



Wellbeing Compass - Easter Report

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The Pines
West Midlands
2020/21



Overview

The Wellbeing Compass is a self-assessment of 24 questions across six dimensions of pupil wellbeing.

Health Mentors conduct online surveys with their pupils at the start of the year to gather baseline (BL) information and then again at the end of each term (T1, T2, T3). The six dimensions of this impact assessment are:

- Physical Activity - how active your children are?
- Sleep - how much sleep do they get?
- Diet - do they eat and understand a healthy diet?
- Emotional Wellbeing - how they are feeling?
- Personal Development - how resilient they are?
- Brain Health - how is their cognitive function?

This data allows Health Mentors to review their personalised activity programmes and adapt accordingly in consultation with teaching colleagues.

Visual surveys have been made bespoke for The Pines using InPrint.



Mid Year Score Comparison



Headlines

- National Average is lower this year across Physical Activity and Brain Health..
- The average scores from 7 pupils at The Pines often matched below national averages.
- Lowest scoring area comparatively is Personal Development and Emotional Wellbeing, Brain Health and Physical Activity.
- It must be considered that the National Averages are largely comparable with neurotypical children within a mainstream setting.
- Only 3 of the 7 pupils were in during the most recent lockdown.

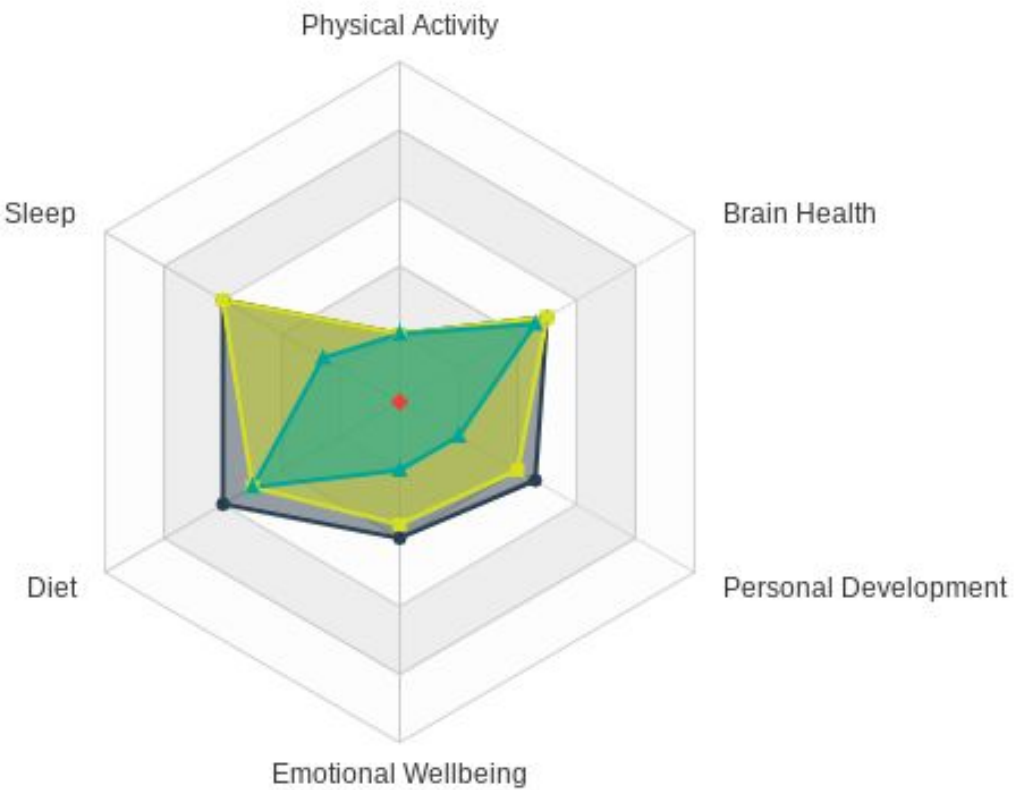
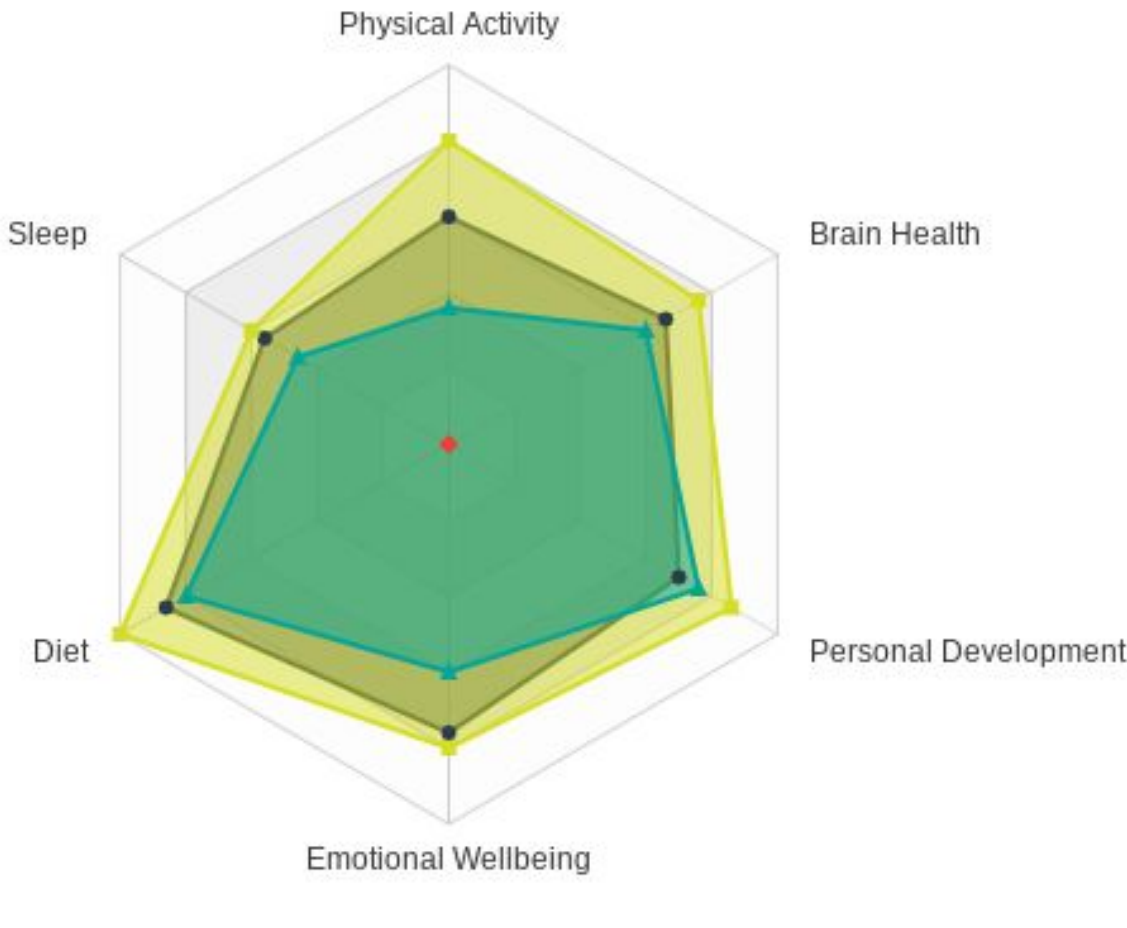
	The Pines	Mid Year National Average (2021)	Mid Year National Average (2020)
Physical Activity	1.7	2.9	3.1
Sleep	2.6	2.6	2.6
Diet	3.7	3.7	3.7
Emotional Wellbeing	2.8	3.8	3.8
Personal Development	3.0	4	3.9
Brain Health	2.6	3.2	3.3

