



The Healthy Schools London (HSL) Silver Award Planning Template

Achieving Healthy Schools London Silver Status

School: **Hampton Infant School and Nursery**

Borough: Richmond upon Thames



This planning template is for all schools including Academies, Free Schools and Independent Schools. It enables you to record how your school has identified its unique health and wellbeing needs, planned outcomes related to these needs and to develop an action plan to achieve them. This action plan will enable your school to achieve the Healthy Schools London Silver Award.

School Details

Name of School:		Borough:
Hampton Infant School and Nuresry		Richmond upon Thames
Key contact and job title:	Lynn Bima – Deputy Headteacher	
Date achieved HSL Bronze Award:	8 th May 2014	
Health Priority 1 (universal)	Group	Planned Outcome(s)
Improve emotional health & wellbeing of all KS1 pupils during morning playtimes and lunch playtimes.	For all KS 1 pupils	From baseline, more pupils show increased resilience in resolving minor problems between themselves during playtimes – a 50% (28 out of 56 children) reduction in pupils feeling that the first thing to do when things go wrong is tell a teacher. A significant improvement in pupils returning to classrooms after play ready to engage in learning shown by a reduction from 42% (6 out of 15) to 13% (2 out of 15) of staff reporting that playground issues regularly need resolving before learning can begin.
Health Priority 2 (targeted)	Group	Planned Outcome(s)
Improve emotional health & wellbeing of a group of children identified as not being involved in activities during playtimes.	Quieter children in KS1 who find playtimes overwhelming. (may have difficulties with social interaction and the unstructured nature of playtimes)	From baseline, there is a 9% reduction (5 less out of 56) in pupils reporting feeling bored or lonely during playtimes. New system to record hard data to confirm the frequency of pupils visiting the medical room unnecessarily. We hope to see no more than 5 such visits across a week. (this is an average reduction of 75% from the soft data we currently have)



Name of School:		Borough:
Hampton Infant School and Nuresry		Richmond upon Thames
Project Start Date	Summer term 2014	
Project End Date	End of Spring term 2015	

Healthy Schools London Silver Award Planning Template – Universal Priority

Health Priority 1 (Universal)	Needs Analysis (the data and evidence to demonstrate why you have identified this priority and outcomes)
Improve emotional health & wellbeing of all KS1 pupils during morning playtimes and lunch playtimes.	<ul style="list-style-type: none"> • School Development Plan for this year included a focus on developing a shared Behaviour policy with our federation link school – this led to a review of playground behaviour and management strategies. • Pupil survey carried out by Playground Superheroes (<i>week beginning 2nd June 2014</i>) where 8 children from each of the 7 KS1 classes were interviewed, showed that according to the pupils the biggest reason for playtimes ‘going wrong’ was people fighting or being mean. • All pupils felt the first response to things ‘going wrong’ during playtime was to “tell a teacher”. • Staff survey (<i>10-11 June 2014</i>) involving 15 staff members shows all staff report that they spend the first few minutes after playtimes dealing with playground incidents that pupils do not feel have been resolved, at least once a week. 42% of staff reported that this regularly occurs three or more times in a week. (morning and/or lunch playtimes) • Conversations with School Meal Time Supervisors confirmed that football conflicts regularly cause problems • SMT observations show there also seem to be inconsistencies in the ways in which adults deal with inappropriate or unhelpful behaviour at playtimes.
Group	
For all KS 1 pupils	



Planned Outcome(s)	Success indicators	Activities	Timescale	Lead and Job Title	Monitoring and Evaluation
What do you want to improve?	How will you know you are on your way to achieving your outcome?	What are you going to do to achieve your outcome?	How long will it take to achieve?	Who will lead the work?	What will you use to measure your success and demonstrate your improvements?
<p>From baseline, more pupils show increased resilience in resolving minor problems between themselves during playtimes – a 50% (28 out of 56 children) reduction in pupils feeling that the first thing to do when things go wrong is tell a teacher.</p> <p>A significant improvement in pupils returning to classrooms after play ready to engage in learning shown by a reduction from 42% (6 out of 15) to 13% (2 out of 15) of staff reporting that playground issues regularly need resolving before learning can begin.</p>	<ul style="list-style-type: none"> Happy playtimes in which all children are collaboratively or individually involved in activities. Reduction in amount of pupils needing to visit medical room during playtimes. Fewer incidents needing adult intervention / behaviour management. Playground superheroes playing a greater role in coordinating different playground equipment / activities. Smoother transition between playground and classrooms – class teachers having to resolve less playground problems at the beginning of each session. More consistent dealing with inappropriate behaviour at playtimes. Pupils feeling that issues have been resolved before playtimes end 	<ul style="list-style-type: none"> Increase variety of equipment / toys on playground rota – refer to pupil survey suggestions Regular reviews of playground code in assembly Explore ways of managing football ‘fallouts’ PSHE focus on resolving conflict and making friends again Reintroduce playground ‘bees’ (rules) with class based competition Deputy headteacher to meet each half term with superheroes Daily ‘happy playtime’ messages to deputy headteacher from superheroes. Staff meeting to clarify behaviour policy and how playground incidents are resolved appropriately Feedback between SMSAs and staff on playground duty to SMT. 	<p>June 2014 - Dec 2014</p> <p>Autumn term 2014</p> <p>Autumn 2014</p> <p>June 2014</p> <p>Termly</p> <p>Daily</p> <p>Autumn term INSET</p> <p>Ongoing – on SMT agenda each half term</p>	<p>L Bima (DHT)</p> <p>DHT / HT</p> <p>J Boyce (SMSA)</p> <p>A Thomas (PSH coordinator)</p> <p>D Burke (HT)</p> <p>L Bima (DHT)</p> <p>L Bima (DHT) Superheroes</p> <p>D Burke (HT) All staff</p> <p>SMSAs to SMT (via HT)</p>	<ul style="list-style-type: none"> Staff observations of pupils (soft evidence) Medical Room record: 50% reduction of visits to the medical room for reasons related to playground fighting. Follow up pupil survey Spring term 2015 – more evidence of pupils mentioning other strategies of dealing with problems in the playground. Conversations with SMSAs (soft evidence) Content of Superheroes letters – regular reports about all classes Follow up staff survey in Spring term 2015



