



CANTONIAN HIGH SCHOOL
THE BEST FOR EACH SUCCESS FOR ALL

Using SHRN data to inform our practice

#ABrighterFuture



Our School

- Cantonian High School is an English-medium mixed 11-18 comprehensive school with a sixth form. There are currently over 900 pupils on roll, with over 50% FSM.





Importance of Wellbeing

Wellbeing is positively related to academic attainment. Analysis of data from 'Children of the 90s', a UK study which has followed thousands of young people as they have grown up, has shown that students who have greater wellbeing at age 13, including being more engaged with school and having positive friendships, achieve more academically at Key Stage 3 and at Key 4

We know the importance of wellbeing in our schools, however concerns over the mental wellbeing of our pupils have increased year after year.



SHRN data - important insight into some key health and wellbeing issues, not always an easy read.

But it allowed us to reflect on current practice and consider different approaches to supporting our pupils, it provided us with evidence to help inform our next steps.

Reflection

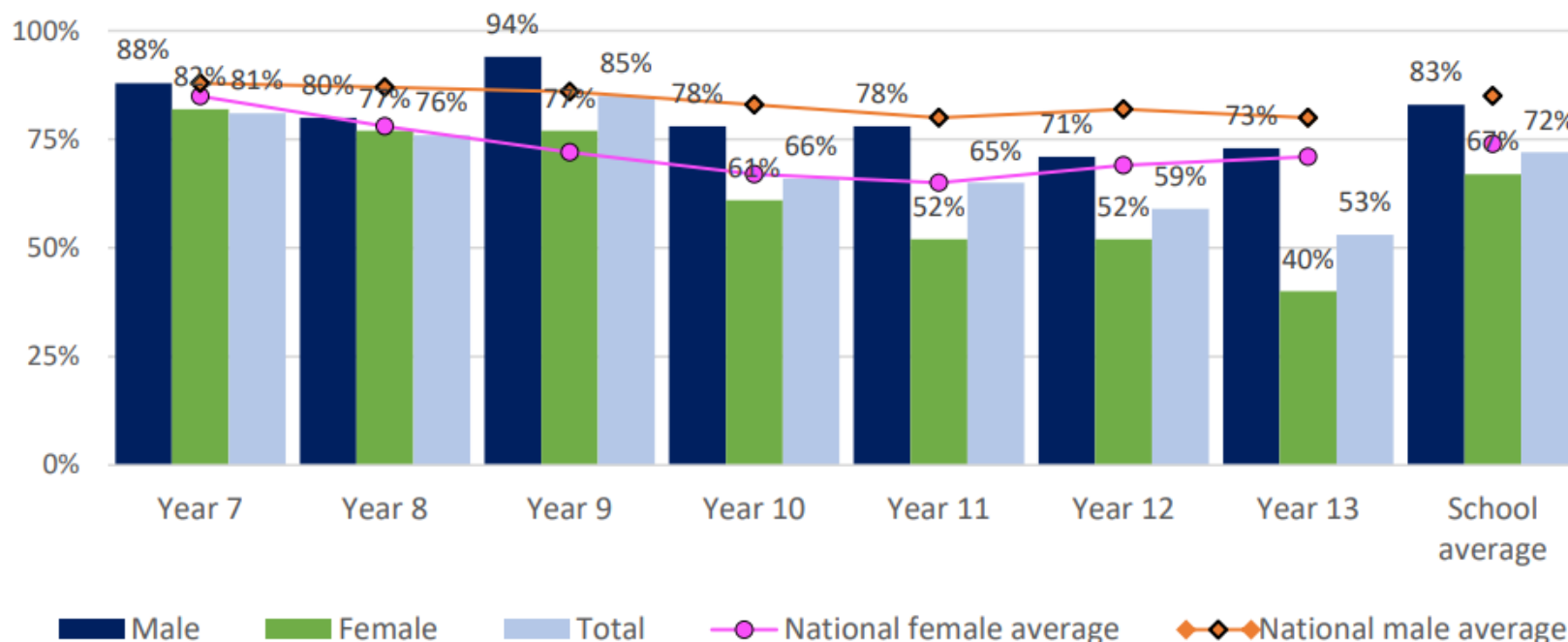
- **Approaches to PSE - Ad hoc**
- **Bought in schemes – Not personalised**
- **All form teachers followed programme for their class. – Lack of flexibility and lots of inconsistency**
- **Lack of pupil voice**
- **Some wellbeing provision but capacity limited.**

Action taken following our reflection on the shrn data –

- **Developed a new RSE programme to provide more regular and consistent support and information for our pupils.**
- **Worked with outside agencies to support the delivery of our health and wellbeing plans in particular around vaping and drugs.**
- **Worked with pupils to use pupil voice to help inform planning.**
- **Regular meetings with the school council about what is working and what needs to be developed.**

Emotional and Mental-wellbeing

Fig. 10 Cantonian High School: Students who report being satisfied with their life*



**Why we had to
make Wellbeing
central to
curriculum plans**

*Students were given a picture of a ladder where the top of the ladder '10' is the best possible life and the bottom is '0', the worst possible life. They were asked to tick the number that best describes where they stand. This is a widely used measure. This chart shows those students who opted for 6 and above.



