

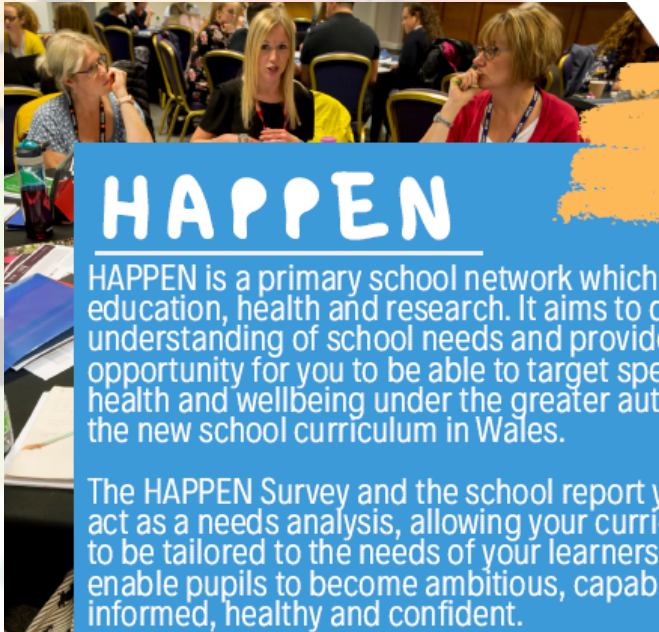


# Your HAPPEN Survey Report

Swansea

Regional Collaboration Project

Academic Year 2021/2022



# HAPPEN

HAPPEN is a primary school network which brings together education, health and research. It aims to develop a better understanding of school needs and provides an opportunity for you to be able to target specific areas of health and wellbeing under the greater autonomy given by the new school curriculum in Wales.

The HAPPEN Survey and the school report you receive can act as a needs analysis, allowing your curriculum delivery to be tailored to the needs of your learners. This will enable pupils to become ambitious, capable, enterprising, informed, healthy and confident.







HAPPEN presents the opportunity for pupils to learn and make informed decisions about different aspects of health and wellbeing. We encourage the use of the report in school programmes such as Pupil Voice to allow children to be ambitious and creative to improve their health.

By taking part in the HAPPEN Survey, teachers and pupils are empowered to make meaningful changes by gaining a better understanding of pupil's **physical, psychological, emotional and social health**.

Schools can take part in the survey throughout the academic year to provide snapshots, track change and evaluate practice. Having completed the survey, schools receive an individual school report aligned with the new curriculum showing the overall picture of health and wellbeing in the school.

Results from your school report will enable your pupils to become:

-  Ambitious, capable learners who are ready to learn
-  Enterprising, creative contributors who ready to play a full part in life
-  Ethical, informed citizens who are ready to be citizens of the world
-  Healthy, confident individuals who are ready to lead fulfilling lives



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# Regional Collaboration

## What interventions were delivered in Swansea?

<i>Sea View Primary</i>	10 x 2 Hours with Year 5. Children were asked what activities they would like to participate in. From this, a number of activities such as dodgeball, basketball and trips to local facilities such as Limitless Trampoline Park and Exist Skate Park were delivered. The class teacher also did a class talk on resilience and personal boundaries as well as food tasting and, as part of mindfulness week, also did a survey about the pupil's sleeping patterns.
<i>Craigfelen Primary</i>	Following the survey results, we started a weekly skill session with the pupils. We also ran a meditation and yoga session with a local instructor as the pupils had stated that they were struggling to concentrate and had some anxiety. We followed up with a summer multi-skills session at the school during the holidays so that there was a continuous session being delivered.

