory path/trail which can be utilised either as a targeted intervention or on an 'as needed' bases to support calming, emotional regulation and sensory seeking behaviours.
- Ensure that the main sensory path/trail is located in an area of the school where it will not be distracting to children who are learning in their classrooms.



- If feasible, have one/two pieces of sensory equipment located outside each class so the children have a safe space to go if they need to remove themselves from the immediate classroom environment.
- Ensure that there are resources to support a range of sensory seeking behaviours.
- Continue work with the Green Light Trust with an greater focus on sustainability whilst impacting on an increasing number of pupils.
- Further improve the outdoor woodland area concurrently (link to Enabling Environments).
- Level 2 or 3 qualification for Forest Schools – staff to express interest based on specified criteria.
- Green Light Trust to provide targeted intervention for 8 children over one term.
- Increased frequency of ALL pupils accessing outdoor learning opportunities with focus on social skills, cooperative play/work/learning and building relationships.

## A GOLDEN OPPORTUNITY Long Term Sustainability

Taking part in this project allowed us to spend time giving serious thought into how we can continue to have impact on the wellbeing and mental health of our young people. We wanted to think about how we could integrate the principles of SWERL into our whole school ethos so that is would become embedded in our school curriculum. This would then become part of our 'non negotiables' at Ranelagh!



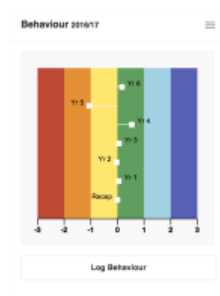
We invited someone from Early Minds to come and speak with us about the work they do in supporting teachers, pupils and parents in educating them about wellbeing and mental health. One element which was most appealing to us was that it 'came at it from all angles'. Therefore, we felt there would be a much greater chance of success. It focuses on prevention rather than cure so should have long term impact on all future teachers, pupils and parents of Ranelagh Primary School and beyond...

### What data will the school collect to measure the effect of action plan?

- Feedback from class teachers
- Formal and informal observations
- Pupil questionnaire to be repeated (with additional questions focused on targeted domains)
- Measure impact of targeted interventions (both sensory and pastoral)
- Staff/parents to qualitatively evaluate the impact on the children
- Case studies
- The school also spent time looking at evidence based research which supports approaches to well-being and supporting pupils with SEMH.



## Qualitative and Quantitative data collection methods used:



- Pupil perception questionnaire (Year 1 - Year 6) ALL pupils
- Parent perception questionnaire conducted by school governors
- Informal discussions with staff
- Observation
- Behaviour logs and incident forms

### What activities have taken place to support the audit?

- A Key Person has now been identified for vulnerable pupils (SEN, Behaviour, Safeguarding and Pastoral) to work closely with pupil, parent and teacher.
- Implementation of a script which should be used by ALL staff during restorative conversations to ensure consistency (identified in Behaviour Policy).
- We invited someone from Early Minds to come and speak with us about the work they do in supporting teachers, pupils and parents in educating them about wellbeing and mental health.

### What are the anticipated outcomes?

For pupils and their families:

- There would be fewer occasions when behaviour escalates with children removing themselves from the classroom
- If children need to take a sensory break every has a clear idea of how this can be achieved.
- Time that the children spend outside will be more enjoyable and meaningful and will result in better peer relationships and a higher degree of satisfaction.

For staff and whole school:

- If children need to take a sensory break every one has a clear idea of how this can be achieved.
- Staff will feel more confident in supporting children with SEMH and in implementing a consistent approach to support children who are distressed.

## Which domains were covered?

- Building Relationships and Enabling Environments

## What should schools following a similar idea do/be aware of/do differently?

Schools should integrate the principles of SWERL (regardless of which domain was chosen) into a whole school approach felt likely to produce the best results.

## Any other comments?

- Taking part in this project allowed us to spend time giving serious thought into how we can continue to have impact on the wellbeing and mental health of our young people.
- We wanted to think about how we could integrate the principles of SWERL into our whole school ethos so that it would become embedded in our school curriculum.
- This would then become part of our 'non negotiables' at Ranelagh!
- One element which was most appealing to us was that it 'came at it from all angles'. Therefore, we felt there would be a much greater chance of success.
- It focuses on prevention rather than cure so should have long term impact on all future teachers, pupils and parents of Ranelagh Primary School and beyond.