Lowest - Highest Scoring Pupils



Pupil	School	Year Group	Gender	Direct Beneficiary	Pupil Premium
2.0 Zain	The Pines		M	Yes	Yes
2.5 Mubeen	The Pines		M	Yes	No
2.6 Roman	The Pines	Year 4	M	Yes	Yes
2.7 Max	The Pines	Year 8	M	Yes	No
3.3 Harvey	The Pines	Year 5	M	Yes	No
3.3 Caelan	The Pines	Year 5	M	Yes	Yes
3.5 Jacob	The Pines		M	Yes	No

Highest Scoring Pupil

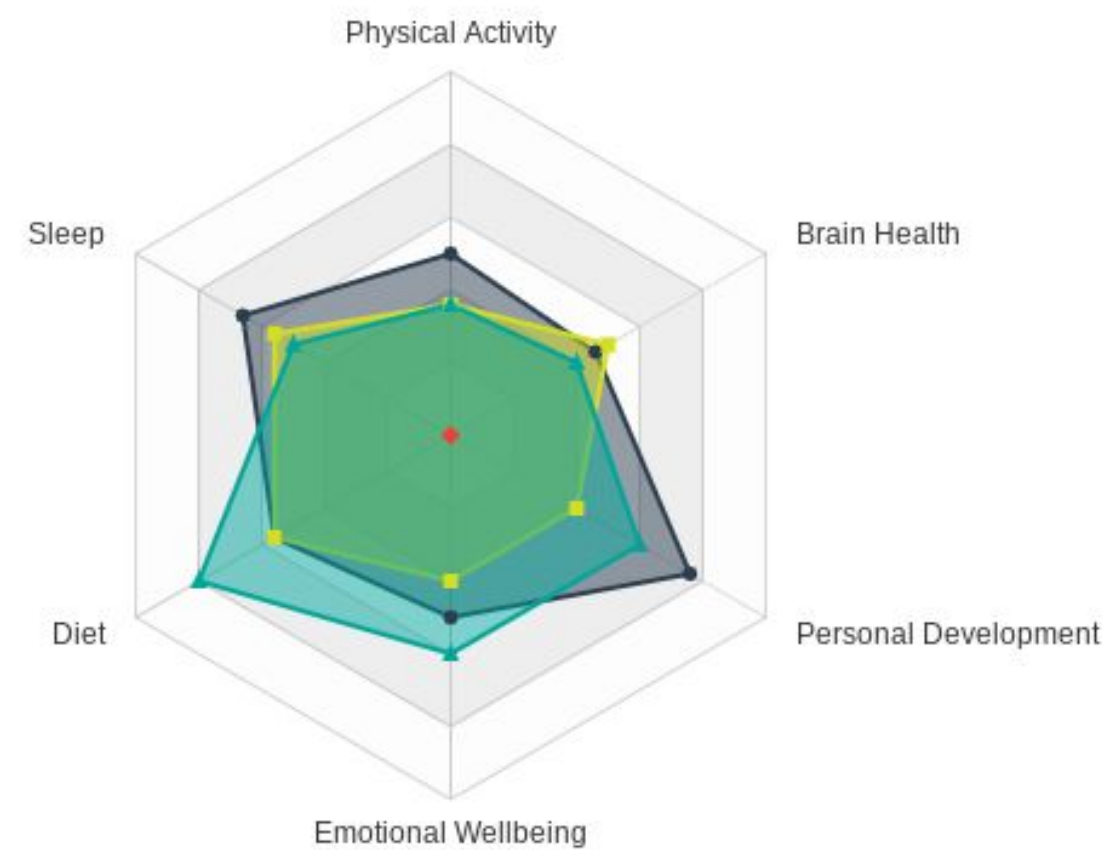
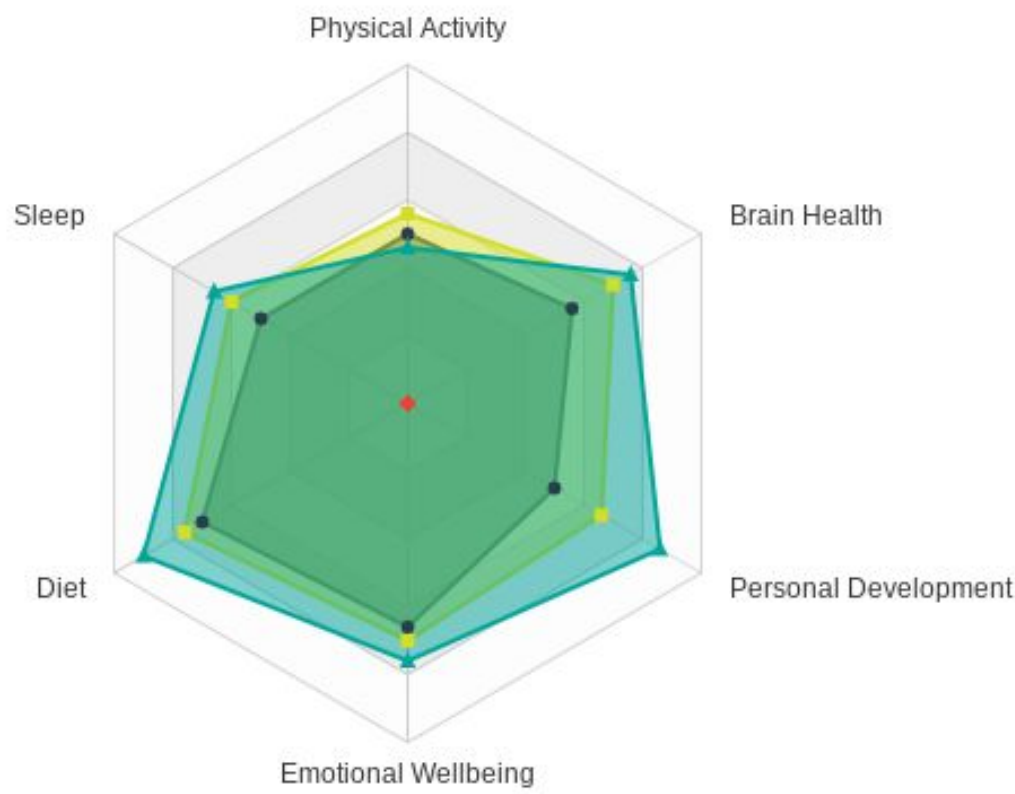
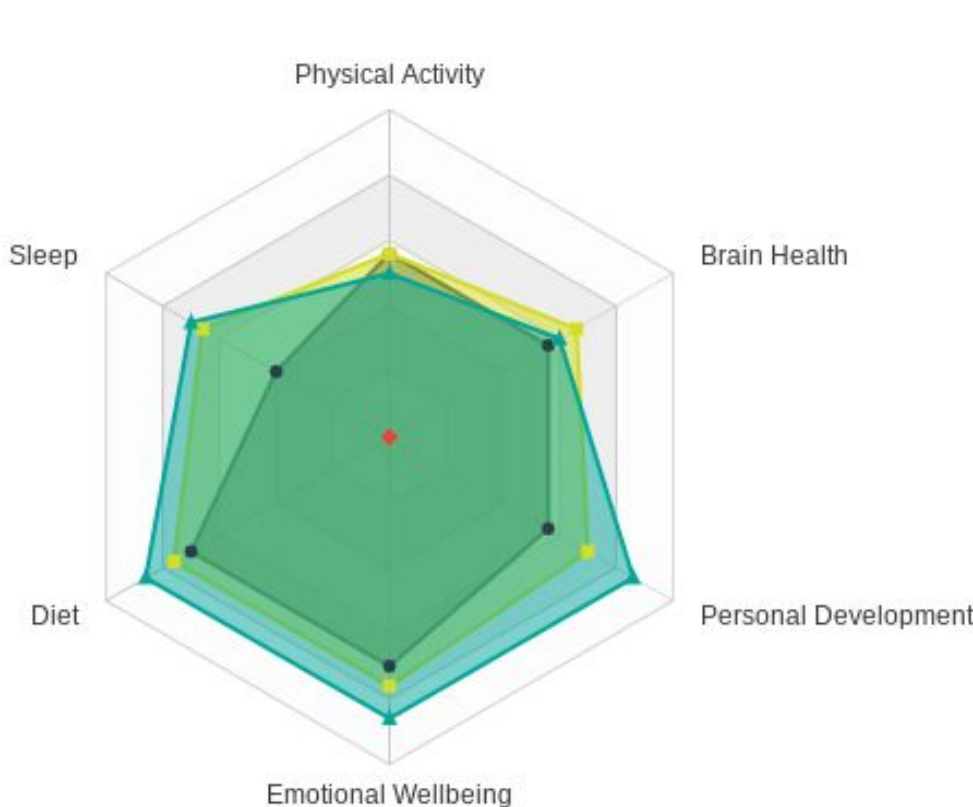


