

# Charlwood Village Infant School

## Case Study: Developing the Mental Health, Wellbeing and Resilience of the Whole School Community



### Healthy Schools Theme:

Emotional Health and Wellbeing

### School Context:

Location: Charlwood Village, Nr Horley, Surrey

Number of pupils on roll: 45

#### Early Years Outcomes

*% of pupils in Early Years who have achieved a Good Level of Development ~ 87%*

#### Key Stage 1 Outcomes

	Working Towards	Working at Expectation	Working at Greater Depth
Reading	20%	47%	33%
Writing	7%	66%	27%
Maths	0%	80%	20%

#### Year 1 and 2 Phonic Screening Outcomes

- *% of pupils passing the Phonics Screening Check in Y1 ~ 87%*
- *% of pupils passing the Phonics Screening Check in Y2 ~ 100%*

% SEND: 9%

% Pupil Premium Pupils: 4%

% of Ever 6 Pupils: 7%

### **Identified Priority:**

Our children are predominantly from the village which is small and sheltered. The demographics is very mono-cultured and we have found our pupils to be very 'bubble-wrapped' with both the parents and children very hesitant to take risks or step outside of their comfort zone. Over the past two years we have been holding regular Family Forum meetings with parents and their comments at these is what initiated this focus.

We are a small school of only 45 pupils currently and at the end of our transition to a primary school, will only rise to 105. Working in a small but very busy school means that, by necessity, our staff members 'wear many hats' and lead more than one area.

We wanted to ensure that by focusing on mental health, wellbeing and resilience our pupils, their parents and our staff would become more protected against mental health disorders.

We obtained our baseline data by sending out questionnaires to all staff and parents to ascertain their views.

#### Baseline Data

- Our staff questionnaire showed that staff did feel that their wellbeing was valued by the school and that they did get support when life was stressful however further conversations with them at staff meetings did confirm that they would find strategies to help pupils develop resilience useful.
- Our parent questionnaire showed that parents had a clear understanding of what resilience meant and that they had some strategies to help their pupils develop resilience.
- The parent questionnaire showed that parents rated their own child's resilience as quite low compared to their own.
- Staff observations of parents dealing with their pupils as well as comments written in Homework Diaries suggested however that they weren't encouraging pupils to become resilient learners or develop the confidence to take calculated risks.

### **Outcomes:**

- Staff to become more aware of their own and others' (including pupils) mental health, wellbeing and resilience and to learn how to notice the signs of Mental Health issues.
- Parents to be more aware of their own and their children's mental health, wellbeing and resilience.
- Pupils to develop strategies to help them become more resilient therefore reducing pressure and stress.
- School to provide workshops to support parenting skills.

The Healthy Schools Action Team would meet regularly and be able to feed back their views and the views of other parents on our activities and success.

Feedback from each workshop, the Healthy Schools Action Team and parent interviews after the

final workshop would provide us with our success data.

## **Activities / Interventions:**

*We wanted staff to become more aware of their own and others' (including pupils) mental health, wellbeing and resilience and to learn how to notice the signs of Mental Health issues.*

- Leadership Team and teacher meeting re Resilience
- TA Meeting re Resilience
- HS Leads attend Mental Health and Resilience conference
- Baseline Questionnaire to all staff
- Baseline Questionnaire to parents
- Safeguarding Leads attended Online Safeguarding conference
- ELSA attended ELSA network meetings
- ELSA attended Mental Health Training
- Healthy School Lead attended Tamhs Meetings
- Healthy School Lead attended Personal Development and Welfare Meeting

*For parents to be more aware of their own and their children's mental health, wellbeing and resilience.*

- Healthy Schools Action Team meeting to agree plans for the year and how to achieve them
- Share Annual Review for Bronze award
- Baseline questionnaire out to parents
- Building Resilience Workshop 1 for parents ~ resources provided in pack to each attendee and evaluation form
- Building Resilience Workshop 2 for parents ~ resources provided in pack to each attendee and evaluation form
- Safeguarding Workshop for parents ~ resources provided in pack to each attendee and evaluation form
- Healthy Schools Action Team meeting to discuss impact of workshops and future workshops

*For pupils to be more aware of their own mental health, wellbeing and resilience.*

- Big Think Time - Understanding failure
- Big Think Time - Reminder hand
- Big Think Time - Floods
- Big Think Time - Resolving friend issues
- Big Think Time - Healthy and unhealthy relationships
- Big Think Time ~ What is the biggest change you have had in your life so far?
- Big Think Time ~ Is there anything you need to change in your life?
- Big Think Time ~ When is it okay to keep a secret and when is it not ok?
- Assembly ~ What makes a good learner?

*The school to provide workshops to support parenting skills.*

- Resilience Workshop ~ Part 1 and 2
- Behaviour Workshop
- Online Safeguarding Workshop
- Individual support for specific parents

Each workshop was open for all parents to attend and held twice during the same day thus providing all parents two opportunities to attend. The morning session was 9.30 to 10.30 a.m. and the evening

session was 7 - 8 p.m.

## **Impact:**

### **Pupils**

- Pupils have a greater understanding of the key attributes needed that are needed to make a good learner
- Pupils understand that resilience and perseverance are important when they fail or when they are faced with a challenge
- Pupils understand that mistakes help us to learn

### **Staff**

- Staff have a greater awareness of the signs of mental health and stress in pupils
- Staff understand the importance of encouraging resilience in their class to help pupils deal with challenges and failures
- Staff have a greater understanding of why it is important to allow pupils to struggle sometimes and find their own solutions to problems

### **Parents**

- Parents have a greater awareness of how their own childhood and the way they were parented will affect how they parent
- Parents have a greater understanding that they need to help their children to learn to risk take to help them be prepared for life's challenges
- Parents have a greater awareness to evaluate their own feelings and emotions and understand their own position before they tackle challenging behaviour
- Parents have a greater understanding of why it is important to allow their children to struggle sometimes and find their own solutions
- Parents now realise that they aren't alone and there are other parents in the school community who face the same challenges that they do
- Parents now have a greater understanding that there is a wealth of support there for them to support them during difficult times

## **Next Steps:**

- We will continue to provide workshops to parents on subjects that they have requested. The first one will be 'Homework' during the autumn term.
- We will continue to evaluate and implement further actions/activities where needed.
- For the Year 2016-2017 our focus will be on Healthy Eating.

## **Senior Leader Quote:**

The mental wellbeing and resilience project has really brought the school community together to understand how important mental wellbeing is and how supporting each other and developing resilience strategies can really prevent future problems.