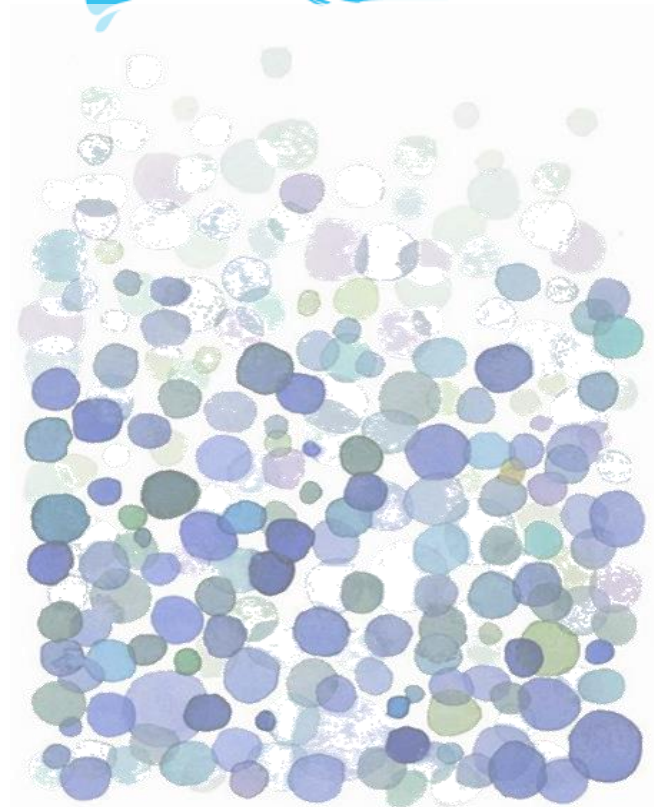


School Trailblazer: Ronald Ross Emotional Wellbeing in Schools Workshops Report

June 2019

Emotional Well-being

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2. Equalities Monitoring
2. Understanding emotional wellbeing
3. School environment and values
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Wandsworth Clinical Commissioning Group

Start well, live well, age well





Project context and background

This partnership project between education and health has the ambitions over three years to reduce levels of self-harm, improve emotional resilience and enhance the wellbeing of children and young people, by developing prevention and early intervention initiatives, primarily through a 'whole school approach'.

The purpose is to foreground and strengthen the young people's voice in the design and delivery of this project and support the schools to develop their involvement approach. This includes embedding co-production principles and enabling the young people's voice to influence decisions and actions right from the start.

Building on the South West London framework for involving young people in the Trailblazer emotional wellbeing project in schools, the NHS Wandsworth Patient and Public Engagement and Equalities team have been working together with each of the school clusters in Wandsworth to audit the involvement of children and young people in their emotional wellbeing work and to develop their action plans for achieving the project ambitions over the next three years.

To enable this, the NHS Patient and Public Engagement and Equalities team in Wandsworth have:

- collaborated with individual schools to map and understand existing mechanisms for engagement, channels for influence, consent processes, and previous engagement around emotional wellbeing and resilience;
- co-designed and delivered focus group workshops, together with the schools, to amplify the young people's voice and gather insight and ideas on four key themes including; the school environment and values, support at school, peer support and strengthening their voice;
- provided written reports to each of the schools summarising insights gathered, key themes and pledges for action resulting from the workshops.