Lowest Scoring Pupil

Comparing Pupils

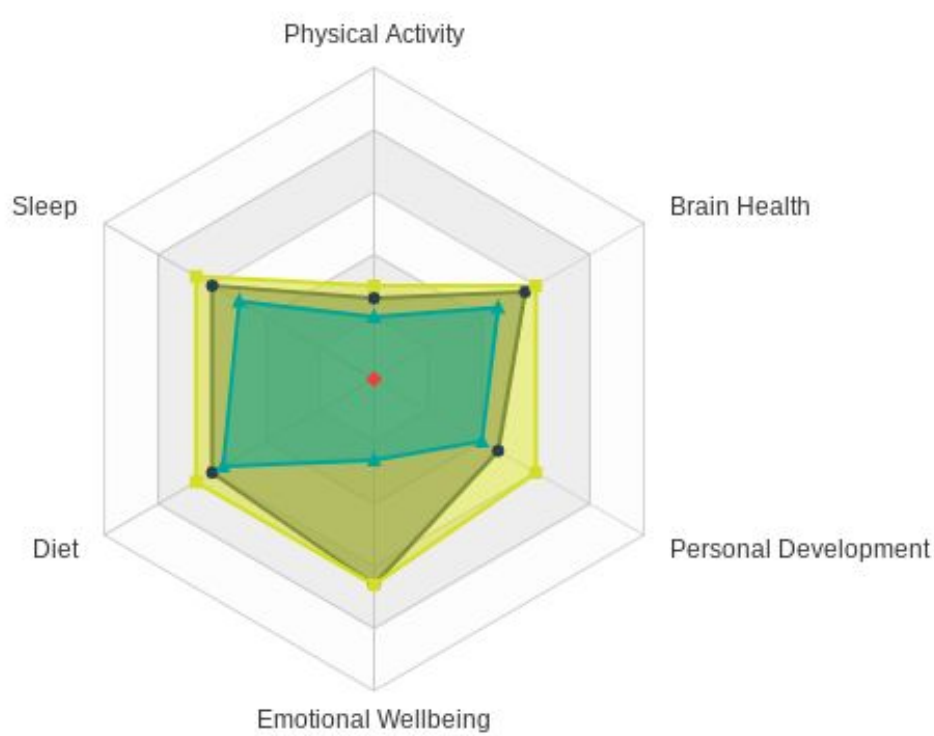
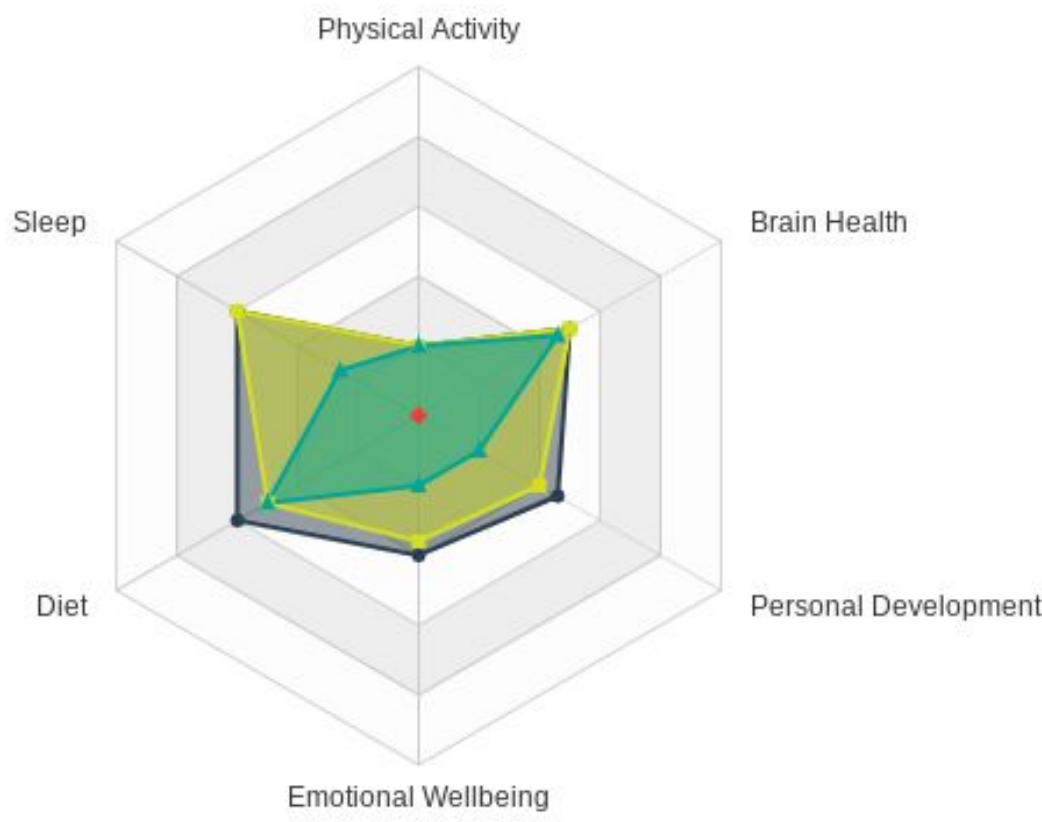
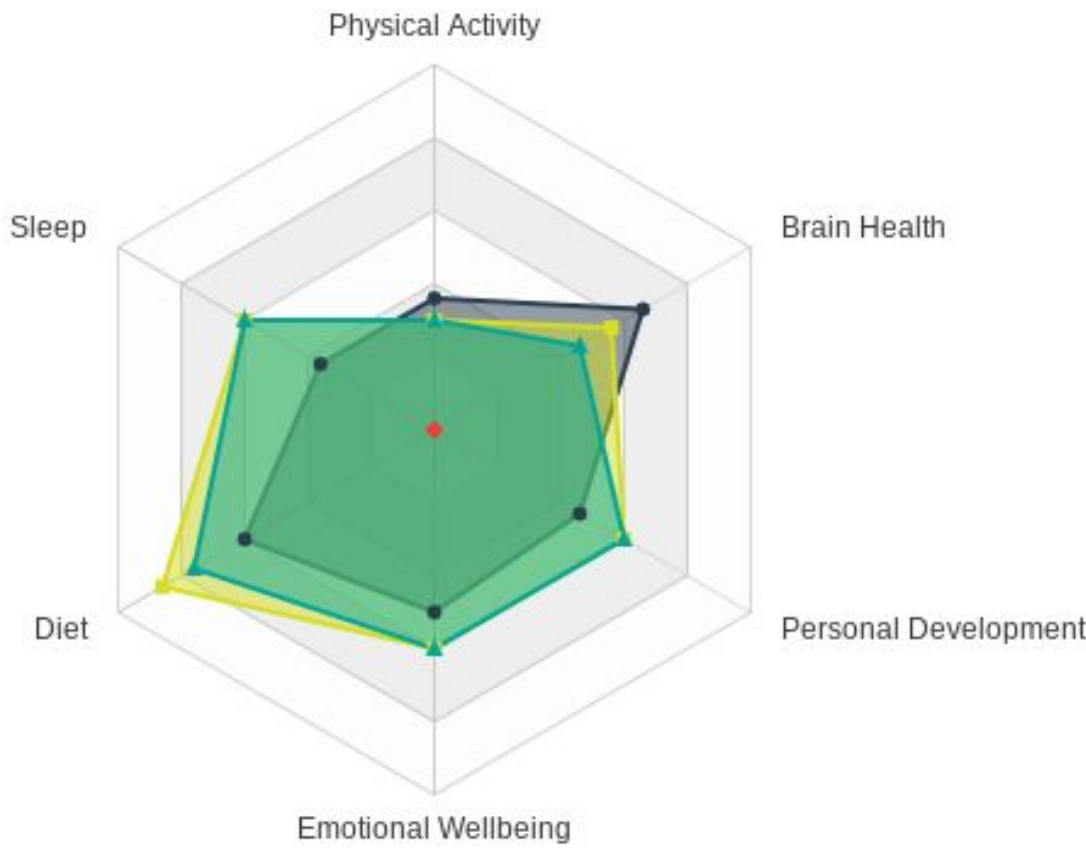
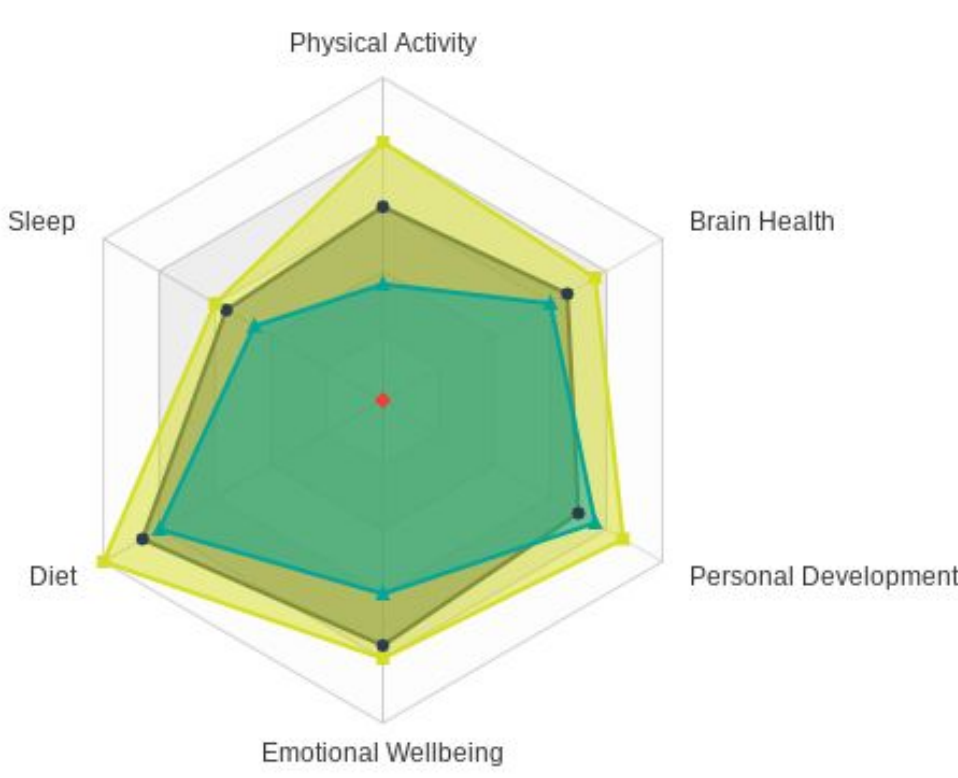


