

School Trailblazer: Westhill Primary School

Emotional Wellbeing in Schools Workshops Report

June 2019

1. Project context and background

2. Equalities Monitoring

3. Understanding emotional wellbeing

4. School environment, ethos and values

5. Support at school

6. Young People's Voice

7. Evaluation

8. Next steps: School action pledge



Wandsworth Clinical Commissioning Group

Start well, live well, age well



1. Project context and background

Emotional Well-being

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 SWL 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 Patient and Public Engagement and Equalities team 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 this written report to each of the schools summarising insights gathered, key themes and pledges for action resulting from the workshops.

Wandsworth Clinical Commissioning Group



2. Equalities Monitoring

Emotional Well-being

Westhill Primary School has the philosophy for education which based around the desire that every child should reach their full potential and feel happy and safe whilst at school. West Hill is a Rights respecting school and has achieved level 1 as prescribed by the United Nations Charter for the Rights of the Child.

Attendees: We worked together with 24 students of mixed ethnicity in school year 5 aged 9-10 completing KS2.

Gender

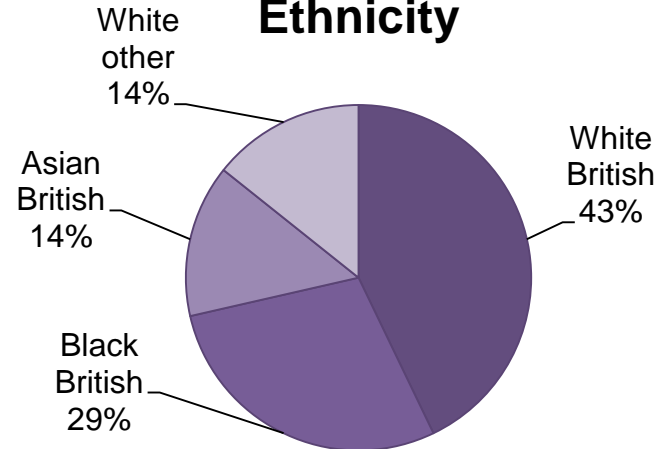


School Year

5



Ethnicity



Key Stage

2

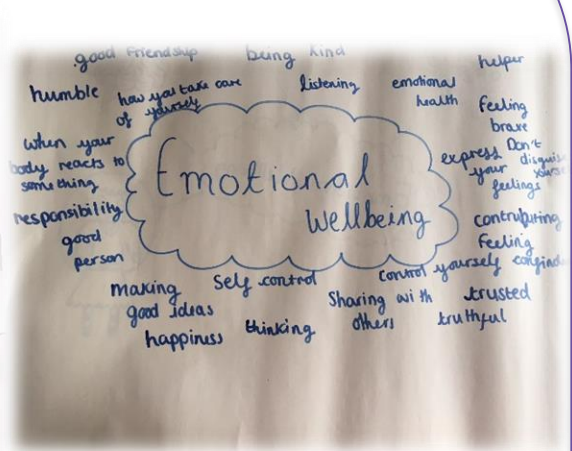
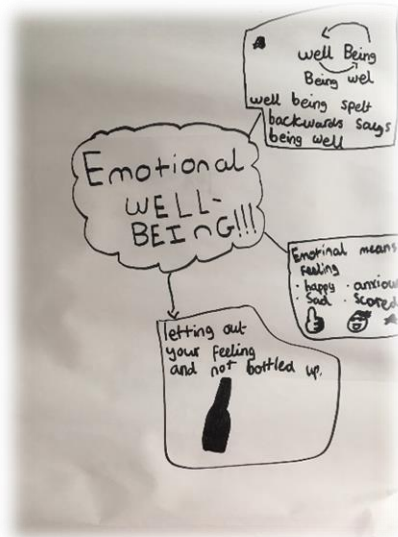


3. Understanding emotional wellbeing

Emotional Well-being

We explored the students understanding of Emotional Wellbeing. We asked the young people to map everything that comes to mind when they think of emotional wellbeing. Some of the young people said that emotional wellbeing was about:

- Wellbeing and being well – wellbeing spelt backwards says being well!
- Emotional means feelings like happy anxious sad and scared
- Letting out your feelings and not bottled up
- Good friendship
- Controlling yourself
- Express your feelings
- Feeling brave – don't disguise yourself
- Contributing
- Feeling confident
- How you take care of yourself
- Balance



The young people generated a large range of ideas to define emotional wellbeing demonstrating good emotional literacy. We continued to explain emotional wellbeing in terms of us having control of our thoughts, our feelings and how we act. We discussed the purpose of the session including exploring emotional wellbeing and the importance of recognising both positive and negative feelings and being able to understand how to handle these emotions, how to stay well emotionally, how to share our feelings and get help if we are upset or feeling low for a while.

