



Healthy Schools Partnership
Hammersmith & Fulham, Kensington & Chelsea,
and Westminster

HSP Silver Award Planning Tool

Achieving Healthy Schools Silver Status

School: Grey Coat Hospital

Borough: Westminster

Supported by:



Central London Community Healthcare 
NHS Trust

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London Borough of Hammersmith & Fulham | The Royal Borough of Kensington and Chelsea | Westminster City Council

Grey Coat Hospital: Healthy Schools Partnership Silver Award Planning Tool

Name of School:		Borough:
Grey Coat Hospital		Westminster
Key contact and job title:	Janette Parish, Assistant Head	
Date achieved HSL Bronze Award:	26/06/2014	
Health Priority 1 (universal)	Group	Planned Outcome/s
Emotional Health and Wellbeing: Risky behaviours and positive choices, mental health	For all students	<p>90% of Year 8 to Year 10 students from baseline figure report they have an understanding of the effects of alcohol (numbers to be included on HSL Gold Report).</p> <p>Delayed onset of drinking alcohol for Year 8 to Year 10 – decrease by 15% from baseline figure the age at which students start drinking alcohol (numbers to be included on HSL Gold Report).</p> <p>Increase to 90% from baseline figure the proportion of students who report they know who to approach if they have worries or concerns (numbers to be included on HSL Gold Report).</p> <p>80% of students from baseline figure report they find the support provided is helpful and useful (numbers to be included on HSL Gold Report).</p> <p>80% of students from baseline figure report they have a greater understanding of the importance e-safety and strategies for keeping safe and are implementing them (numbers to be included on HSL Gold Report).</p> <p>There is a 20% increase from baseline figure in students reporting they have a positive feeling about their body and how they look (numbers to be included on HSL Gold Report).</p>
Health Priority 2 (targeted)	Group	Planned Outcome/s
Emotional Health and Wellbeing: Coping with stress	Year 10 students	80% of Year 10 students from baseline figure report they know how to recognise if they are stressed and report they use positive strategies to maintain focus, concentration and relax including a healthy diet and engaging in physical activity (numbers to be included on HSL Gold Report).

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Project Start Date:	September 2014
Project End Date:	June 2015

Healthy Schools Silver Award Planning Tool: Universal Priority

Health Priority 1 (universal)	Needs Analysis (the data and evidence to demonstrate why you have identified this priority and outcomes)
Emotional Health and Wellbeing: Risky behaviours and positive choices, mental health	<p>National data regarding risky behaviour</p> <p>The NSPCC recently issued reports that the new generation of social media apps has opened up a Pandora's box of potential danger, such as:</p> <ul style="list-style-type: none"> • Some young people are being targeted and blackmailed or coerced into sending indecent images to strangers or peers. • Cyber bullying is a growing and insidious problem where young people can't escape from the intimidation and humiliation of it.
<p style="text-align: center;">Group</p>	
All students	<p>A ChildLine survey of 13-18 year olds found:</p> <ul style="list-style-type: none"> • 60 per cent said they had been asked for a sexual image or video of themselves • 40 per cent said they had created an image or video of themselves • 25 per cent said they had sent an image or video of themselves to someone else <p>An evaluation of the Alcohol Education Trust (AET) resources by the National Foundation for Educational Research (NFER) has found that Year 8 and 9 are key groups of students to target for effective drug education. The NFER evaluation assessed 4000 kids in 34 schools from the beginning of Year 8 to the end of Year 9. Key findings included:</p> <ul style="list-style-type: none"> • Delayed onset of drinking: there was evidence of statistically significant impact on the age at which teenagers start to drink – significantly fewer students in the intervention group (8%) than in the comparison (20%) had ever had an alcoholic drink by the time of the third survey. • Knowledge of alcohol and its effects: there was significant association between the Talk About Alcohol intervention and increased knowledge of alcohol and its effects – while knowledge scores increased for students in both groups, evidence reveals a significantly greater increase for students in the intervention group • Sources of information on alcohol: students receiving the Talk About Alcohol lessons were more likely than those in the comparison group to report having received helpful information about alcohol from PSHE lessons <p>School data and evidence</p> <p>Students</p> <p>Ambassadors for our Year 9 Jammy Dodger Club have identified a need for helping students develop their emotional health and wellbeing, in particular self-esteem and body image. Discussions with fellow students raised this as the top issue for support amongst their peers.</p>