In School

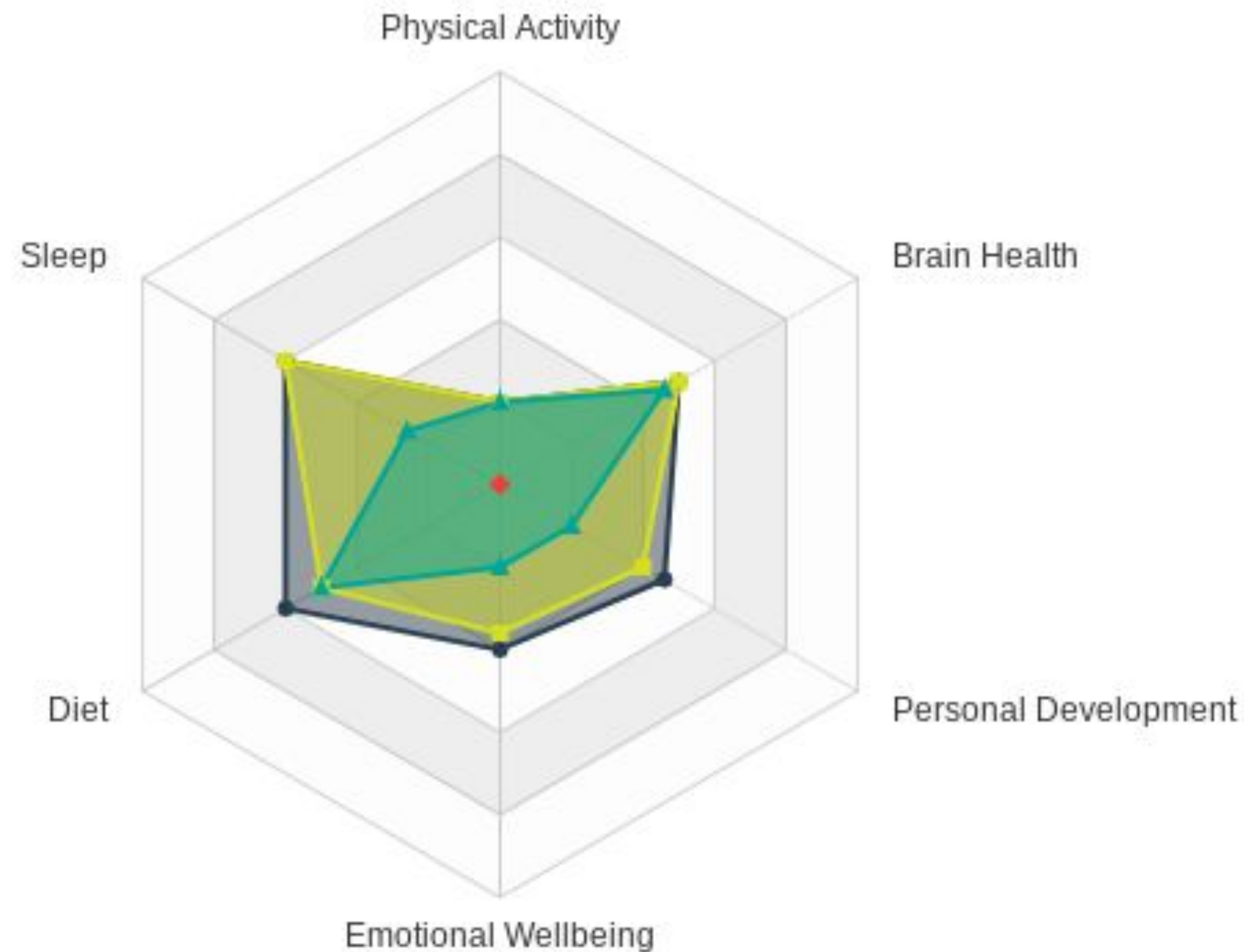


Greater impact with those in school than those remote during most recent lockdown. Helped by Health Mentor being placed in the Y4/5 bubble

