

Emotional Health and Wellbeing

Enhanced Healthy School story template 2018

School name: Hinguar Primary School

Location: Shoeburyness
Number of pupils: 248 pupils
SEN: 7%
FSM: 16.5%
Pupil Premium: 16%
Ethnicity: 8%
EAL: 3.6%

Hinguar Primary School is a small one form entry primary and nursery school. We are part of the SECAT Academy Trust. We are located in Shoeburyness where we value strong community and partnerships within our academy schools. Mental health problems are relatively common, affecting 30%-40% of all children at some time during childhood. On a daily basis our staff are dealing with children who in the moment are 'not safe to learn' either from trauma, issues that are affecting their emotional wellbeing. We have always taken action at Hinguar Primary School, to support children to overcome their emotional wellbeing. However as it is becoming more common in younger children we felt we needed to continue to celebrate and think widely to support our community, with their Emotional and Health and Wellbeing, to enable them to achieve their aspirations in life.

Reason for taking part in the Emotional Health and Wellbeing Programme?

In our last OFSTED inspection June 2016 we achieved 'outstanding' when promoting pupils' personal development and welfare. Following this we wanted to continue to build this area of excellence, this is why we took part in the Emotional and Wellbeing Enhanced Healthy School Project.

Hinguar Primary School has always recognised the importance of all of their communities Health and Wellbeing through a range of ongoing excellent school based provision. Some of these include:

In School

- School-based early intervention support available to all pupils who require help such as bereavement, parent's separation, sleeping and eating difficulties.
- Parent workshops and coffee mornings
- 1:1 meetings with families with the pastoral team with our 'hard to reach' families.
- Learning Mentor who support our families with all areas; housing, financial, learning, social services support, pastoral and attendance.
- Specialist/trained staff
 - Play Therapists who is employed to work with children and families.

- A counsellor on a weekly basis – both children and staff access this resource.
- Primary School Nurture Base
- School Nurse
- Access to PLT outreach team.
- Access to Emotional Wellbeing and Mental Health Service (EWMHS)
- Access to specialist dance teacher – Steps Ahead

We felt as a school to take part in the Emotional and Health Wellbeing Healthy Schools Project was another avenue to celebrate and further our knowledge in promoting positive emotional and health well being. In addition to expand our outstanding provision, deepen our knowledge, skills and expertise to support the wider community: including parents/carers, families and our staff.

What areas of concern did your staff and pupil surveys identify initially?

After the children completed the Student Resilience Survey (October 2017) the main areas of strengths were 96% of the children believed that there is someone at home who believes that they will do well and wants them to do their best. The main area of concern following the children's survey was that 67% of children felt there was no one at home who is interested in their school work and 22% of children who are not a member of a club, sports team, church group or other group.

Following the analysis of the staff emotional and health wellbeing survey the main strength was that 100% of the staff 'feels loved'. Our main areas of staff concerns were that 76% don't feel they have time to relax and 29% don't have energy to spare.

What Training took place?

One of our whole school drivers this academic year is physical health and wellbeing to support us with driving forward in this particular area. After the Christmas break we delivered an INSET training focussing on staff health and wellbeing. The staff took part in a session of Yoga and Tai Chi. They also participated in the 'Good Mood Food' delivered in a Nutritional Workshop. Training was provided for all staff on supporting our own health and wellbeing.



- Developed the use of colleague 'role models' – we are all adults and children's role model.
- Physical Health – introduce healthy eating or increase our exercise.

- We changed our thinking towards 'work-life' balance to **Life-Work Balance** discussed how can we make better life –work balances?
- Thinking positively – difficult profession – 20 bad things happen - remember the 1 good thing. – Gratitude Journal (being a fish!)
- Gifting our mistakes We all make them it's good to share, but say what you would do differently – hindsight is a magical thing.
- Strict limits on hat wearing – we can manage 1/2 experienced staff 3 – but any more for a period of time causes stress.

What activities/interventions were put in place?

Daily Mile

We started the daily mile in the autumn term and it's embedded in our everyday routine in school. Staff and children walk, jog or run with their classmates in the safety of their own playground and school field. Everyone has fun taking part- it is not P.E. and it is not competitive (for some it still is- setting their own personal targets!) while building relationships, confidence and resilience. One Teacher said ' We love the daily mile, the positives is that it is so flexible - we can go out at any time during the school day, majority of time we are outside when another class is outside e.g. Year 1 running with Year 5, which is good for their social skills as well as their physical development.

Whole School Intervention

We introduced the The Fish! Philosophy

Aims: To make work fun, make someone's day in a memorable way and to improve communication through empathetic listening all within a climate of inclusion.

"Are you interested in having a place to work which has as much energy as the world famous Pike Place Fish Market? A place where you smile more often, a place where you have positive feelings about what you do and the way you do it. A place you look forward to being at each day." (Lundin, Paul, Christensen 2000:75).