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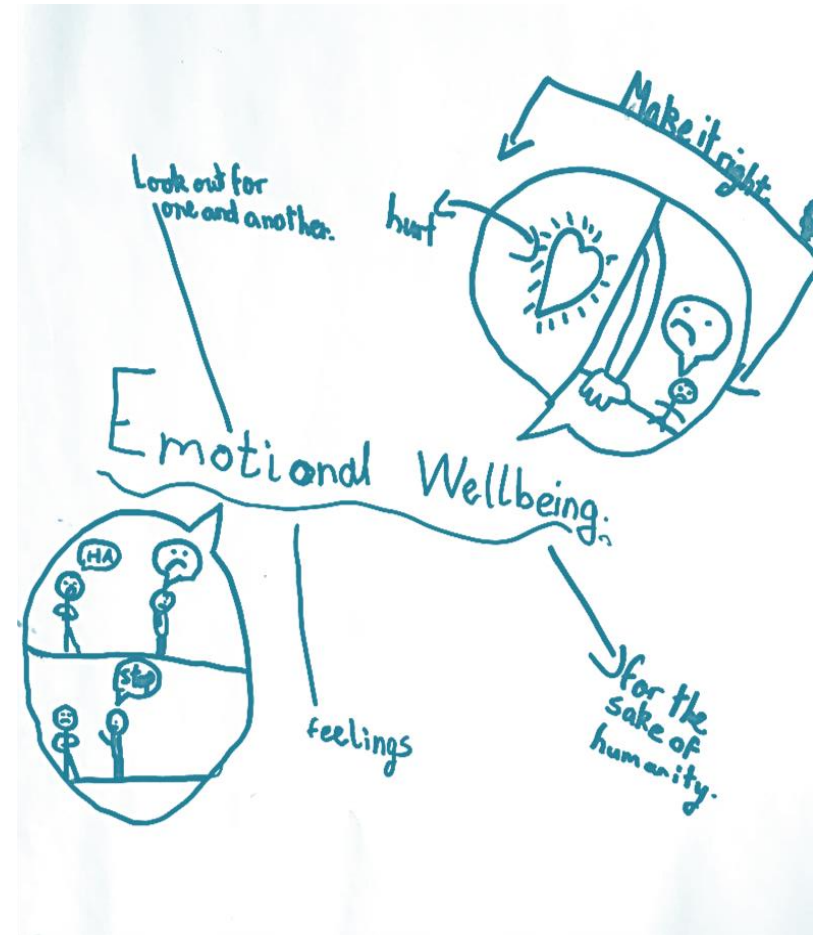


Ronald Ross

School: Ronald Ross Primary School is a mainstream, rights respecting state funded junior school with the ethos to 'Be the best you can be'.

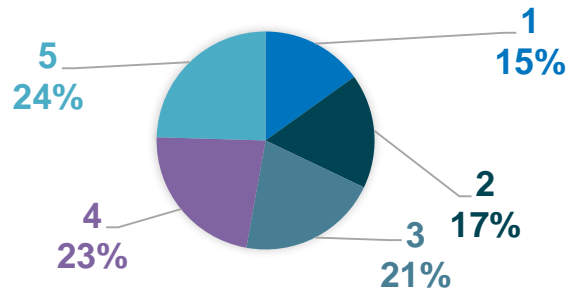
Attendees: We worked with x young people ranging from age x to age x.

Equalities monitoring:

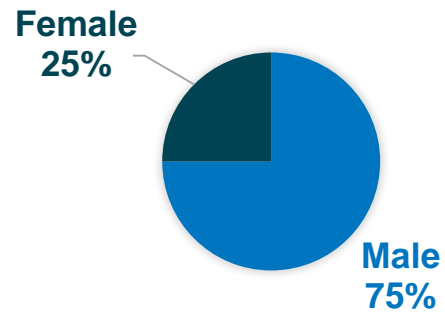


DISABILITY

YEAR IN SCHOOL



GENDER



Understanding Emotional Wellbeing

Session warm-up exercise

The workshop began with a warm-up and getting to know each other exercise which involved everyone creating a crossword connecting everyone's name together in colours. The pupils seemed very eager to have a turn and this helped the young people to get to know the NHS staff.