Remote Learning



Zain - Individual Plan



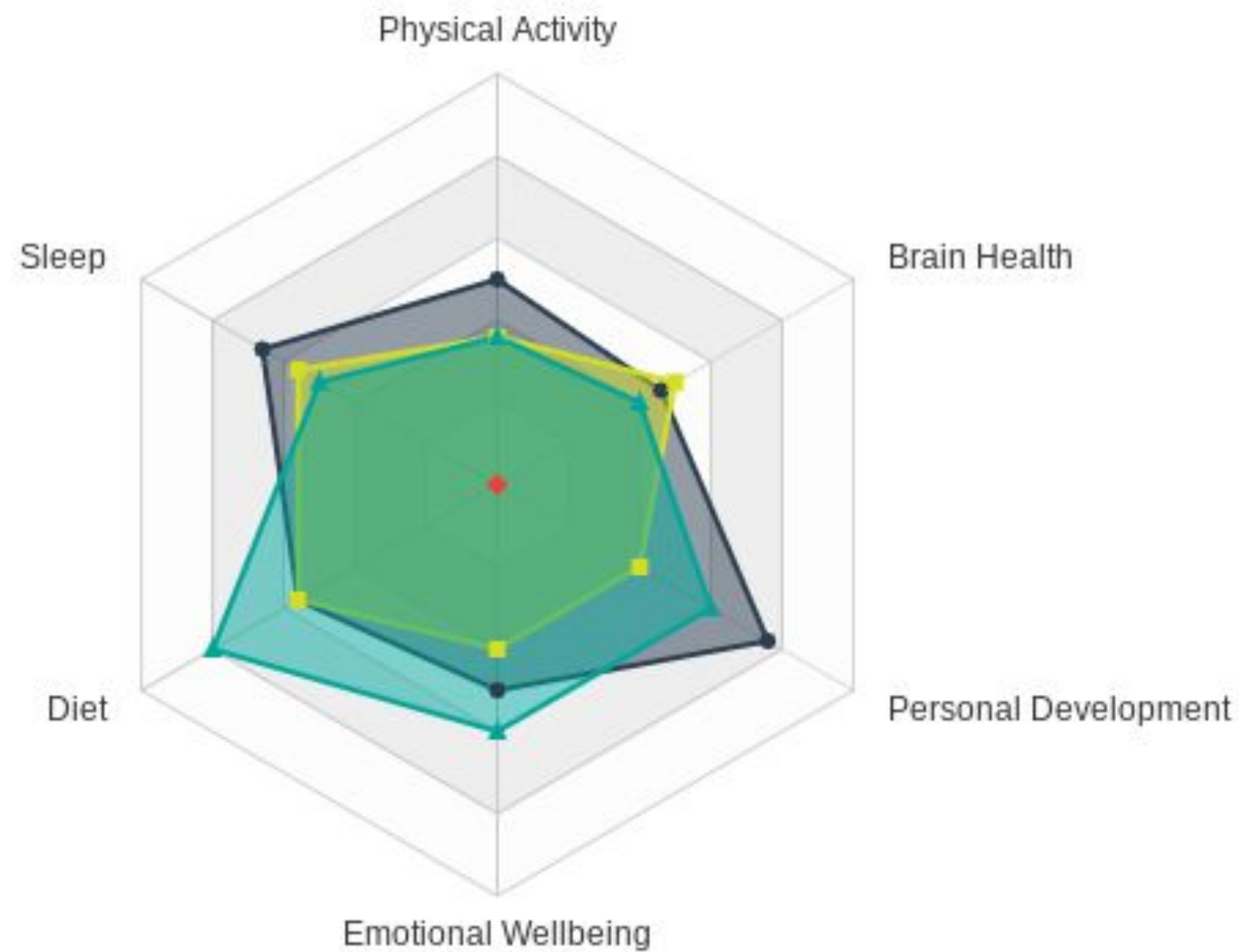
Work so far:

- OT work to support physical activity and mobility
- Lunchtime support to engage in any form of physical activity
- Informal mentoring as part of OT sessions to encourage pupil to lead a good lifestyle
- Pupil not in during last lockdown

Health Mentor Targets:

1. Improve Physical Activity Levels
 - a. Informal mentoring during OT sessions to encourage physical activity and engaging on the playground during lunch duty.
2. Improve Personal Development
 - a. Continued praise during sessions for exercises that are often difficult to complete and setting further challenge where possible in consultation with OT.

Roman - Individual Plan



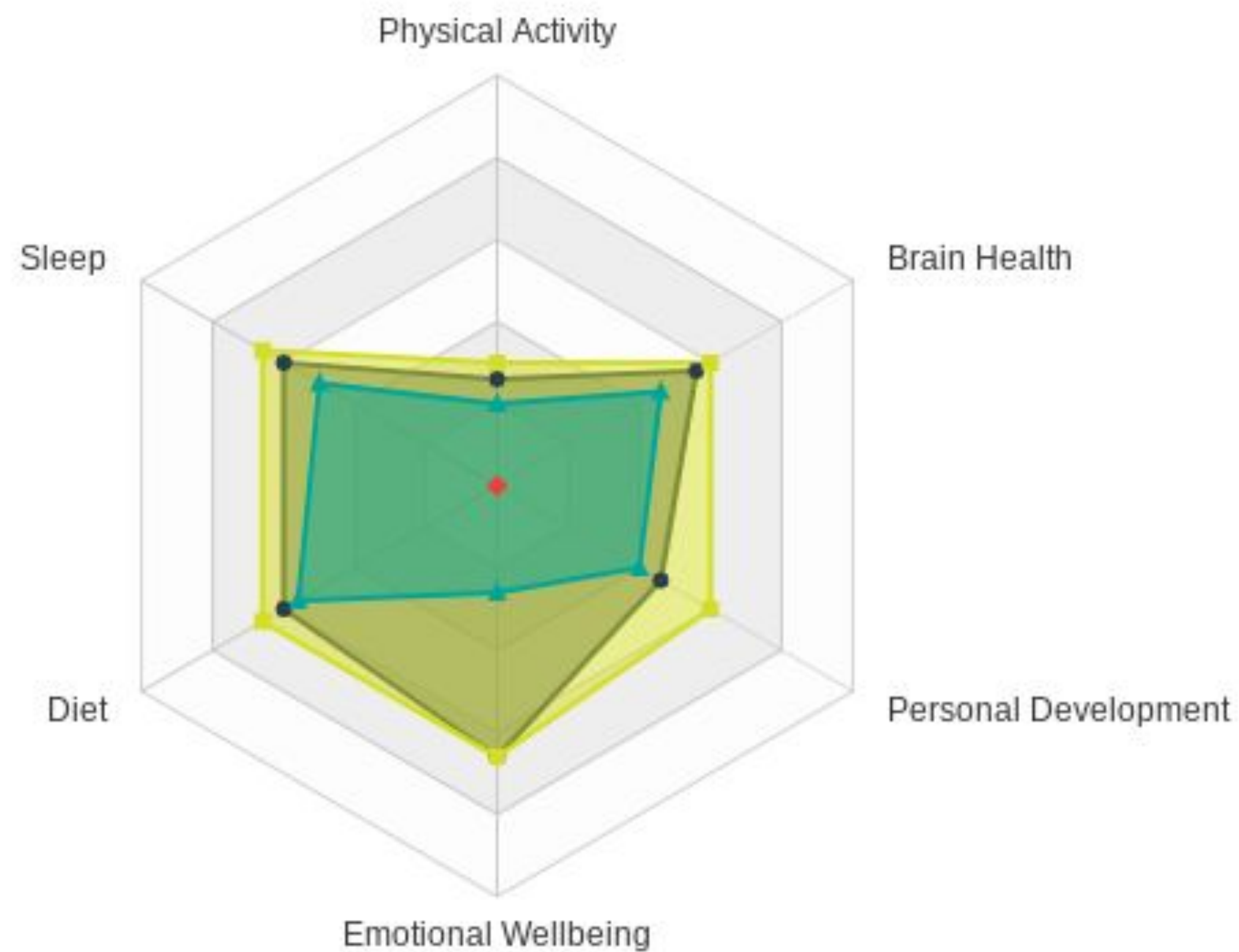
Work so far:

- Mentoring sessions continued for part of lockdown before Health Mentor deployed in class. Exploring emotions and regular morning check ins on arrival to school.

Health Mentor Targets:

1. Improve Emotional Understanding
 - a. Explore a range of emotions and begin to develop a basic understanding of feelings and how these can relate to themselves.
 - b. Linking classroom behaviours into sessions and relate to stories to help understanding.
 - c. Use of symbol supported worksheets in order to help understanding to be able to identify emotions and calming techniques.

Mubeen - Individual Plan



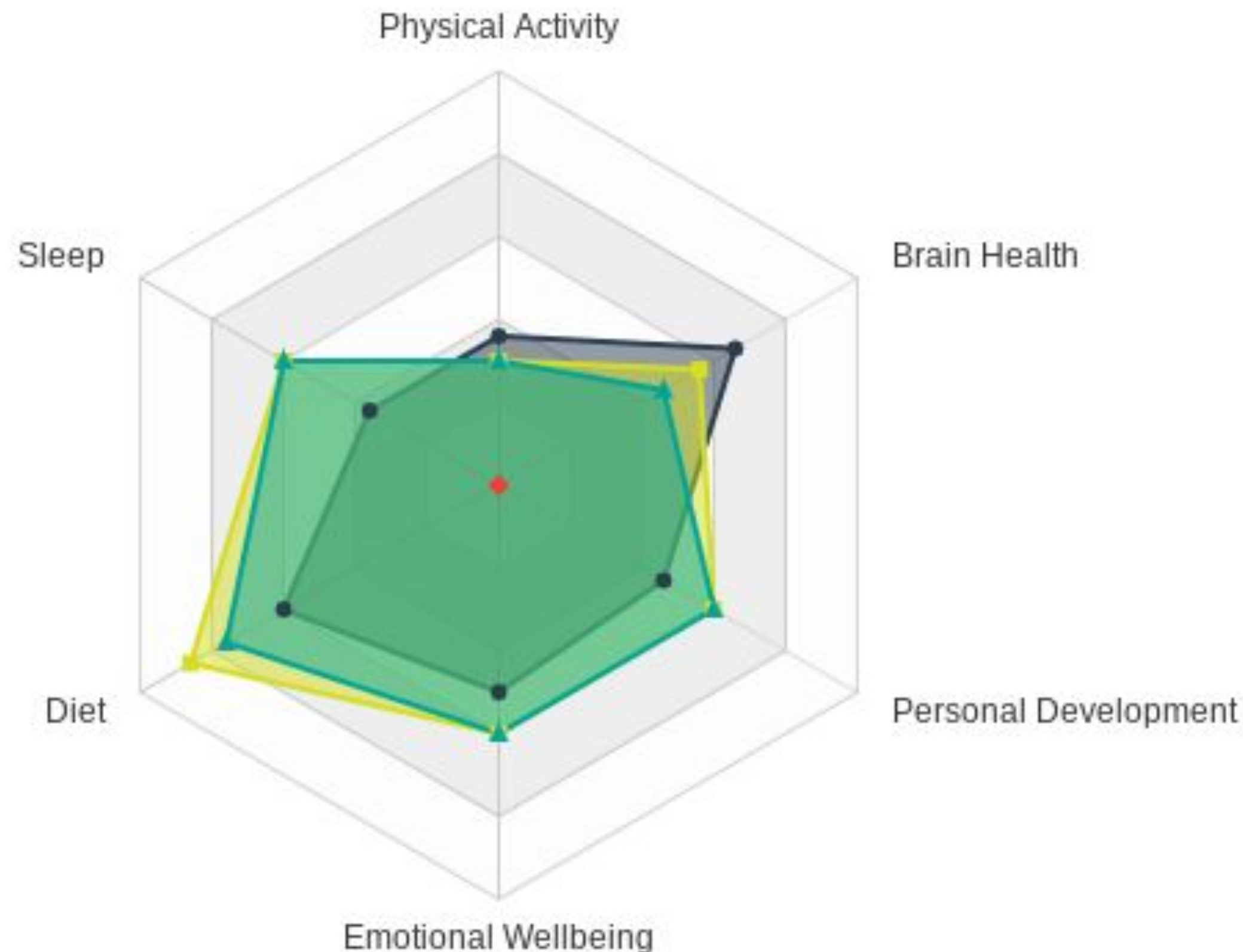
Work so far:

- OT work to support physical activity and mobility
- Lunchtime support to engage in any form of physical activity
- Informal mentoring as part of OT sessions to encourage pupil to lead a good lifestyle. Pupil has taken on board and looks in good physical health than in Autumn term.
- Pupil not in during last lockdown

Health Mentor Targets:

1. Improve Physical Activity Levels
 - a. Informal mentoring during OT sessions to encourage physical activity.
 - b. Engage pupil on playground during playground duties to increase physical activity of social groups with peer.
 - c. Consult OT to identify other exercises to help improve muscle use and improve muscular development.
 - d. Explore how physical activity makes them feel and link to emotions and how this impacts self.