Healthy Schools London Silver Award Planning Template – Targeted Priority

Health Priority 2 (Targeted)	Needs Analysis (the data and evidence to demonstrate why you have identified this priority and outcomes)
<p>Improve emotional health & wellbeing of a group of children identified as not being involved in activities during playtimes.</p>	<ul style="list-style-type: none"> • School Development Plan for 2013-14 included a focus on developing a shared Behaviour policy with our federation link school – this led to a review of playground behaviour and management strategies. • Pupil survey (<i>week beginning 2nd June 2014</i>) carried out by Playground Superheroes showed that 12% of pupils (<i>7 out of 56</i>) reported sometimes feeling bored or lonely during playtimes; a similar group of pupils reported ‘only sometimes’ looking forward to playtimes. • Staff were invited to comment on this in the staff survey (<i>10-11 June 2014</i>) – staff generally felt that they knew who these pupils were likely to be and some had already been highlighted to the SENCO • Staff who work in medical room during playtimes report that a few children who visit regularly admit they are not ill/hurt and just don’t want to go to the playground. This is soft data as there is no official record where pupils are not injured or ill – staff report that on average there are at least 2 unnecessary visits to the medical room each playtime sometimes by the same pupils. • Conversations with School Meal Time Supervisors confirmed that some pupils regularly appear not to be enjoying playtime or engaging with activities or peers
<p style="text-align: center;">Group</p> <p>Quieter children in KS1 often find playtimes overwhelming. (may have difficulties with social interaction and the unstructured nature of playtimes)</p>	



Planned Outcome(s)	Success indicators	Activities	Timescale	Lead and Job Title	Monitoring and Evaluation
What do you want to improve?	How will you know you are on your way to achieving your outcome?	What are you going to do to achieve your outcome?	How long will it take to achieve?	Who will lead the work ?	What will you use to measure your success and demonstrate your improvements?
<p>From baseline, there is a 9% reduction (5 less out of 56) in pupils reporting feeling bored or lonely during playtimes.</p> <p>New system to record hard data to confirm the frequency of pupils visiting the medical room unnecessarily. We hope to see no more than 5 such visits across a whole week. (this is an average reduction of 75% from the soft data we currently have)</p>	<ul style="list-style-type: none"> Pupils understand playground zones - Less pupils using the calm zone for more active or noisy play. Targeted pupils looking visibly happier and relaxed during playtimes - happier faces and fewer tears. Less visits to the medical room by children who do not want to be on the playground. 	<ul style="list-style-type: none"> Redeveloped Calm Zone – make sure all pupils understand what is acceptable behaviour in the zone. Investigate tents or den building materials for calm zone. Involve pupils in choosing new toys / activities for Calm Zone. (refer to pupil suggestions in survey) Conversations with staff on duty to understand what children choose to do during playtimes Short cpd sessions for SMSA staff to agree on group games which could be introduced during playtimes each week Playground superheroes to be particularly aware of 'lonely' or unhappy children and to take them to the member of staff based in calm zone if they can't help. Establish new system for monitoring unnecessary visits to medical room 	<p>Autumn term 2014</p> <p>Autumn term 2014</p> <p>Autumn term 2014</p> <p>Summer 2014 onwards</p> <p>Ongoing</p> <p>Summer - Autumn half term 2014</p>	<p>L. Bima (DHT)</p> <p>Led by newly appointed Yr 2 Superheroes</p> <p>SMSAs and SMT</p> <p>SMSAs – implemented together with Superheroes</p> <p>L Hicks (1st aider)</p>	<ul style="list-style-type: none"> Staff observations of pupils (soft evidence) Medical Room record: 90% reduction of visits to the medical room where staff feel it is just to avoid the playground. Follow up pupil survey Spring term 2015 Conversations with SMSAs (soft evidence) Content of Superheroes letters Follow up staff survey in Spring term 2015 Review of medical room records