## St Helens Primary School

### Setting the scene:

St Helen's is a larger-than-average-sized primary school, in central Ipswich. About half of the pupils are white British, with the rest coming from a variety of minority ethnic backgrounds. About a third of pupils speak English as an additional language, and this proportion is increasing. A high proportion of these pupils, particularly those who have started school recently, are at the early stages of learning English. The school has had a significant focus on language development in oracy and in writing.

### Audit focus:

Using the audit first thoughts tool, St Helen's looked at a number of the areas and identified particular concerns that a number of the children often displayed signs of struggling with their emotions. This was sometimes displayed by outbursts within the class and disruptive behaviour in the playground. They focused on looking at strategies that staff could use to assist the children to better understand their emotions and give them the language to express themselves. In addition the school wanted to explore developing a quiet space (eg a classroom) which could both act as a family hub and a safe place for children to spend focused time.

### Key points of final action plan:

The final action plan looked at developments in three main areas:

- Building on a well - established programme of promoting language functions in oracy and writing and extending this to developing a language of emotions.



- A checking in board (piloted in a year 3 class) where the children could be free to state how they were feeling.
- Developing The Green Room (a converted classroom) as a safe place for children to come to for a variety of activities.

### **What data did the school collect to measure the effect of action plan?**

The school had a range of data that they planned to use, internal exclusion white slips, pupil surveys. They proposed developing some surveys to use with staff, pupils and families about the setting up and using the Green Room which was in its early stages of development.

### **What activities have taken place to support the audit**

Furniture and resources were being sourced for the Green Room. These included tables and chairs, an informal soft seating area and boards for displays. It was hoped to build up a library of books which parents could use around mental health and on parenting issues.

Check in boards were developed that the children could use to indicate their emotional state a simply 'swingometer was developed' this would better help adults working with children to gauge how children were feeling and assist them in their responds but also to help children to understand that it is Ok to express openly how they are feeling.

Allied to this using an existing sentence structure work, vocabulary and picture cards were developed to help children express their feelings. The involvement of a drama group that the school has worked before with was being sought with a view to commissioning work for KS2.

Each year group was identified with an animal group and different language structures were named after an animal. The emotional language being developed was named 'Orangutan Language'



## Outlet. Opportunity. Orangutans. How can we develop positive language to promote emotional understanding within our school

**Concern:** A number of our children are often displaying signs of struggling with their emotions. This is sometimes displayed by outbursts within the class and disruptive behaviour in the playground.

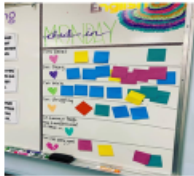
**Solution:** Our aim is to provide all children and staff the tools and resources to understand our emotions, voice our concerns and worries and to know that it's ok to not be ok.

### Language Development

- \*Currently being practised in small groups in Key Stage 2.
- \*Extension to existing language framework within school
- \*Sentence structures adapted to suit all ages and photo cards for individual children
- \*External drama group

### Check in boards

- \*Currently being introduced to a Year 3 class



The hope is that children and staff will use the boards that will be in each classroom and all children in need of a shoulder or time to talk will be recognised.



### The Green Room

- \*A safe place for children to talk or regulate themselves
- \*Work alone, read or take part in small social group activities
- \*Access to PSHE books and social stories with the support of an adult
- \*Sensory activities
- \*Share sessions with parents/carers



### Predicted impact

- \*Positivity in children and adults
- \*Reduction in lunchtime situations
- \*Reduced meltdowns/emotional outbursts
- \*Better developed relationships between children and adults
- \*Increased ability to vocalise emotions
- \*Improvement in classroom behaviour and inclusion.

## What are the anticipated outcomes:

For pupils and their families:

- Increased positive relationships between children and adults
- Reduction in lunchtime problems
- Reduced emotional outburst
- Increased ability and confidence to find the language vocalise emotions
- Improved behaviour and pupils remaining in the classroom because they were better able to self-regulate their emotions.

For staff and whole school:

- Increased positive relationships between children and adults
- Improved behaviour and pupils remaining in the classroom.