Max - Individual Plan



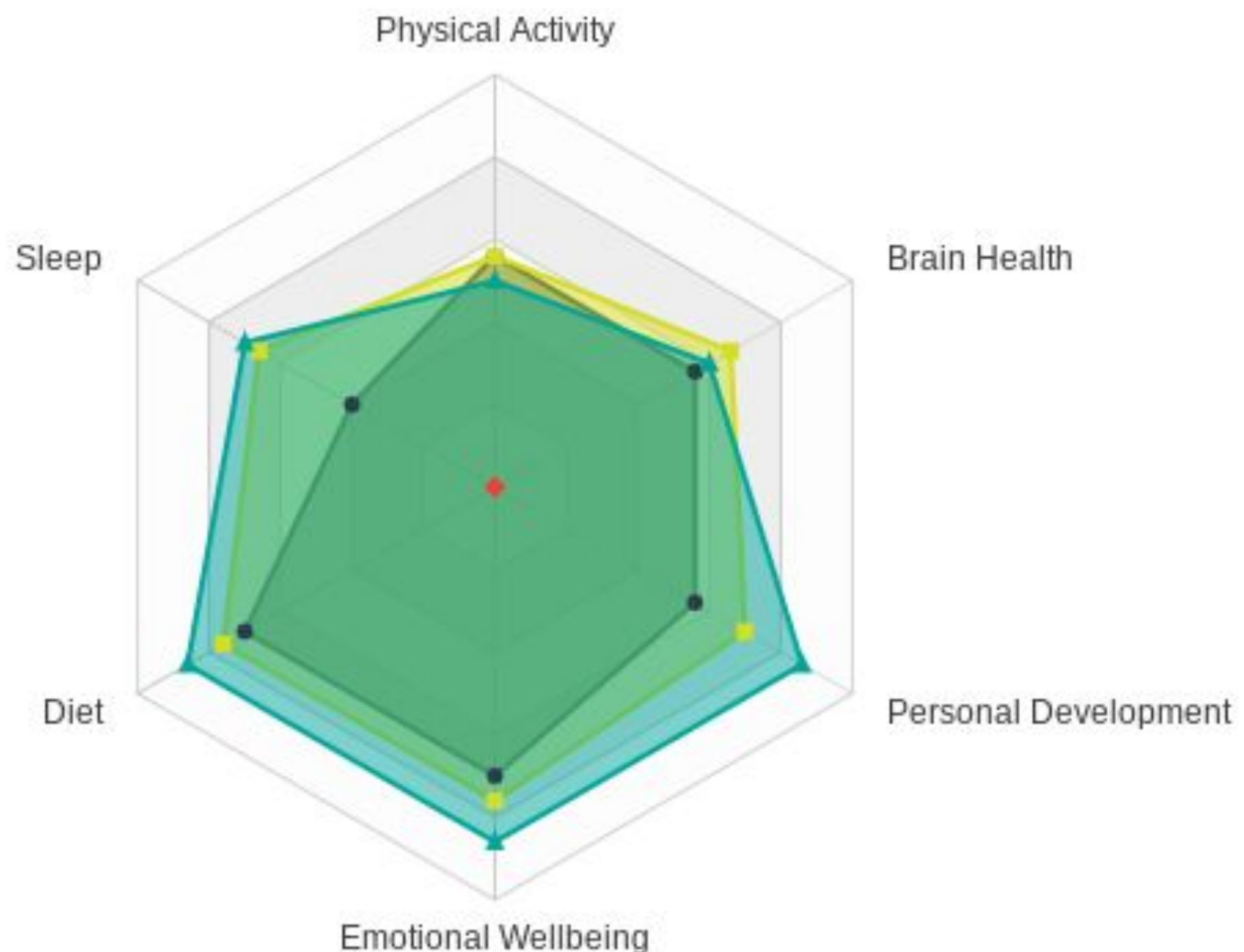
Work so far:

- Weekly session to improve flexibility and posture
- Informal mentoring as part of sessions to encourage pupil to lead a good lifestyle linking to interests
- Pupil not in during last lockdown

Health Mentor Targets:

1. Improve Physical Activity Levels
 - a. Continue mentoring during Physiotherapy sessions to encourage physical activity and recommend the continuation of exercises at school.
 - b. Engage pupil on playground during playground duties to increase physical activity of social groups with peers.
 - c. Identify physical activity routines that would relate to points of interest (Careers: pupil has an interest in becoming Aquatics Store Owner - parent owns one already).

Harvey - Individual Plan



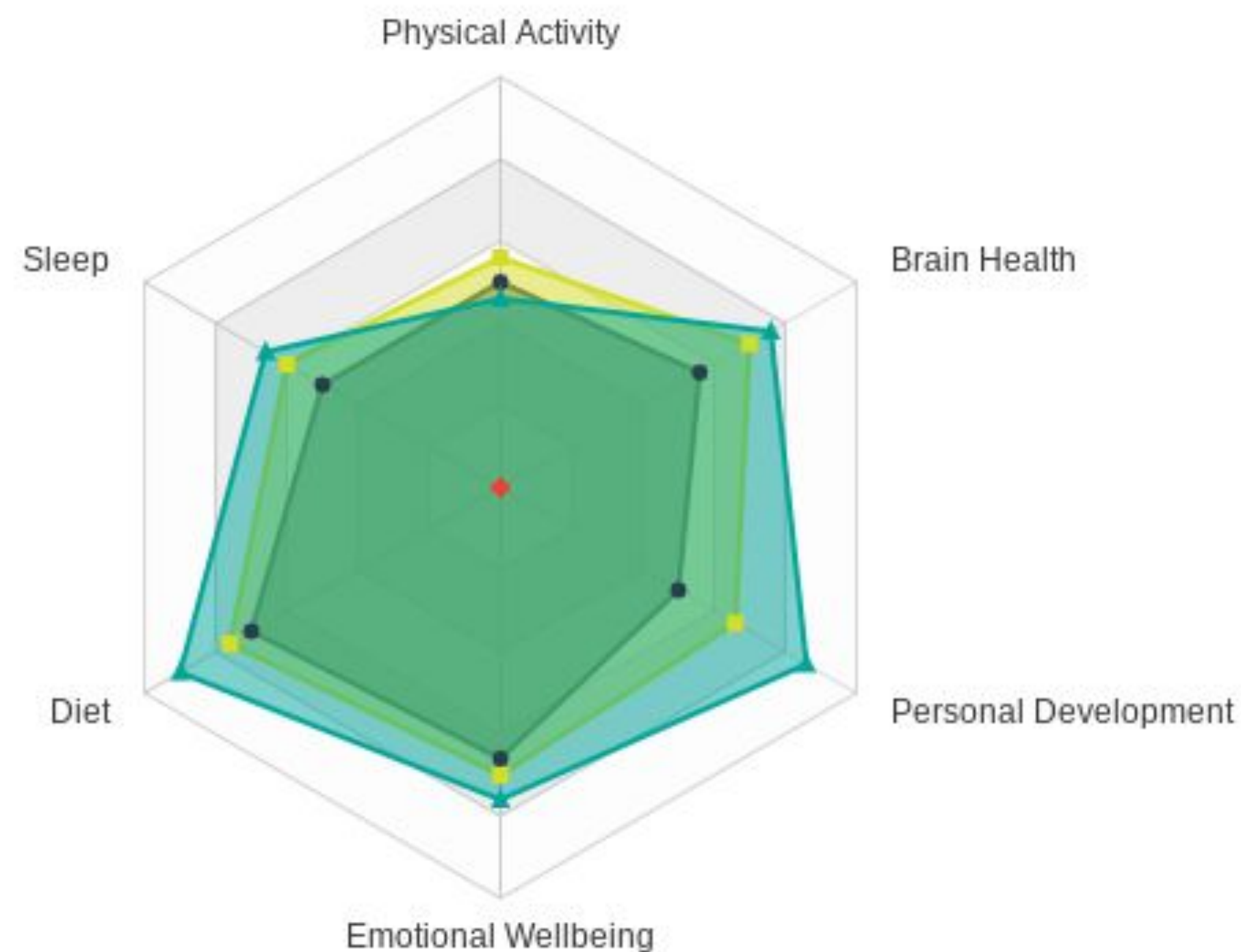
Work so far:

- Weekly mentoring sessions around interests, Wellbeing Compass topics and any issues arising from class team.
- Pupil in during last lockdown and worked with every week since start of Term

Health Mentor Targets:

1. Continue to improve Emotional Understanding
 - a. Continue discussions around emotions and feelings to provide the pupil with an avenue to discuss how they feel.
 - b. Support pupil with the recent transition of teachers and continue to be a support network for the pupil if they require so.
 - c. Be able to relate interests with other pupils in class and share more common interests.