## How well was the intervention(s) received?

<i>Sea View Primary</i>	<p>The pupils enjoyed taking part in the surveys, activities and the classroom elements. The pupils always asked the class teacher "When is Gavin coming in" so they looked forward to the sessions. The headteacher also participated in sessions with the pupils which they enjoyed. The sessions were sometimes challenging for the pupil's, but they showed determination in doing and completing the tasks and increased their confidence. The class had a high percentage of additional learning needs, several children on pathways for ASD, ADHD, severe anxiety which would lead to panic attacks and language barriers.</p> <p>We did not know how the parental engagement session would go and how many parents would attend but it proved to be a major success and even the teacher/headteacher were surprised with the turnout. The pupils also enjoyed the two activities at the trampoline park and skate park and were excited to attend the venues, these were both activities that had appeared on the survey the pupils had done.</p>
<i>Craigfelen Primary</i>	They were very well received - the yoga and meditation session were extended to the staff as well. A qualified coach delivered the multi skill session and was able to relate well to the children. The coach asked each session what the children wanted so they felt some ownership and had a voice.

## Benefits/Barriers



*Sea View Primary*

There was an increase in confidence with the pupils doing PE/sport. One pupil started bringing in a basketball so they could practice what had been doing in the sessions. Another pupil who didn't engage in any PE/sport who found it difficult to motivate herself said to the teacher "I'm getting more confident at trying and joining in". The trips to the two offsite activities was to highlight and show what activities can be done within their area and to highlight clubs that these venues have so they could go to after school. Children had good conversations regarding resilience and personal boundaries as well as understanding the importance of sleep and the benefits of having a good night's sleep.

The only barriers we had was the uncertainty how many parents would turn up for the parental engagement and if they would take part, these fears were eradicated on the day we did it. Due to the nature of the pupils within the class sessions could have been very disruptive however this wasn't the case. The only other barriers were clashes with school events.

*Craigfelen Primary*

Weekly session of sport as an extra to what the school were delivering. Yoga and meditation were a great benefit to the pupils as they had stated that they struggled to concentrate. They can also use these mediation skills at home. There were no barriers - the school were very accommodating and we as a team were keen to deliver. The Yoga instructor was readily available also.

### Recommendations and learning from the interventions...

*Sea View Primary*

The activities should be done with the class and pupils in mind and use pupil voice to choose which activities are to be done. We would also recommend that you work with the school and get them to do activities when you are not in school so pupils understand how physical activity has a benefit on mental health and how eating the right foods can complement this. I had a good working relationship with the school and the class teacher which added to the research.

*Craigfelen Primary*

We would recommend more interaction with the pupils - the time of year was busy, and we would like to have been at more sessions.

### Future work...

*Sea View Primary*

Each school and class would be different, and we believe you would have to evaluate and have discussions with the school and class teacher before carrying out activities. The working relationship we had with the school helped massively and if we were doing this again we would ensure that the same relationship was established before anything started.



## Case studies

Sea View Primary

This is an email our line manager received from the head teacher of the school:

*"I just wanted to get in touch to tell you how fantastic our experience with Gavin has been this term. The whole Y5 programme has culminated with a successful parental engagement session, which was really well attended, and the smiles on the faces of both the children and the parents told the story of how fantastic a coach and motivator Gavin is!*

*I have been lucky enough to participate in a few of Gavin's sessions with Y5 and he has been really amazing with our children. His patience, encouragement and knowledge have known no bounds and the improvements we have seen in the children's physical and mental well-being are really positive. It has also really helped to develop staff confidence. The children love their Friday afternoon sessions with Coach Gavin! We are all really sorry that today was our last session but thank you for allowing us to take part in this project – and please do think of us for any future projects you have!"*

The parental engagement session brought 12 parents in which even shocked the school. We gave a brief overview of what we had been doing and explained the importance of physical literacy for the children. Gardens were set up where parents participated with their children and at the end we had a parents v pupil dodgeball game which everyone enjoyed. At the end of the session each child went home with a physical literacy bag which contained objects that were used in the sessions so children could carry on their journey at home.