## Which domains were covered?

Enabling Environment and Building Relationships

## What should schools following a similar idea do/be aware of/do differently?

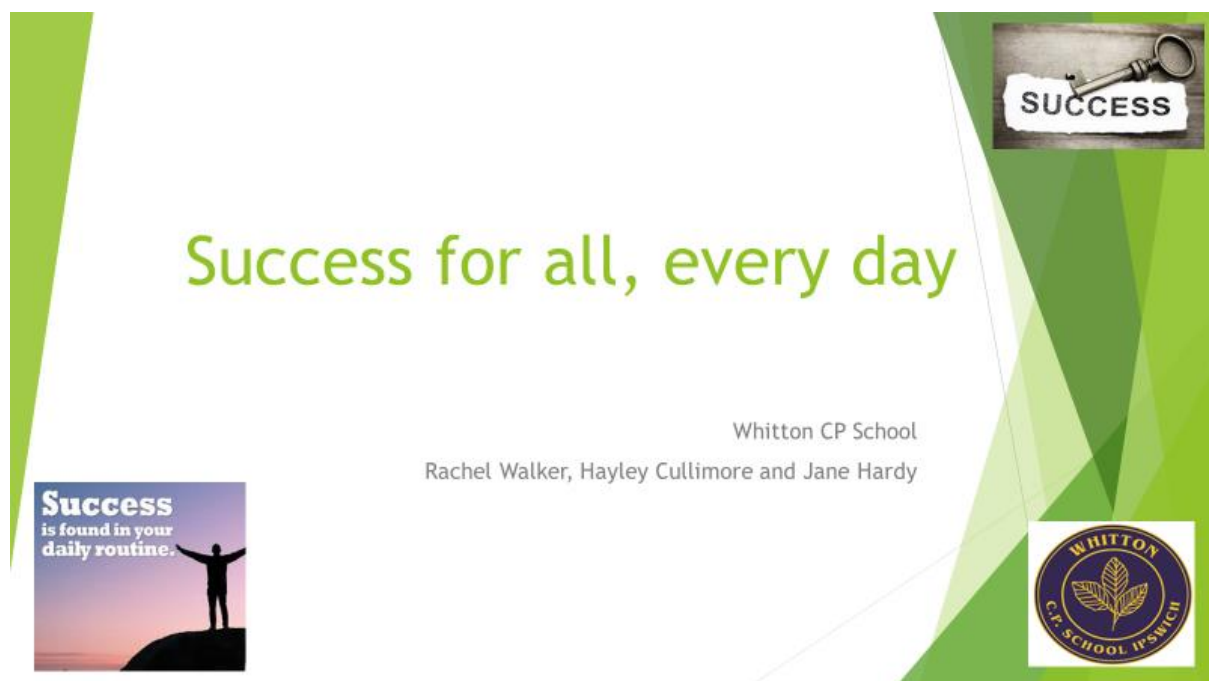
Time to do this was a challenge along with ensuring practice was embedded.



## Any other comments?

The school acknowledged that they would like to extend this work to include MDAs but at this point it had not been possible but was planned for the future.

## Whitton Primary School



## Setting the scene:

Whitton School is part of the Asset Academy Trust. It has recently been renamed The Beeches Primary school. The school is located in the north west of Ipswich, serving families from the Whitton estate. The school provides education and support for the local community, with 365 children, including a 52 place Nursery, and over 60 staff.

## Audit focus?

- We involved staff and governors in the audit.
- We also involved the pupils through school council
- Audit results showed that we were 'well developed' in Enabling Environment and Planned Transitions. For the other 5 domains we were 'developing'.
- From completing the summary of audit results, we identified that the Whole School Planning and Design domain needed development but our ideas for this would also develop the



domains on Supported and Informed Staff and Graduated Response to Need: role of the teacher.




## Key points of final action plan:.

- Domain 4: Whole School Planning and Design
- Outcome aim: Create a whole school approach to social and emotional development for all our pupils. For every child to succeed every day.
- Actions:
  - Review previous nurture group provision and Boxhall profiles (staff and pupil voice and data analysis)
  - Research effective systems for social and emotional development
  - Decide on the most appropriate approach
  - Attend training (Thrive) and roll out throughout school
  - Consider longevity of approach/ 3 year + succession planning
  - Review behavior policy (esp. detentions and incorporate more positive strategies) in line with new approach. Positive not punitive!

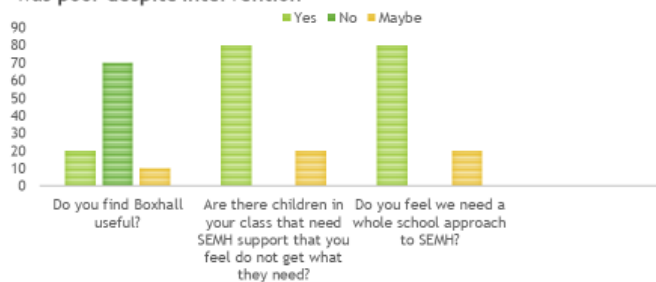
## What data did the school collect to measure the effect of action plan?