Understanding Emotional Wellbeing

We explored the students understanding of Emotional Wellbeing. We made this simple by asking the young people to think of words that spring to mind. Some of the young people said that emotional wellbeing was about:

- Worry – though we discussed that too much of this means your wellbeing is not in balance.
- Smiling and how your face looks – we talked about having the ability to express how we feel and feeling safe to do so
- Behaviour from our feelings – we discussed how are feelings can influence how we act
- How you feel about your relationships
- Being close to family and friends
- Laughing



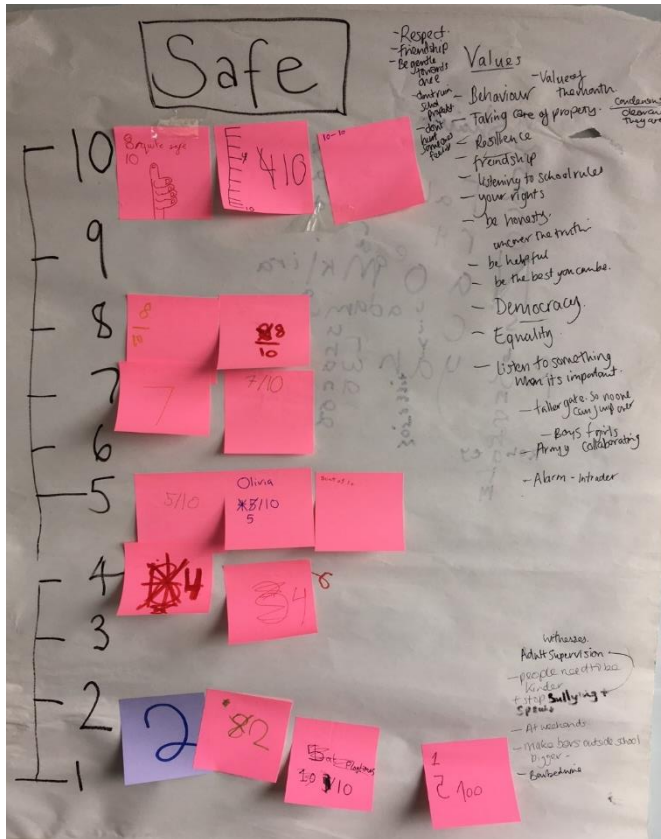
- Looking out for one another
- Spotting if someone is hurting and trying to make things right for the sake of humanity
- Self confidence
- Using your imagination
- Good communication
- Knowing what you are doing

We continued to explore emotional wellbeing in terms of our thoughts, our feelings and how we act. We discussed the purpose of the session including exploring how to stay well emotionally, how to share our feelings and get help.



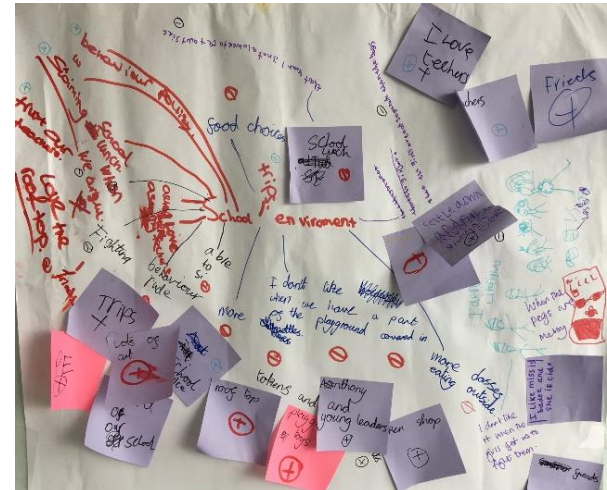
School Environment

We asked the young people to rate **how safe they feel at school** on a scale of 1-10 with 10 being completely safe and 1 being not safe at all. The scores ranged from 2 to 10 out of 10.



To explore their feelings in relation to their school environment further we asked the young people to **tell us what they like about their school environment**. This included:

- I love teachers - we can trust them
- Love the rooftop
- Golden time
- Lessons: Literacy, RE, Maths, Computing, Music, PE
- Lots of art
- Trips
- School parties
- Young leaders