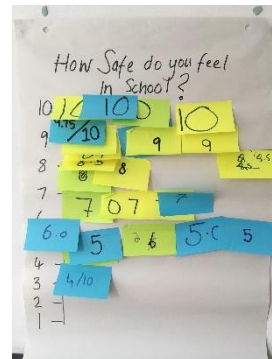
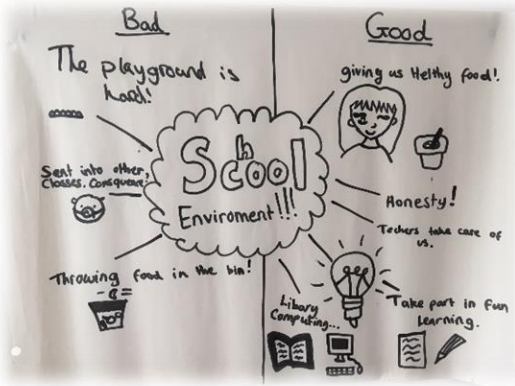


4.1 School environment, ethos and values

Emotional Well-being

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

The scores received ranged from 3 to 8 out of 10 with an average of 7.5.



To explore their feelings in relation to their school environment further we asked the young people to **tell us what they do not like about their school environment and ethos**.

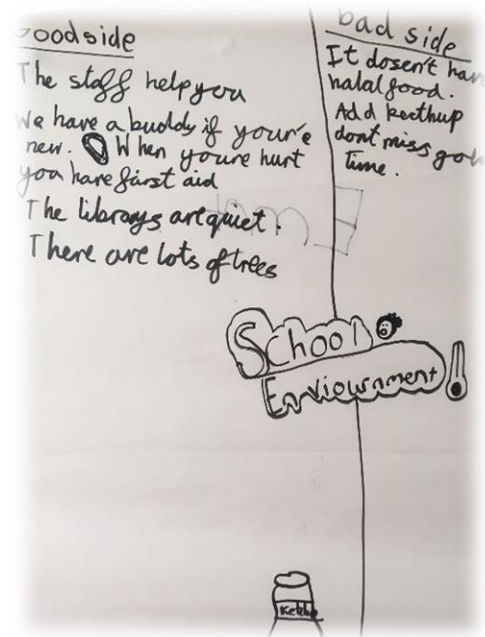
This included:

- No bullies – tell the teacher – difficult for the teacher to know how to deal with things if everyone points to everyone
- Worried because some friends are bullies and they will turn against you if you tell
- Being careful not to fall down
- Bullying at playtime
- Short plays
- Sometimes teachers don't deal with the situations
- Lessons take so long
- Not enough time for art and expressing things
- Very strict teachers
- Need more to drink at lunch times
- Lining up
- Hurting yourself
- No wall! And a hard playground!



Aspects of the school and the school environment the young people find are positive included:

- Funny teachers
- Honesty
- Teachers take care of us
- We take part in fun learning
- Golden time
- Experiments we do in science
- We are a telling school
- We have equipment
- Favourite areas are ICT Suite and playground
- Play time
- Nice and healthy food
- More water fountains
- School library



4.3 School environment, ethos and values

Emotional Well-being

We discussed the school values and which ones were easiest to recall.