# Physical Health

## Physical Activity

Children Reported:	Sea View	Dylan Thomas	Craigfelen	Regional Average	HAPPEN Average
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Physically active for 1 hour or more every day

*\*It is recommended that children aged 5-18 should take part in moderate to vigorous activity for an average of at least 60 minutes per day across the week. Click [here](#) to see these guidelines and what counts as moderate to vigorous physical activity*

## Active Travel

Children Reported:	Sea View	Dylan Thomas	Craigfelen	Regional Average	HAPPEN Average
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Can walk to school from their house

Travel to school using an active method (previous day)

Travel from school using an active method (previous day)

# Physical Health

## Physical Competency

Agree or strongly agree:

Sea View

Dylan Thomas

Craigfelen

Regional Average

HAPPEN Average

Want to take part in physical activity

Feel confident to take part in lots of different physical activities

Feel good at lots of different physical activities

Understand why taking part in physical activity is good for me



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# Physical Health

## Motivation

Agree or strongly agree:

Sea View

Dylan Thomas

Craigfelen

Regional Average

HAPPEN Average

Motivated to take part in activity by enjoyment

Motivated to take part in activity by having fun with friends

Motivated to take part in activity by learning and improving skills

Motivated to take part in activity by competing against myself

Motivated to take part in activity by competing in a team

Children Reported:

Sea View

Dylan Thomas

Craigfelen

Regional Average

HAPPEN Average

They had someone else at home who was physically active



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# Physical Health

## Sedentary Behaviour and Sleep

Children Reported:	Sea View	Dylan Thomas	Craigfelen	Regional Average	HAPPEN Average
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Sedentary screen time for 2 hours or more every day

They had at least 9 hours of sleep

*Having enough sleep is crucial for good health, good quality of life and performing well throughout the day. As a guideline, children between 9 and 11 are recommended to have 9.5-10 hours sleep per night 12.*

# Concentration

Children Reported:	Sea View	Dylan Thomas	Craigfelen	Regional Average	HAPPEN Average
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They felt tired every day of the week

They felt that they could concentrate in class every day of the week



# Physical Health

## Diet and Dental Health

Children Reported:	Sea View	Dylan Thomas	Craigfelen	Regional Average	HAPPEN Average
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They had 5 portions of fruit and vegetables a day (previous day)

They had a fizzy drink every day of the week

They had sugary snacks every day of the week

Brushing their teeth twice or more (previous day)

*\*Guidelines suggest eating a minimum of 5 portions of fruit and vegetables per day. Suggestions to help children achieve their 5 a day can be found [here](#).*



# Mental Health & Wellbeing

## Autonomy and Competency

Agree or strongly  
agree:

Sea View

Dylan  
Thomas

Craigfelen

Regional  
Average

HAPPEN  
Average

They were doing well  
in school

There were lots of  
things they were good  
at

They had lots of choice  
over things which  
were important to  
them

They feel part of their  
school community



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# Mental Health & Wellbeing

## Mental Health

Children Reported:

Sea View

Dylan  
Thomas

Craigfelen

Regional  
Average

HAPPEN  
Average

Emotional  
difficulty\*\*\*\*

Behavioural  
difficulty\*\*\*\*

*\*This represents those children who had a borderline or clinical emotional or behavioural difficulty according to the validated Me and My Feelings Survey*



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# Mental Health & Wellbeing

## Wellbeing

Children Reported:

Sea View

Dylan  
Thomas

Craigfelen

Regional  
Average

HAPPEN  
Average

They were very happy  
with their health ( $\geq 8/10$ )

They were very happy  
with their school \*  
( $\geq 8/10$ )

They were very happy  
with their family \*\*  
( $\geq 8/10$ )

They were very happy  
with their friends \*\*\*  
( $\geq 8/10$ )

They were very happy  
with their appearance  
( $\geq 8/10$ )

They were very happy  
with their life as a  
whole ( $\geq 8/10$ )

\*The above questions are based on questions from The Children's Society [Good Childhood Index](#) and are based on areas identified as important by children and strongly linked to their overall wellbeing



# The Community

## The Local Area

Children Reported:	Sea View	Dylan Thomas	Craigfelen	Regional Average	HAPPEN Average
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Happy with their area \*

Feel very safe playing  
in local area ( $\geq 8/10$ )

Can play in all the  
places they would like  
to\*



## HAPPEN's Latest Research

You can read more about our research by clicking the following links...



Our school closures and Covid-19 measures research



Our Daily Mile research: Recommendations for implementation



Our outdoor learning research: headteacher's, teacher's and pupil's views



You can also read our latest news from the HAPPEN team here!



# The HAPPEN Team



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