



## Impact Data & Analysis 2014

# TIME4YOU



## About this report

This report emphasises the importance of the Time4You service at Sudbourne Primary school. The main focus is to continue to promote the Time4You service, enabling all children the opportunity to self-refer who may not be receiving one to one or group support. The children will have access to the Every Child Matters Officer or Learning Mentor, to talk about issues which maybe a concern to them. The data specifically focuses on children in years 3-6 (juniors) accessing Time4You in 2014.

This report has been prepared and produced by Hugh Howe, Every Child Matters Officer and Cathy Smith, Learning Mentor (Inclusion Team)

## School background and stats



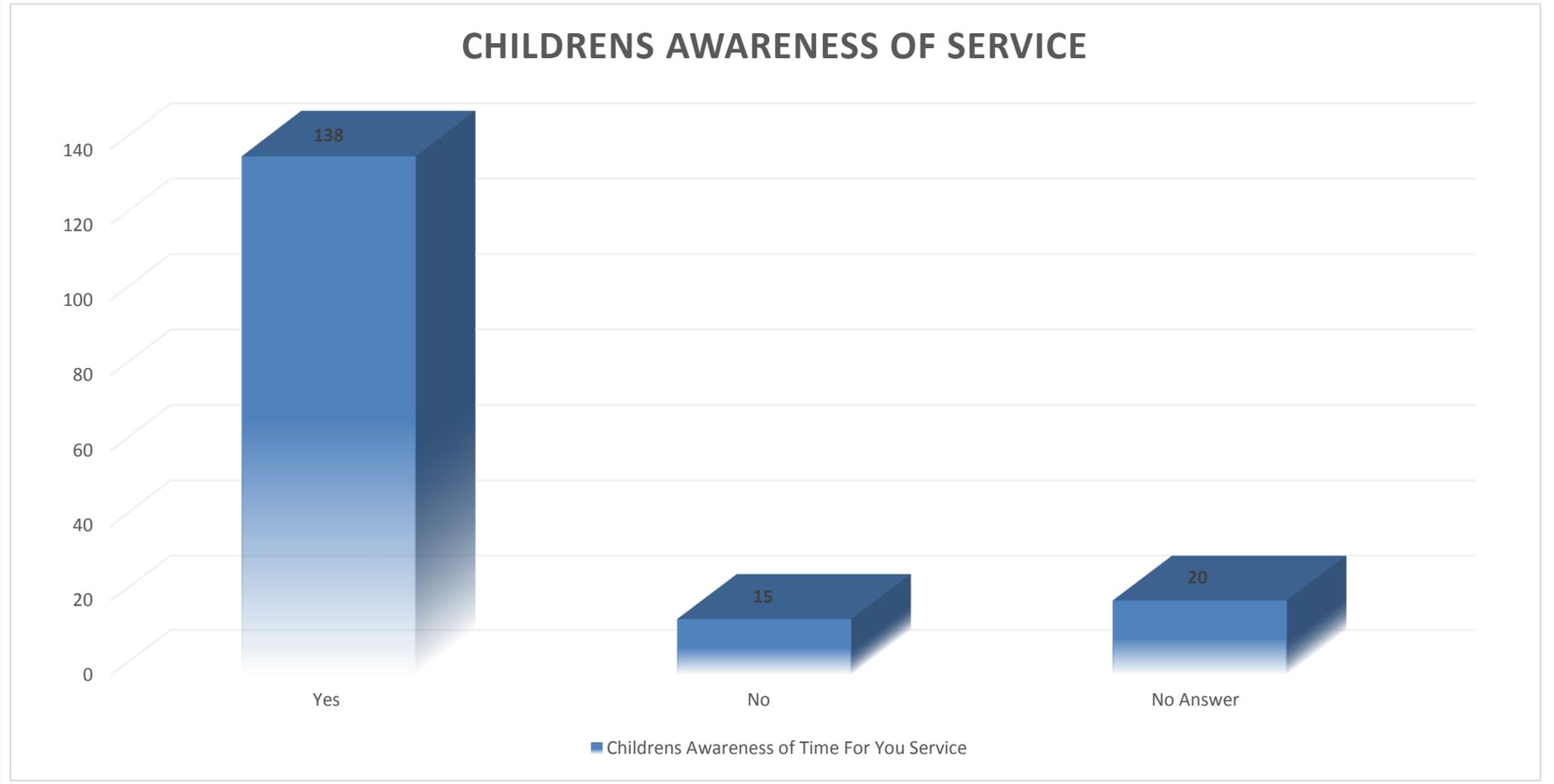
Sudbourne Primary School is situated in the heart of Brixton. There are 361 girls and boys on roll. This includes 50 part-time children in the Nursery. Most pupils live in the immediate vicinity of the School. 23% per cent of pupils are on the special educational needs register. 25% of pupils attending Sudbourne do not use English as a first language. 70.4% of pupils are from minority ethnic groups.