What Changes we have made based on the SHRN data?

Not possible to address every concern raised via the SHRN data, so we had to sit down and discuss our biggest concerns, based on the data from our SHRN report and following on from lockdown experiences we identified mental wellbeing and relationships as our focus area.

The new curriculum has provided us with the opportunity to reshape and think about Health and Wellbeing and our approach to it. We felt that our previous provision to support pupils with their mental wellbeing wasn't far reaching enough and inconsistent.

Based on the SHRN data, using pupil voice and taking into account plans for the Curriculum for Wales, In September 2022 we introduced wellbeing lessons for all our year 7 pupils.

Why?

SHRN

**Using the data – What are pupils telling us they need?
What Have we identified as key issues raised by the data?**

Curriculum for Wales

- 1. How we process and respond to our experiences affects our mental health and emotional wellbeing.**
- 2. How we engage with social influences shapes who we are and affects our health and wellbeing.**
- 3. Our decision-making impacts on the quality of our lives and the lives of others.**

Pupil voice

The plan...

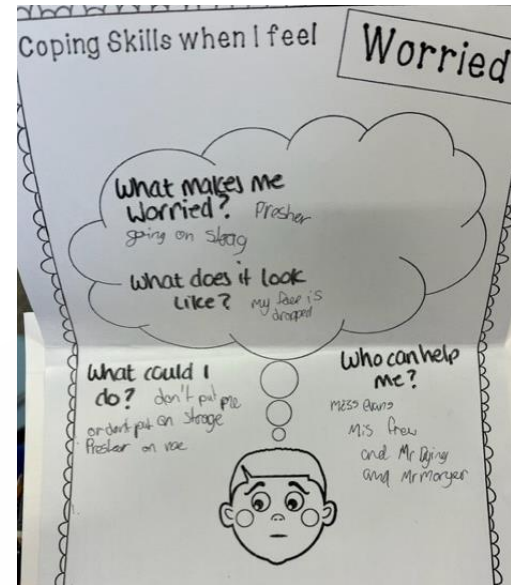
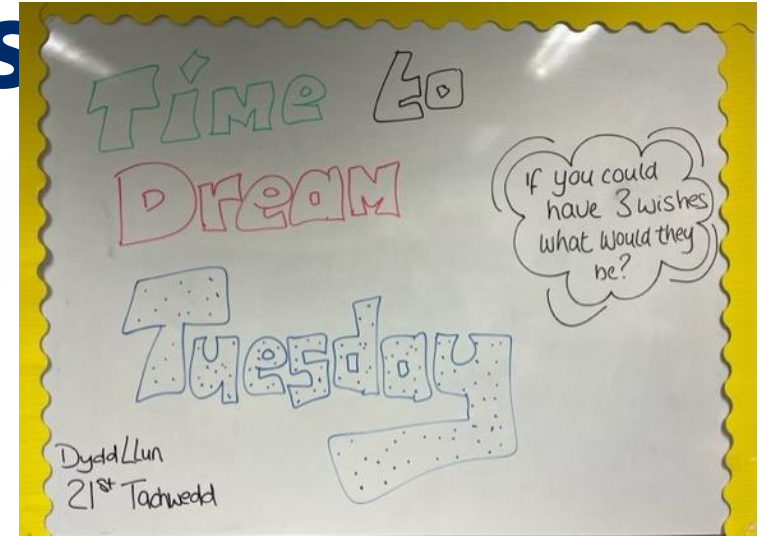
SEPT – DEC
Emotional Literacy

JAN – MAR
Relationships

APR – JUL
Risk, Goals and
Reflect

What happens

- Yellow Board Question
- Circle Time
- Topic of the Day
- Game
- Reflect and Close



Is it working?

**140 Questionnaires
completed**

More confident

Happy

Make friends

Express feelings

A break

**Control myself
better**

**Helps people
speak**

Fun

Calmer

Understand other
feel the same so
not alone

Escape reality

I can breathe

Free to talk

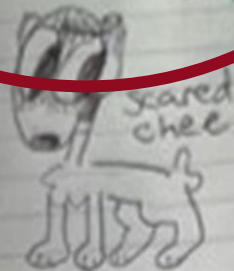
Understand
myself

Helped me to
open up

Dydd Iau 26th Ionawr

Thinking

Thursday



Do you have
someone to talk
to? (inside and
outside school)

Me: yes, but I
don't want to because
I will never have a
person that will under-
stand me. :c

I will
always
try

Story:
= chee is like =
= me =

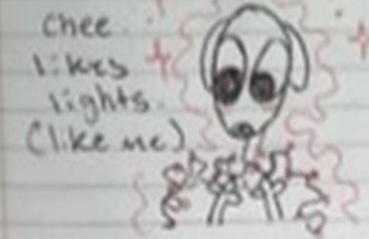


chee struggles to
express its feelings



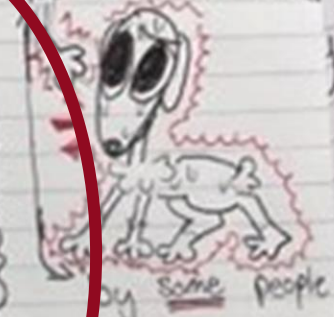
chee also struggles
to understand others
feelings too.

