









Children in Challenging Circumstances Package	
Priority:	Emotional Health and Well-being
Healthier Behaviour Outcomes:	<p>Choose two or more of these outcomes according to the needs analysis of your C in CC cohort:</p> <ol style="list-style-type: none"> 1. To increase the number of pupils who report feeling happy in school break and lunchtimes 2. To increase the number of pupils feel they have a range of strategies to draw on when they have problems in their learning 3. To increase the number of pupils who report that they feel safe in all areas of the school and grounds 4. To increase the number of pupils who access extra-curricular activities 5. To increase the number of pupils who report that there is someone at school who they can talk to if they feel anxious or upset 6. To decrease the number of pupils who are involved in behaviour incidents
Activities:	<p>Needs analysis:</p> <ul style="list-style-type: none"> • Identify and audit the pupils in your school who are deemed to be Children in Challenging Circumstances (LAC, Young Carers, FSM, BME, SEN, ESL, Military, travellers, disaffected learners, AG&T) <p>Planning and preparation:</p> <ul style="list-style-type: none"> • Identify the group/s to be focused on for Healthy Schools Plus (we recommend that this is around 10% of the total school population). <p>Implementation: (NB: select the ones relating to your chosen outcomes only)</p> <ol style="list-style-type: none"> 1. To increase the number of pupils who report feeling happy in school break and lunchtimes <ul style="list-style-type: none"> • Consultation with the identified group of pupils about how they could enjoy their break and lunchtimes more (e.g. break out/chill out zone; playground buddies; active playtimes; pupils own ideas...) 2. To increase the number of pupils feel they have a range of strategies to draw on when they have problems in their learning <ul style="list-style-type: none"> • Use of Guy Claxton's 4Rs (individual programme? – link to Personal Learning Targets, IEPs and PEPs) 3. To increase the number of pupils who report that they feel safe in all areas of the school and grounds <ul style="list-style-type: none"> • Consult with the identified group of pupils of any areas that they feel vulnerable • Produce an action plan to deal with these issues arising

	<p>4. To increase the number of pupils who access extra-curricular activities</p> <ul style="list-style-type: none"> • Audit the extra-curricular club provision and identify the barriers that have hindered the identified group of pupils from participating (ask why these pupils are not participating and try to address issues) <p>5. To increase the number of pupils who report that there is someone at school who they can talk to if they feel anxious or upset</p> <ul style="list-style-type: none"> • Consultation with the identified group of pupils about who they could talk to if they feel anxious or upset. Set up an opportunity for this to happen on a regular basis e.g. 5 mins “bubble time “ with a TA at the end of each lunch-time • Consider small group intervention work on who is appropriate to talk to for a range of different problems • Possibly set up Silver SEAL / Peer group mentoring <p>6. To decrease the number of pupils who are involved in behaviour incidents</p> <ul style="list-style-type: none"> • Baseline current involvement of identified pupils in behavioural incidents/ internal /external exclusions • Track C in CC on a termly basis • With targeted pupils, identify triggers and possible support to prevent incidents escalating. This will need to include all staff who have any involvement with these pupils e.g. MDSAs <p>Ensure that you:</p> <ul style="list-style-type: none"> • Embed HS+ outcomes in the SEF and school development plan • Set up/use cluster school council network to maximise pupils engagement in planned activities
PDE Team Support:	<ul style="list-style-type: none"> • Wiltshire Certificate for PSHE (see flyer) • Cluster training on promoting health in PSHE • Cluster parents evenings support • Governor training • PSHE curriculum review • School policy review • Signposting to appropriate resources and organisations
Suggested resources:	<ul style="list-style-type: none"> • Wilts support services e.g. EMAS, BS, Virtual Headteacher, Ed Psych, Traveller support, PaSSis, Youth Action Wiltshire SSAFA
Early Success Indicators:	<p>Process: From the Activities chosen to support the targeted pupils, identify four actions that you intend to complete by month/year</p>

	<p>Impact: Choose two or more of these outcomes according to the needs analysis of your C in CC cohort:</p> <ol style="list-style-type: none"> To increase the number of pupils who report feeling happy in school break and lunchtimes to X by month/year To increase the number of pupils feel they have a range of strategies to draw on when they have problems in their learning to X by month/year To increase the number of pupils who report that they feel safe in all areas of the school and grounds to X by month/year To increase the number of pupils who access extra-curricular activities to X by month/year To increase the number of pupils who report that there is someone at school who they can talk to if they feel anxious or upset to X by month/year To decrease the number of pupils who are involved in behaviour incidents to X by month/year
<p>Source of Baseline Information:</p>	<ol style="list-style-type: none"> How happy do you usually feel at playtime and lunchtime?     Very happy Quite happy Not very happy Very unhappy I always know what to do when I get stuck in my learning at school Strongly Agree Agree Not Sure Disagree How safe do you usually feel at school?     Very safe Quite safe Not very safe Very unsafe <i>see logs</i> I always know someone at school who I can talk to if I am anxious or upset. Strongly Agree Agree Not Sure Disagree <i>see behaviour logs</i>