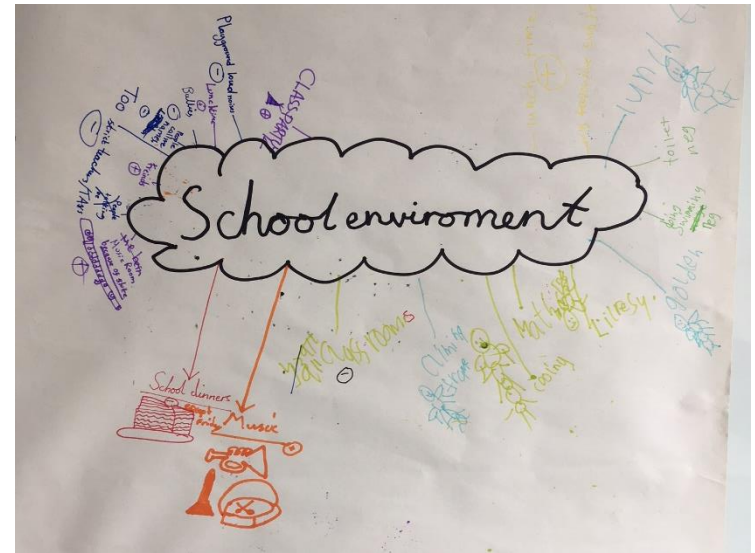
School Environment

Aspects of the school environment they think could be improved are:

- When the girls get us to fight them
- Loud noise especially in the playground
- When the pegs are messy
- School lunch menu
- That year 1 is not allowed to be outside
- That the girls are not separate from the boys
- Boys and girls don't work together – we need a solution like a club for boys and girls to work together with no divides like blue for boys and pink for girls
- Rude behaviour
- Shouting
- Fighting and bad behaviour in the toilets
- Swimming
- Bullies
- Nettles in the playground
- More classes outside

Other ideas the young people generated to improve their safety at school included:

- Adult supervision to address bad behaviours and bullying
- Stop people from entering the school when they shouldn't at weekends
- Discuss safety at the school council



School Values

We discussed the school values and what each of them meant to them.

The young people explained that the school has a value of the month. In the absence of recalling the list of school values, the group generated a comprehensive list of values they think are important to the school including:

- Behaviour
- Taking care of property
- Be honest – uncover the truth
- Resilience
- Listening to school rules
- Your rights
- Honesty
- Be the best you can be
- Democracy
- Equality
- Listen to something when it is important
- Boys and girls collaborating / working together

The young people were asked if they felt anything was missing especially in the context of our session on Emotional Wellbeing.

They said they would add:

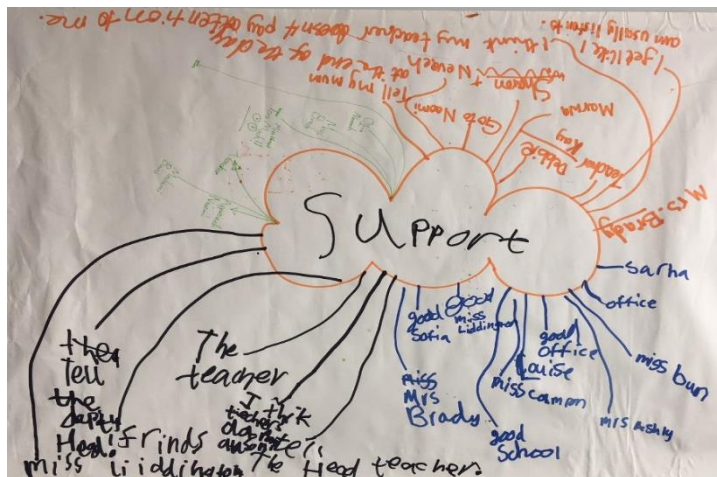
- Be gentle to one another
- Don't hurt people's feelings
- Respect
- Friendship



Support at School

Do you feel your teachers' pay attention to you and your behaviour and help you understand if you are not behaving well?

Overall the young people agreed that teachers helped them with their behaviours and described reflection sheets they can use to think about situations when they have been in trouble.



If you are feeling sad or upset, can you get help and who can you approach for support?

As the image above illustrates the young people feel that they have a lot of support around them at school and they have a range of people they feel comfortable talking to.

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How do you report bullying and isolation at school?