In school we implemented fish awards, during the week any staff/ children were nominated by each other who demonstrated good positive attitude towards their: play, making their day, being 'present' in the moment, choosing their attitude. At the end of the week a five staff/children are chosen in our celebration assembly and the fifth one was awarded the fish trophy. The children/ staff get satisfaction and enjoyment nominating and receiving the recognition of their positive behaviour, which directly reflects in the positive working environment throughout our school.

Staff Health Checks

Staff participated in health checks in April 2018 for ages 40-74, which included: blood sugar testing, cholesterol, blood pressure, height, weight and BMI. Also Lifestyle Health checks for 16-39 – which included: Lung and Age function, blood pressure, height, weight and BMI. The staff all took part unless they were under the hospital; as a result felt they had a opportunity when working full time to think about their own health and well being. This was an extremely successful day; as a result discussions re staff and changes to their health have been made in their personal lives. One Teacher said 'It's great I've joined the gym it was the kick start that I needed to make a positive change'.

Adult Community Counsellors.

At the beginning of the academic year we have used adult counsellors with a number of parents/carers and the wider families. A number of our staff have used the counselling service, which supports them with their personal lives. We have three counsellors on site every week seeing up to 12 clients from our community. This was set up by a pastoral team –our Play therapists and Learning Mentor. The counsellors are trying to gain their 100 hours of voluntary service. They are interviewed first, and then are provided with a confidential room on site for parent, staff and the wider community to use.

What were their impact?

The daily mile

The short break in a stressful day to go outside and run is simple, but extremely successful. This has had an immediate effect on the children's ability to focus and concentration in the morning core subjects. Staff have reported that their own fitness and wellbeing has improved by taking part in the daily mile too. This has truly embedded in our Hinguar routine – which is fantastic.

The Fish! Philosophy

Children have grown in confidence and have greater empathy towards others when nominating each other. There is a real sense of achievement being thoughtful and kind towards others. As a result this has a direct impact on our school communities' mental health and wellbeing, also continuing to instil and promote our school values and ethos.

Staff Health Checks

A perfect opportunity for staff to access health professionals, and discuss their health questions, while in full time work. Consequently staff have improved their health through their eating/drinking habits and exercise. This has contributed to our values of life-work balance.

Adult Community Counsellors.

Many of our staff, parents/carers and wider family have accessed our adult counselling service. The conversations about therapy are not only now 'just had for the interest of our children, but adults too! Staff and long term sickness has improved over this academic year.

What was achieved, and how did we know? (anecdotally and as a result of remeasuring the data)

In Year 3 / 4 as a result of the Emotional and Wellbeing project their Topic is Super Sports. They have been looking at a range of activities such as healthy balanced meals and participated in many super sports activities such as: rugby and yoga.



We are fortunate to have Emotional Wellbeing as one of our main drivers this year in school. As a result this has been at the forefront of everyone's mind and the staff and children's surveys demonstrated this. In September 24% of staff often or all the time had been feeling relaxed, now there has been a 29% rise 53% of staff have been feeling relaxed. Also there has been an increase in lots of areas which include: I've been feeling useful, I've been feeling good about myself, I've been feeling loved, I've been interested in new things and I've been feeling cheerful. In the children's survey our only main area concern was 'at home, there is an adult who is interested in my school work. We have worked hard to focus on our hard to reach families to come in, and meet weekly/fortnightly, looking at their child's books. We also have regularly celebrations where parents come into the classroom and children share their work. There has been 29% rise that children feel there is an adult at home, who is interested in their work – ALWAYS.

At the end of the summer term we celebrated with a whole staff well-being breakfast before school, which the staff valued immensely. Finally finishing the academic year with a whole school celebration performance, that focussed on children's confidence, physical wellbeing and creative skills.

We have also achieved: the daily mile, adult community counsellors and the Fish! Philosophy and is now fully embedded into our school life and community.

What will we do next?

- To continue to embed what we have put in this academic year: The Daily Mile, adult counsellors, The Fish! Philosophy and many more.
- Find more opportunities to support our staff finding time for their own health and wellbeing through our INSET, staff meeting opportunities and staff breakfast events.
- Talk openly about how we feel
- To smile and enjoy our **Life-Work** balance.

Senior leader quote:

'Being outstanding for behaviour and welfare – I thought we already had many of these strategies and interventions in place. Participating in this project has made me realise that there is ALWAYS room to extend excellence especially in our wider community and to remember 'the time to relax and take a minute for yourself is when you simply don't have time to do it. YOU are the biggest and most important asset YOU have..... so look after yourself, then you are able to help and look after others'.

Pupil quote:

'It makes me really happy to see who gets the fish award, especially for making other people happy without even knowing that they have.'

'I love the daily mile all my class does, our teachers joins in, it is tiring but I've been getting fitter and fitter.'

Parents quote:

'Receiving counselling in my child's school was beneficial and life changing it helped me through a tough time and made a real difference'

My child loves the daily mile and has made me get out and walk more with my stepper.

Photographs:



