

CASE STUDY - INTRODUCTION OF A 'FEELING SAFE' CAMPAIGN FOR YEAR 7

NAME OF SCHOOL

TIVERTON HIGH SCHOOL

HEALTH THEME

IMPROVING EMOTIONAL HEALTH & WELLBEING



SUMMARY OF HEALTHY SCHOOLS PLUS ACTIONS

- Student information boards displayed
- Poster campaign during Anti-bullying week
- Detailed information gathered to support more vulnerable students
- Research carried out by staff and students regarding alternative models to the horizontal, 'traditional', year based tutor groups
- Pilot of 2 tutor group models established, led by a teacher and non-teacher to deliver the same tutorial programme – wide consultation with students, families, staff, local community and feeder primary schools
- Vertical tutor system established and House system introduced
- Regular activities planned to develop House identity and allegiance
- Assistant Head of Inclusion and Learning Managers of each of the 6 Houses drew up the list of topics for each half-term in academic year to support tutors in developing approaches to work with vertical groups, including high level learning objectives
- Tutorial staff given freedom to devise their own activities and weekly routine to cover the tutorial topics
- Some non-teaching staff volunteered to be co-tutors
- House group activities focus in September on concept of feeling safe – to

identify examples of not feeling safe, both real and imagined, and ways of overcoming these feelings and review the structures and staff who could support them in these situations

- Year 7 'Feeling Safe' transition questionnaire carried out in November and repeated in the summer term
- Staff training given to improve understanding of the role and re-visit the implications of tutor responsibilities and familiarisation with the PASS process, including the use of Mentor Days to have focused 1:1 conversations with the students
- The school's e-Safety Policy consulted upon and revised
- Experimental social networking site set up on the school's intranet as an internal alternative to Facebook. All postings monitored by Administrator and relevant staff notified if there is a cause for concern
- There is e-access for the public on the school website – useful feedback for school as it is an instant indicator of relative interest
- PASS [Pupil Attitude to Self & School] audit carried out by all year groups as well as Year 7. The data from this will be used to inform the next steps
- Additional Needs Co-ordinator appointed to lead the new Additional Needs Team – confirms move away from separate teams e.g. Special Educational Needs, Student Welfare to one team providing a universal support system for students

EVIDENCE OF IMPACT

- Responses from audits carried out by staff with students, families, parents and external agencies provide very positive feedback about the way individual students have experienced transition and the impact the vertical tutor system is having across the board
- House identity becoming stronger with House colours, points, logos, page on school website, certificates and rewards introduced to promote student allegiance
- Evaluation of questionnaires and concerns raised during tutorial discussions or conversations with parents have led to continued improvements to the tutorial system
- The role of the tutor as the key worker for the majority of students has been re-affirmed
- The co-tutoring arrangement of a teacher and a member of the non-teaching staff has proved very successful
- In response to student request, there is now easier access to the School Counsellors
- Parents are making increasing use of the e-access to contact the school with both praise and concerns

REFLECTIONS FROM THE SCHOOL

This Intervention was centred on improving the numbers of students 'Feeling Safe' following their transition into Year 7. There is almost universal agreement that this has been achieved through the different aspects of the Transition Project, and especially by the move to vertical tutoring. The evolving strategic, whole-school changes in the management of student support underpin the individual actions and activities that represent the daily face of school life and they have started to have a significant impact on individual students. The phrase 'family atmosphere' comes up many times in conversations. It seems to be an un-looked for outcome of the tutorial change; integration and support were the aims and it appears to have gone far beyond that for many in the school and wider community. There is still more to do; the tutor group questionnaire throws up as many questions for staff as it does plaudits from students and would reward sample follow-up conversations and analysis of some of the more negative outcomes to inform future planning. This Intervention has effected a deep philosophical and structural transformation and the process of reflection and adjustment that engages the school is challenging. There is no doubt that that despite some of the

reservations expressed about the operational aspects of the new system, it was the right thing to do and it will have significant long-term benefits for inclusion across the school community.

Other successful Interventions

- Emotional Health & Wellbeing – whole Learning Community Transition Project
- Emotional Health & Wellbeing – Health drop-in and C-Card initiative

For further information regarding this intervention, please contact -

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