(like me)

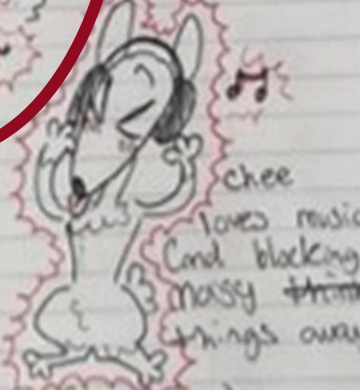


chee is
a dog
I made
just as
a joke,
but now
I plan to
draw chee
as a
reflection of
my emotions

chee doesn't
like to be touched



by some people
(like me)

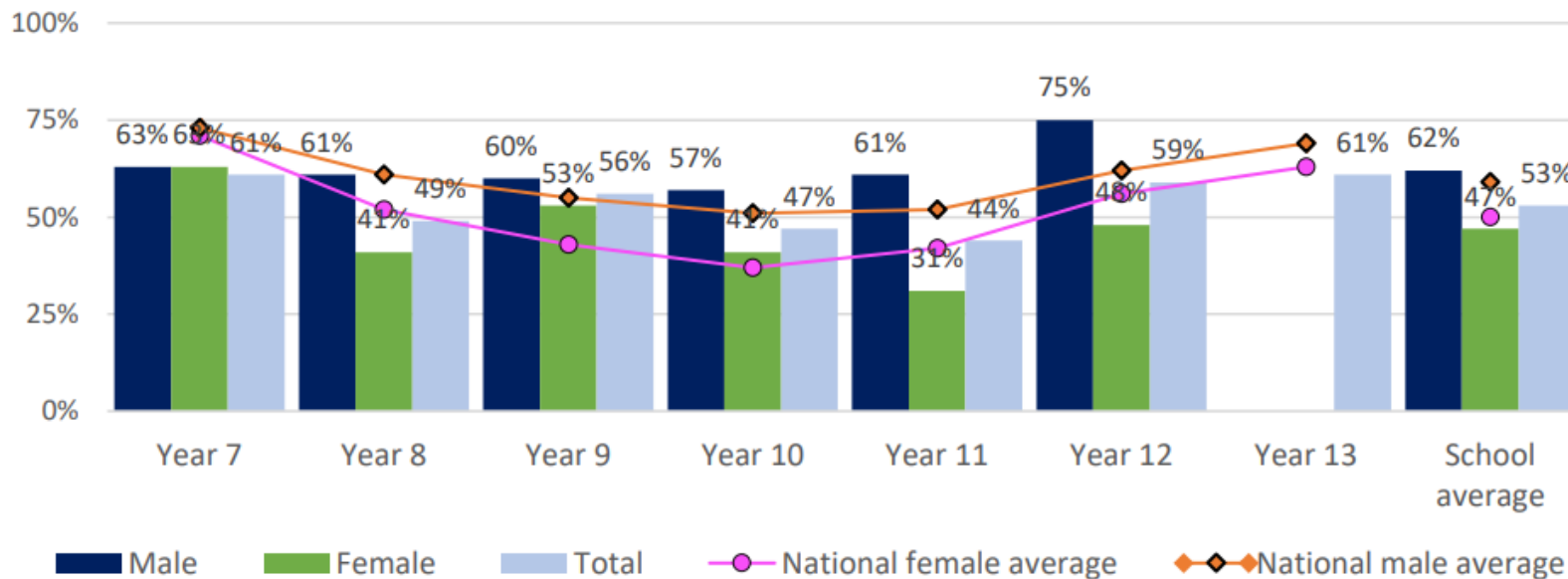


(like me)



end of
story

Fig. 13 Cantonian High School: Students who “agree” or “strongly agree” that teachers care about them as a person



Next steps

Using data from the 2013 Health Behaviour in School-aged Children Survey in Wales, School Health Research Network researchers found that more positive student-teacher relationships were associated with better health outcomes for students, including higher rates of self-rated general health and life satisfaction, as well as lower rates of self-reported smoking, cannabis and alcohol².

You can find out more about this study in our Research Brief here:

www.shrn.org.uk/research-briefing-sheets/

Next Steps

- To focus on relationships – Undermined by covid
- Strong belief that every child should be known well by at least one member of staff - which isn't always easy at secondary school.
- Looked to introduce **crew**
- **Visited the XP school in Doncaster with our primary cluster, and this is an approach that we are going to look at taking forward as a cluster**
- **Crew** is both a structure and a culture in EL **Education** schools. As a structure, it can be similar to a regular form period. As a culture, it serves as an ethos of inclusion.