The young people told us that the school values are:

- Humility
- Respect
- Tolerance
- Truth
- Don't tell lies
- Be honest
- Democracy
- Growth mindset

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

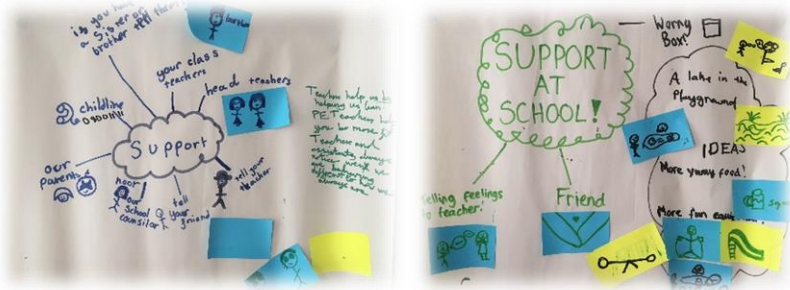
They said they would add the following:

- Diligence
- Resilience
- Politeness
- Thoughtfulness
- Kindness
- Always listening
- Trying your best
- Self belief
- Self defence



5. Support at school

Emotional Well-being



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

- Yes, teachers support us and we also talk to our parents and friends at school
- If you are feeling sad or upset, can you get help and who can you approach for support?
- We can tell our feelings to a teacher or friends
- We can use the worry box

How do you report bullying and isolation at school?

- Just tell a teacher
- Worried because some friends are bullies and they will turn against you if you tell

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

- If teachers stop shouting and tell us a different way
- Give year 3 4 and 5 playgrounds and garden spaces with a longer time to play
- The teachers can make more lessons to help us interact more and learn more about each other
- A lake or water in the playground to calm us
- More yummy food
- More fun equipment
- Calm music during lessons
- Keep your feelings in a diary at school
- Have a relaxing garden
- A comfy corner for angry people in the classroom away from the class and cables



6. Voice

Emotional Well-being

We asked the young people to rate how listened to they feel at school on a scale of 1 to 10 with not being listened to at all being 1 and always being listened to completely being 10.

The scores ranged from 1-10 out of 10 with an average score of 6

We then explored the main ways they have a voice at school and they told us this included:

- Afterschool clubs of our choice
- Talking and sharing during playtime
- Making friendships at school and making compromises
- Music – trumpet to express
- School counsel
- Literacy club
- Rock steady rehearsals
- Singing project
- English lessons
- School worry box



We explored some of the reasons for the lower scores using ideas they gave to improve how strong a voice they can have at school which included:

- After school club for emotional wellbeing
- Ideas box – use this more
- Screaming club – space to express
- Politics class – do this way more
- Through a meeting to discuss ideas about this
- More time for art and expressing things



7. Evaluation

Emotional Well-being

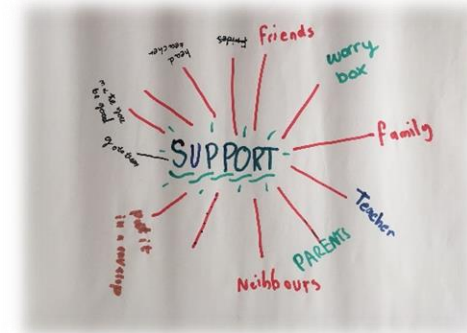
We conducted the evaluation together as a group to close the session.

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

- That they were happy to speak to both their teachers and the NHS staff about emotional wellbeing.
- They understood the purpose of the session.
- There was nothing they would change about the session.
- They enjoyed discussions.
- They would speak with a teacher if they had any troubling thoughts.

Things to improve the session:

- Do not do it when we have to miss golden time and rehearsals
- Too long do in two or three sessions



8. Next steps: school action pledge

Emotional Well-being

A strong theme to emerge was fear or and unresolved bullying going on therefore actions suggested by the young people will be prioritised as follows:

- Anonymous reporting of bullying behaviour to be communicated perhaps in school assembly and also via the school counsel
- Design and deliver lessons specifically on helping the young people to focus on interact more and learn more about each other
- Consider fundraising for a calming sensory garden with a water feature
- Introduce calm music during lessons
- Help the young people to keep a gratitude and feeling journal perhaps in an after school club
- Introduce time out spaces for students to practice self regulation and calm down After school club for emotional wellbeing
- Use the ideas box more
- Take learning from the Politics class regarding how to support students to have a voice and influence school life more
- Consider introducing a group or after school / lunch time club for art and expressing things – this will also help regarding the bullying reported that happens at play times.