	<p>Parents Recent feedback from parents showed a variety of perceptions concerning the role the school plays in promoting and developing the health and wellbeing of students. Year 7-9 parents are very positive while parents of older students would like to see the school do more. By implementing an enhanced Health & Wellbeing strategy we will be able to clearly show parents the work we do, outline where families can take a greater role and responsibility and develop additional opportunities to involve everyone in the school community to promote health and wellbeing.</p> <p>The Grey Coat Hospital School Development Plan (SDP) 2013-15 Our Silver Action Plan would contribute to meeting the following aims of our SDP:</p> <p>The Development of our Students</p> <ul style="list-style-type: none"> Developing Independent learning will be a new focus, enabling students to make the transition between Key Stages with confidence. <p>Development of independent learning and learning to learn to improve students' attainment</p> <ul style="list-style-type: none"> To ensure all students have the skills to prepare effectively for linear examinations <p>Continue to implement Inclusion agenda in school</p> <ul style="list-style-type: none"> Gain Healthy Schools Gold Award Establish Healthy Schools working party to develop work in school towards targets <ul style="list-style-type: none"> Student Wellbeing Making Healthy Choices Use of preventative work and teaching 'social' skills to students to lower exclusion rate (SLT) 				
Planned Outcome/s	Success indicators	Activities	Timescale	Lead and Job title	Monitoring and Evaluation
<i>What do you want to improve?</i>	<i>How will you know you are on your way to achieving your outcome?</i>	<i>What are you going to do to achieve your outcome?</i>	<i>How long will it take to achieve?</i>	<i>Who will lead the work?</i>	<i>What will you use to measure your success and demonstrate your improvements?</i>
<p>Risky Behaviours, Positive Choices</p> <ul style="list-style-type: none"> 90% of Year 8 to Year 10 students from baseline figure report they have an understanding of the effects of alcohol (numbers to be included on HSL Gold Report). 	<ul style="list-style-type: none"> An enhanced Health & Wellbeing strategy implemented. Staff report they feel more confident to discuss and deliver sessions on PSHE and Wellbeing. Alcohol programme 	<ul style="list-style-type: none"> Following initial student survey review current PSHE and Wellbeing curriculum and identify where schemes of work need updating or extending. Develop core curriculum topics supplemented by 	<p>September to October 2014</p> <p>November to December</p>	<p>Janette Parish, Assistant Head will lead on all of this plan.</p>	<ul style="list-style-type: none"> Survey to establish students knowledge, understanding and attitudes towards risky behaviours e.g. alcohol and drinking. Survey to measure

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<ul style="list-style-type: none"> • Delayed onset of drinking alcohol for Year 8 to Year 10 – decrease by 15% from baseline figure the age at which students start drinking alcohol (numbers to be included on HSL Gold Report). • Increase to 90% from baseline figure the proportion of students who report they know who to approach if they have worries or concerns (numbers to be included on HSL Gold Report). • 80% of students from baseline figure report they find the support provided is helpful and useful (numbers to be included on HSL Gold Report). 	<p>delivered to Year 8.</p> <ul style="list-style-type: none"> • Year 8 students recognise they have developed skills such as assertiveness, decision making and managing peer pressure. • Increase engagement with parents • Students report that the staff deliver appropriate sessions with high levels of skill, knowledge and confidence • There is an increase in number of students accessing support. 	<p>enhanced enrichment days.</p> <ul style="list-style-type: none"> • Training for staff on current issues regarding PSHE and Wellbeing. • Develop, plan and run sessions for parents by school nurse/outside agencies. • Systems in place to record students who request support. 	<p>2014</p> <p>November to December 2014</p> <p>January to June 2015</p>		<p>any change in students knowledge, understanding and attitudes towards risky behaviours e.g. alcohol and drinking.</p> <ul style="list-style-type: none"> • Student survey to collect data about their perceptions of staff confidence etc.
<p>Mental Health</p> <ul style="list-style-type: none"> • 80% of students from baseline figure report they have a greater understanding of the importance e-safety and strategies for keeping safe and are implementing them (numbers to be included on HSL Gold Report). • There is a 20% increase 	<ul style="list-style-type: none"> • Staff report they feel more confident to discuss and deliver sessions on e-safety. • New school anti-bullying policy developed. • Students take on role of anti-bullying ambassadors and Learning Coaches to advise and mentor younger students regarding e-safety and 	<ul style="list-style-type: none"> • Training for staff on current issues regarding e-safety and cyber bullying. • Produce a briefing for parents on e-safety and their responsibilities, including screen time, sleep deprivation, video games that are unhelpful, cyber bullying, sexting. • Promoting positive body image as part of the 	<p>September to October 2014</p> <p>November to December 2014</p> <p>January to</p>	<p>Janette Parish, Assistant Head will lead on all of this plan.</p>	<ul style="list-style-type: none"> • Survey to establish when and how often students currently use their devices (mobile, laptop, tablet etc.) to go online and identify any negative aspects or dangerous use. • Survey to establish how students feel about their body