In addition to a long list of people they would approach regarding bullying at school, the young people also said they could write a letter if they could not say what was happening. There were a range of views on this topic. Some said they 'would confront it' and 'protect friends' if they saw it was happening. A few young people mentioned that they would 'just handle it,' and some said they 'did not know what to do' when bullying happens which suggests that more exploration may be beneficial including workshops with the young people focussed on what prevents them from seeking help with bullying.

Do you have ideas for how support at school could be better?

Whilst many of the young people told us they had a lot of support and some said 'enough support' some of the young people came up with ideas for improvement including:

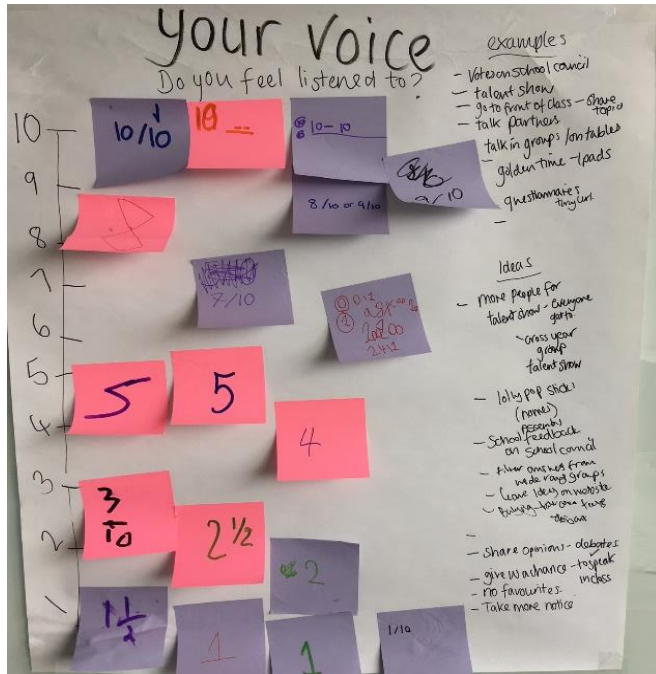
- More special time to talk
- Help with bullies



Voice

We asked the young people to tell us on a scale of 1-10 how strong their voice is at school and if they feel listened to where 1 is not at all and 10 is completely.

These generated scores ranging from 1-10 as illustrated. The young people did appear influenced by their peers and changed higher scores to lower during the exercise.



We therefore explored this further and asked for examples of when they are listened to at school which included:

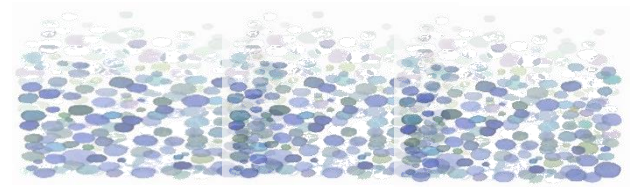
- Votes on the school council
- Talent show
- Go to the front of the class to share topic ideas
- Talk partners
- Talk in groups on the tables
- Golden time
- Ipads
- Questionnaires

We then asked what would improve the scores they gave in relation to feeling listened to.

The young people generated a list:

- School assembly feedback on the work of the school council
- Introduce a cross year group talent show
- More use of the lollypop sticks in all classes
- More people to be selected and involved in the talent show
- More sharing opinions via organised debates
- Find more ways to give us all a chance to speak in class – take even more notice of people who want to have a turn
- Leave our ideas on the website





Evaluation

We conducted the evaluation together as a group to close the session.

We asked the young people if they understood the session and they told us the session was about:

- Helping us to look out for one another
- It is really good to talk

The young people agreed that they were comfortable answering the questions in the session and were happy to speak to both their teachers and the NHS staff about emotional wellbeing.



Next Steps: Action pledges

- The school will review this report at the next School Council.
- Support will be given for the young people to get together to discuss emotional wellbeing and safety at school via the School Council.
- Further consideration will be given to tackling bullying and exploring ways they young people will feel more comfortable reporting it.
- Follow up sessions will be held to refine and condense the school values to make them more memorable ensuring the young people are at the centre of the process.
- Further consideration will be given to increase the use of outdoor learning space and wellbeing activities.
- Organise a School assembly to feedback on the work of the school council.