Caelan - Individual Plan



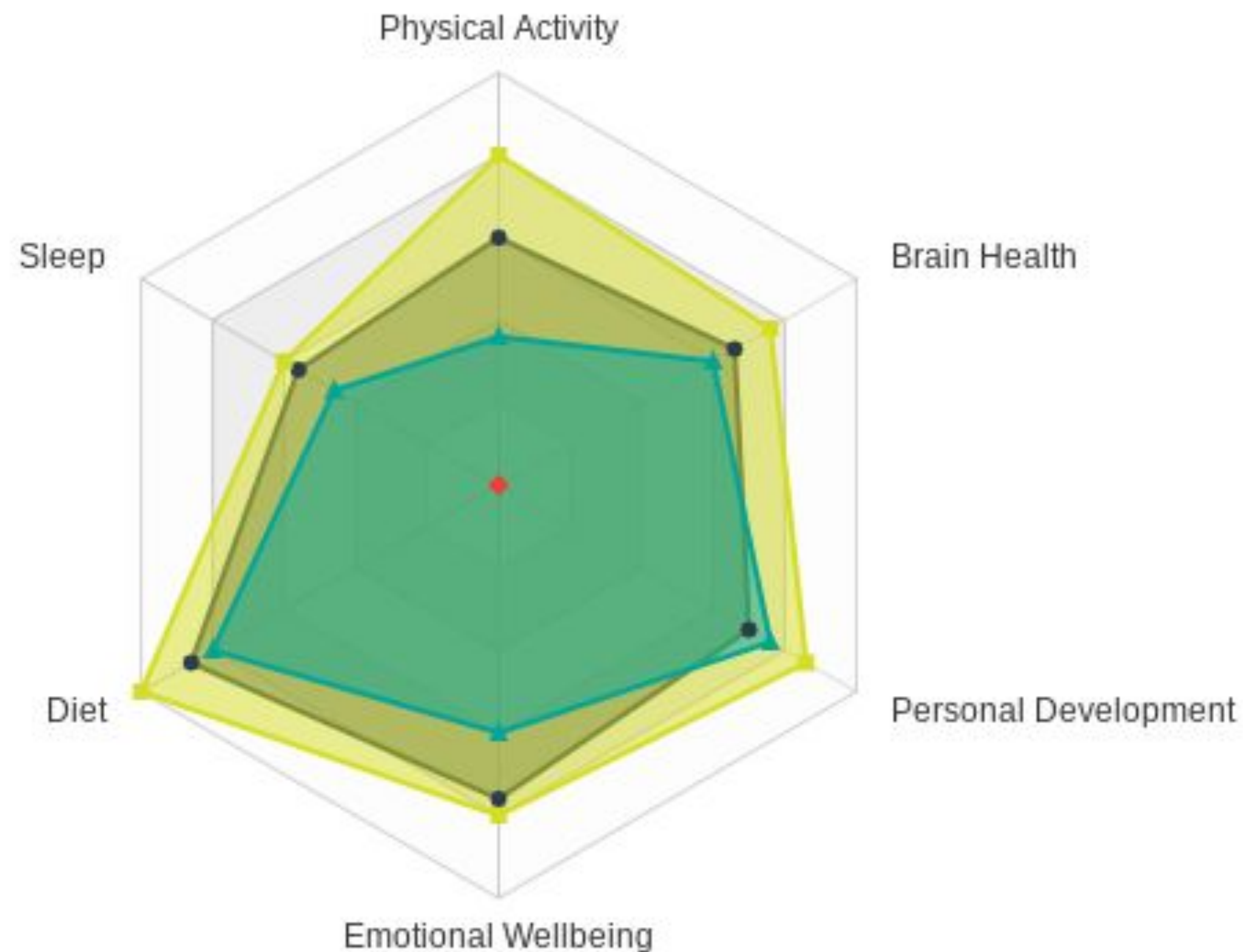
Work so far:

- Weekly mentoring sessions around interests, Wellbeing Compass topics and any issues arising from class team.
- Pupil in during last lockdown and worked with every week since start of Term

Health Mentor Targets:

1. Improve Personal Development Levels
 - a. Mentoring around Personal Development to improve self esteem, confidence and self awareness
 - b. Mentoring around distractions in class and reiterating strategies in place to help reduce number of moments of anger within the classroom and on the playground.
 - c. Continues mentoring sessions around emotions to help emotional understanding to give the pupil an opportunity to discuss their feelings and weekly experiences.
 - d. Focus on praising positive attitude to learning and being able to manage self in different school situations.

Jacob - Individual Plan



Work so far:

- Weekly mentoring sessions around interests, Wellbeing Compass topics and using sessions to explore interests further.
- Pupil not in during last lockdown.

Health Mentor Targets:

1. Maintain levels of good wellbeing
 - a. Being a continuing support network to the pupil with the continuation of "reward time" sessions every Thursday.
 - b. Discussions around their interests and continue sessions that incorporate the creation of miniature models.
 - c. Continue to engage positively on the playground and support the pupil in engaging with others who want to play (pupil has previously allowed pupils from E classes to join in games such as basketball).

Physical Activity



Recommendations:

- Target the physical activity interventions at the lowest scoring pupils. Many of these are on OT plans so the continuation of these overtime are hoped to affect the changes we want to see. Jeevan will review these and feedback to the OT to gauge if there are other alterations that can be made to their plans.
- Target mentoring interventions to include a form of physical activity components. This can mainly be done during conversations in OT sessions to prompt thinking and getting pupils to consider how they can be active in and out of school.
- Engage with pupils who are less physically active during break time and lunchtime duties to get all pupils active in some way.
- Support school in increasing levels of physical activity and supporting staff team to engage more pupils in PE sessions, to further the work being done on the playground.



Emotional Wellbeing



Recommendations:

- In conjunction with class teacher, determine whether low scoring pupils require targeted group/1:1 mentoring.
- Use scheme of works for group/1-1 mentoring to focus on specific areas such as 'Boredom', 'Fear', 'Fun', 'Loneliness' and 'Self Esteem'.
- Use the responses to the Wellbeing Compass as a basis of exploratory conversations with low scoring pupils.
- Adopt research based interventions to support the Emotional Wellbeing of pupils from determination of areas as highlighted by the Wellbeing Compass.
- Engage pupils in physical activities to enable them to feel more comfortable with themselves when conducting other activities around school, to improve their perceptions of themselves.



In an study 'Evaluating the Wellbeing Compass' (2020) by J. Morris and D. Radley at Leeds Beckett University, it stated "The emotional wellbeing component indicates that the questions are a valuable proxy measure of overall quality of life."

Next Steps

- Ask your Relationship Manager for a staff login to access the data so you can look into it in more detail.
- Remember that the 'score' only tells part of the picture, in some cases while the 'score' may be high answers to certain questions may require further exploration
- Speak to the Health Mentor and Relationship Manager for further guidance understanding the Wellbeing Compass data and following up with impactful interventions.

Dates for the diary

- Term 1 data collection - December 2020
- Term 2 data collection - March 2021
- Term 3 data collection - June 2021



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