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<p>from baseline figure in students reporting they have a positive feeling about their body and how they look (numbers to be included on HSL Gold Report).</p>	<p>cyber bullying.</p> <ul style="list-style-type: none"> • Students are aware of what a negative body image is and the impact it can have. • Students have developed skills for combating unhelpful images of beauty and understand what 'fat talk' is and how to address it. • Delivery of additional specialist sessions by external agencies e.g. Young Minds - self esteem and body image. 	<p>curriculum to address any negative body image amongst students.</p>	<p>June 2015</p>		<p>image and that of others.</p> <ul style="list-style-type: none"> • Follow up surveys and questionnaires after promotion to measure impact. •
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Healthy Schools Silver Award Planning Tool: Targeted Priority

Health Priority 2 (targeted)		Needs Analysis (the data and evidence to demonstrate why you have identified this priority and outcomes)			
Emotional Health and Wellbeing: Coping with stress		<p>National data</p> <p>Exam reforms</p> <p>The new exam reforms have changed the system to linear instead of the old modular system. This means that instead of learning something, then having an exam on it over a two year period; students will do most of their exams at the end of Year 11.</p> <p>Mindfulness in Schools</p> <p>There has been a lot of research evaluation how effective this practice is for young people. The evidence suggests that it may help students pay attention, build empathy and self-awareness, improve self-control and reduce stress (Black, D.S. & Fernando R, Journal of Child and Family Studies 2013).</p> <p>School data and evidence</p> <p>Staff</p> <p>At team meetings staff have shared observations that our current Year 10 students are already expressing concerns over the changes, including how they are going to remember two years of lessons for their exams, and it is causing additional stress for the students.</p> <p>Students</p> <p>Current Year 11 recently identified themselves as feeling “stressed” regarding their examinations and it having an impact upon their health and wellbeing and exam performance.</p> <p>We therefore feel we want to support all Year 10 students so that they are relaxed, focussed, prepared and taking responsibility for their examinations. This would include promoting a healthy diet, physical activity and relaxation techniques.</p> <p>This action would contribute to one of the aims of our School Development Plan:</p> <p style="text-align: center;">Development of independent learning and learning to learn to improve students’ attainment</p> <p>To ensure all students have the skills to prepare effectively for linear examinations</p>			
Group					
Year 10 students					
Planned Outcome/s	Success indicators	Activities	Timescale	Lead and Job title	Monitoring and Evaluation
<i>What do you want to improve?</i>	<i>How will you know you are on your way to achieving</i>	<i>What are you going to do to achieve your outcome?</i>	<i>How long will it take to achieve?</i>	<i>Who will lead the work?</i>	<i>What will you use to measure your success</i>

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	<i>your outcome?</i>				<i>and demonstrate your improvements?</i>
<ul style="list-style-type: none"> 80% of Year 10 students from baseline figure report they know how to recognise if they are stressed and report they use positive strategies to maintain focus, concentration and relax including a healthy diet and engaging in physical activity (numbers to be included on HSL Gold Report). 	<ul style="list-style-type: none"> Year 10 students are aware of the negative impact of stress on their decision making skills e.g. sleeplessness, starvation, binge eating, comfort eating, lack of energy and focus. Staff observe Year 10 students using different forms of relaxation techniques. Staff and Year 10 students report a less stressful environment. 	<ul style="list-style-type: none"> A Preparing for Exams programme developed for Year 10 students includes awareness of feelings and relaxation techniques, advice on diet, time management and physical activities to relieve stress, and improve focus and concentration and sleep management. An eight week Mindfulness In Schools training course for staff. A nine week Mindfulness In Schools training course for Year 10. 	<p>September to October 2014</p> <p>November to December 2014</p> <p>January to June 2015</p>	<p>Janette Parish, Assistant Head will lead on all of this plan.</p>	<ul style="list-style-type: none"> Survey to establish concerns of Year 10 students regarding their exams in 2014 and how they currently minimise and cope with feelings of stress. Survey to identify if Year 10 students feel more emotionally prepared regarding their exams and recognise how they can reduce stress and cope with residual stress.