- Current nurture provision currently has provision for 10% of pupils – it primarily reactive and not all children are assessed through any form of screening.
- In the school the percentage of children with recognised SEMH issues is rising .
- 75% of the teachers felt there were children in their class who needed support for SEMH issues and supported a whole school approach.

## The current picture of domain 4

- ▶ Current nurture provision only reaches 10% of all pupils,  Reactive and not proactive - not all children screened. 
- ▶ The prevalence of diagnosed SEMH issues in children is rising; 11.5% of young people have a mental health disorder which equates to three children in every class (Department of Health, 2018) 

- ▶ Boxhall's - showed 62% of children screened suffer from poor self-worth. Progress was poor despite intervention



## **What activities have taken place to support the audit:**

The SWERL Team looked at different research based social and emotional development approaches. They visited other schools to learn more about Thrive and trauma informed schools.

We decided to follow the Thrive approach and presented on this to the SLT. Thrive aims to develop resilient and confident healthy and happy children through a whole school approach .

The planned work was to develop:

- A new whole school approach needed for screening and support for all children in regard to their SEMH.
- To update our behavior system/ policy, ensuring it took a positive, not a punitive approach.
- Restart staff training to use Restorative Justice.
- Introduce a new PSHE scheme of work Jigsaw - whole school that links with values and would go hand in hand with Thrive.
- Develop a Thrive room and relaunch the sensory room.

## **What are the anticipated outcomes:**

For pupils and their families:

- Improvements in peer relationships, conduct and attention
- Improvements in behavior, attendance, ability to manage feelings, listening and attention, managing relationships, understanding and self-confidence

For staff and school:

- Improved and clearer strategies to manage pupil's behaviour and manage pupil relationships.
- Staff feel better supported through having clear strategies to support positive behaviour and support children's SEMH needs.

## Learning: What was learnt?



- ▶ A new whole school approach needed for screening and support for all children in regard to their SEMH.
- ▶ From this, we needed to update our behavior system/ policy. Positive, not punitive.
- ▶ Staff training to revive Restorative Justice.



- ▶ New PSHE scheme of work Jigsaw - whole school that links with values and would go hand in hand with Thrive.
- ▶ Develop a Thrive room and relaunch the sensory room.



### Which domains were covered?

Domain 4: Whole School Planning and Design was the main focus, but also Supported and Informed Staff and Graduated Response to Need:

### Any other comments?

This was the timeline set out in the plan to develop work in support of the identified themes and to further evaluate it.

- October 2019: PSHE staff training on new scheme of work (Jigsaw)
- October 2019: Create 'Thrive room' and review sensory room
- November 2019: 2 day Thrive SLT training for DHT and SENCO and governor involvement
- December 2019: Create Thrive team
- Spring term 2020: Whole school and practitioner training
- Spring term 2020: Launch Thrive and all children screened
- Summer term 2020: Interventions underway for identified children
- Summer term 2020: Ensure rigorous monitoring and evaluation of impact including pupil, parent/carer and staff perception
- Autumn 2020: Review training for staff (succession planning)
- Autumn 2020: Review of school vision and values



## Impact: What do we hope to achieve?



- Improvements in peer relationships, conduct and attention
- Improvements in behavior, attendance, ability to manage feelings, listening and attention, managing relationships, understanding and self-confidence
- Development of the ‘whole child’

Success for all, every day.

### Facilitator Reflections:

Clare Dorothy:

**Optimum Conditions for Progress**

- An existing commitment to wellbeing and inclusive practice**
- Building a team around the work**
- Raising the profile**
- Commitment of Senior Leadership – time and resources**
- Involving as wide a range of stakeholders as possible**

**Kotter’s 8 steps**

Claire Darwin:

## Reflections



How dedicated the SWERL teams have been.

How much work has been covered / how many projects planned in a short time.



The similarities in domain / project areas emerging across the schools.

Domains interlinking with each other.



How important it was to consider impact and outcome measures at the initial stages of the project.



How projects have reflected priorities for the school.

How ideas adapted in line with information gained during the school audits.