Time4You has been active, and a welcome adaptation to school life at Sudbourne, since 2012. It took a while to embed the systems and protocols for children to access the provision as and when issues arose. Time4You has added quality of life at Sudbourne. Children regularly use Time4You as a place where they can share and express their feelings in order to breakdown possible barriers that may inhibit or restrict their learning. On average 35-45 children visit per week, nevertheless this average may vary depending on the need of the service. This report and data reflects the quantitative measures, accumulated between January-December 2014. Children's experiences are captured through additional comments and suggestions made about the service and provision. However, more "lived experiences" of the service by children will be carried out later on in the year.

# Time4You- Children's Awareness of Service



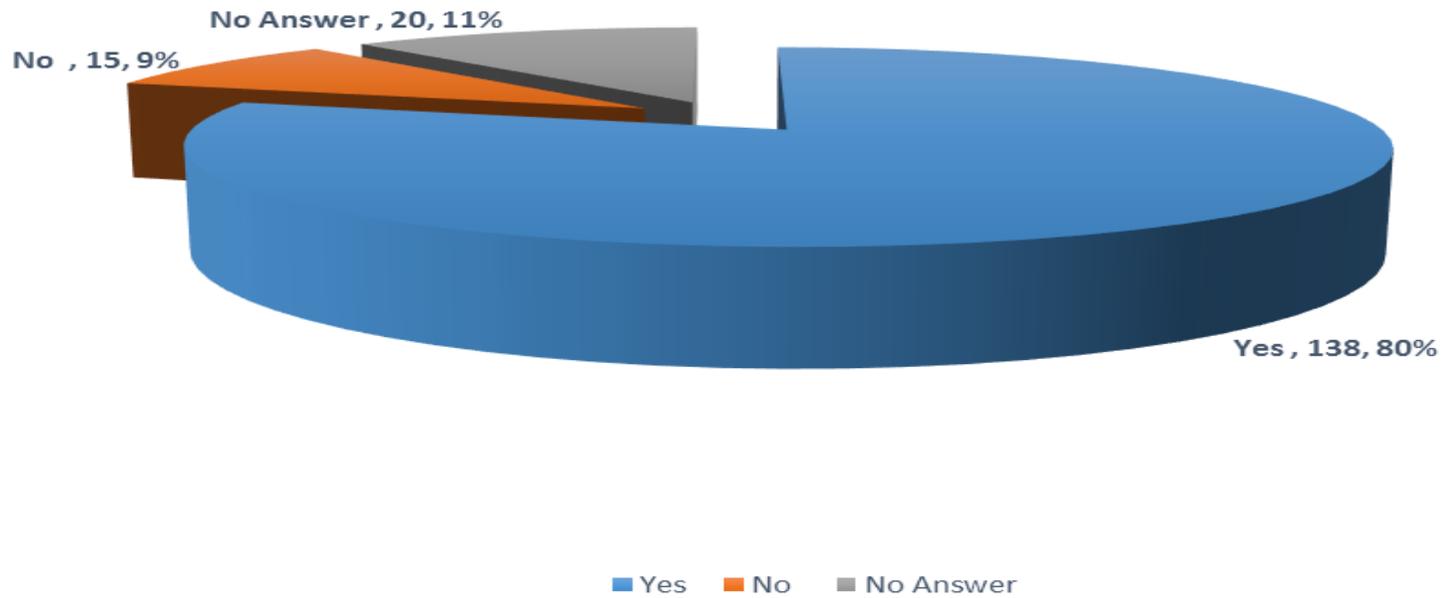
Number of children



# Time4You- Children's Awareness of Service



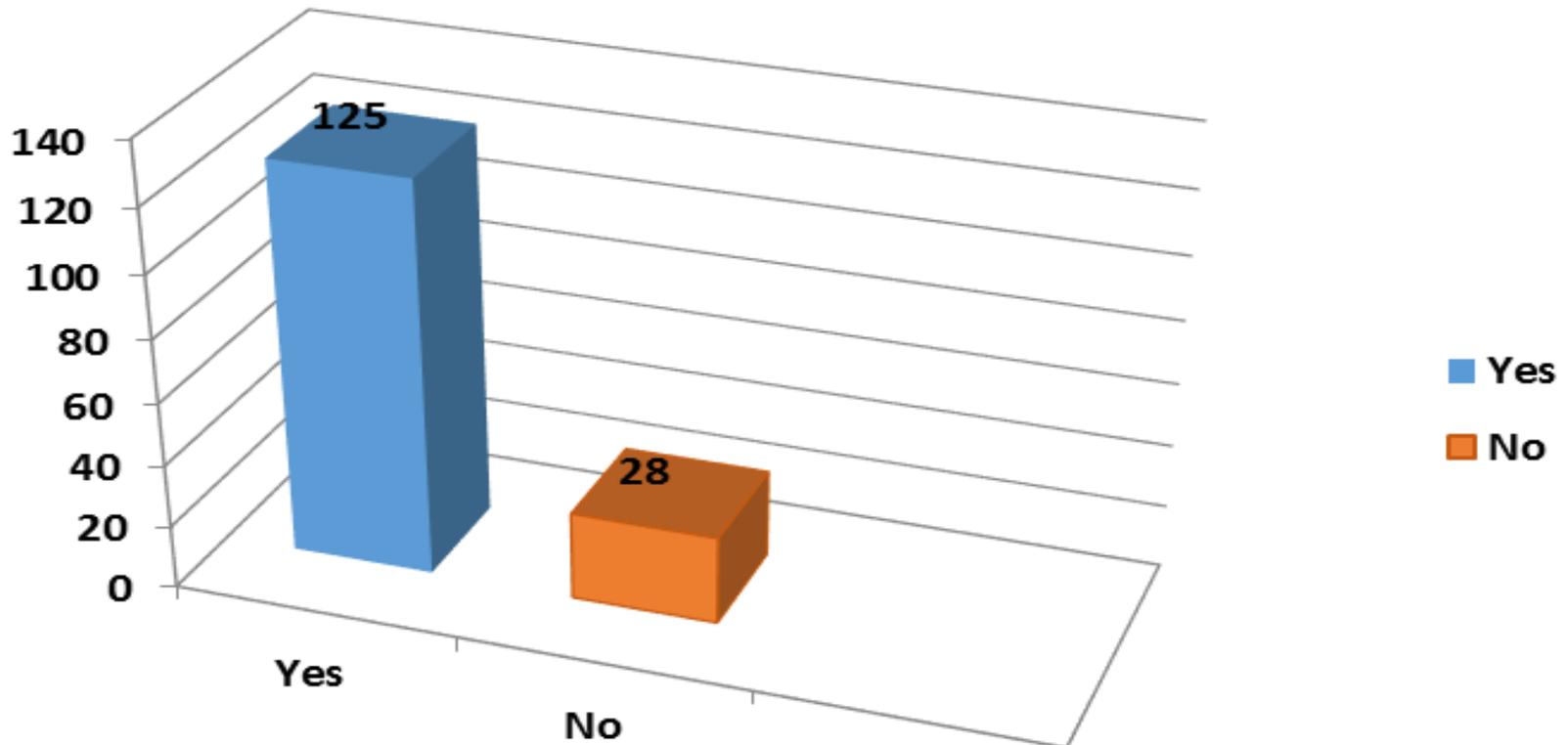
Percentage of Children



# Time4You- Children Accessing Service



Number of children

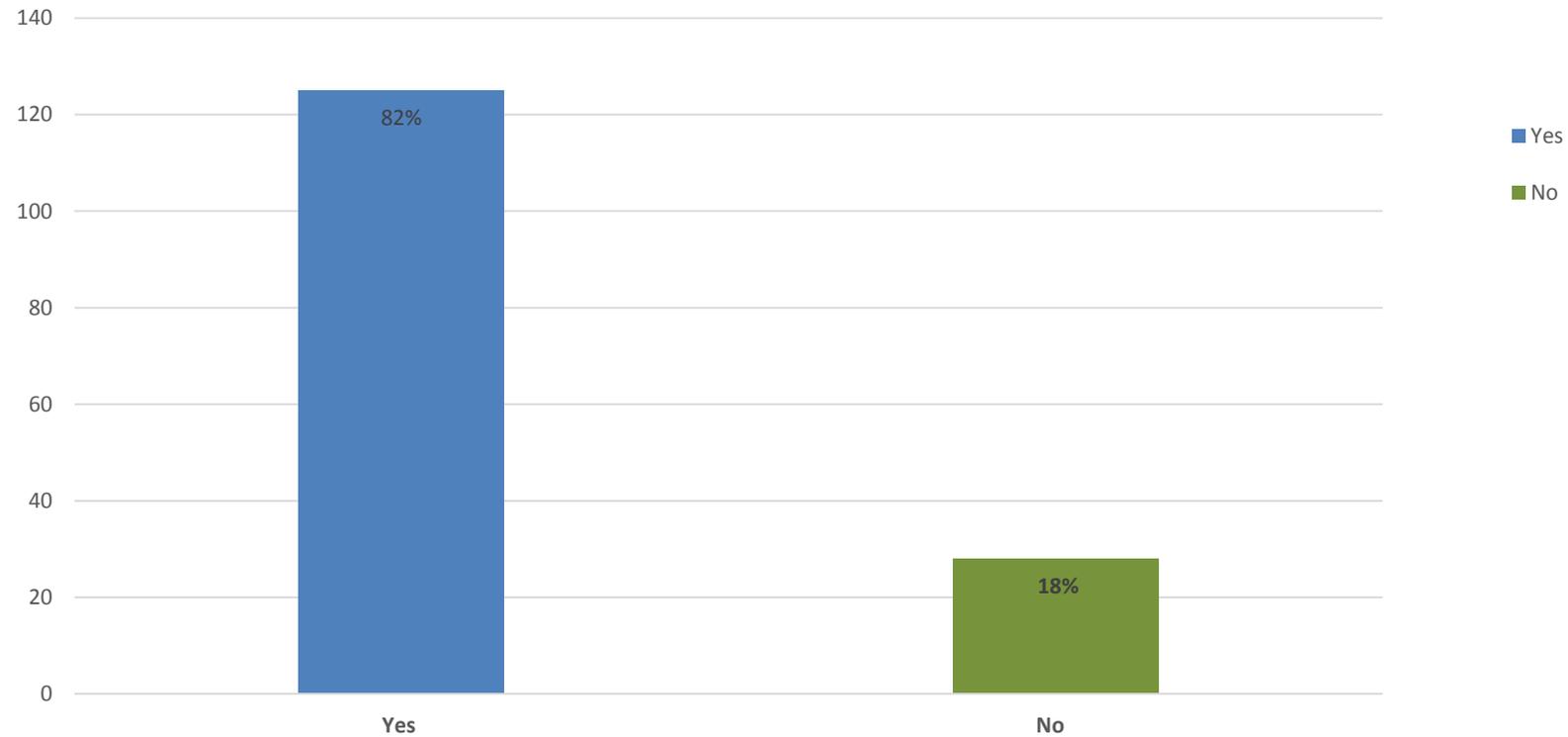


# Time4You- Children Accessing Service



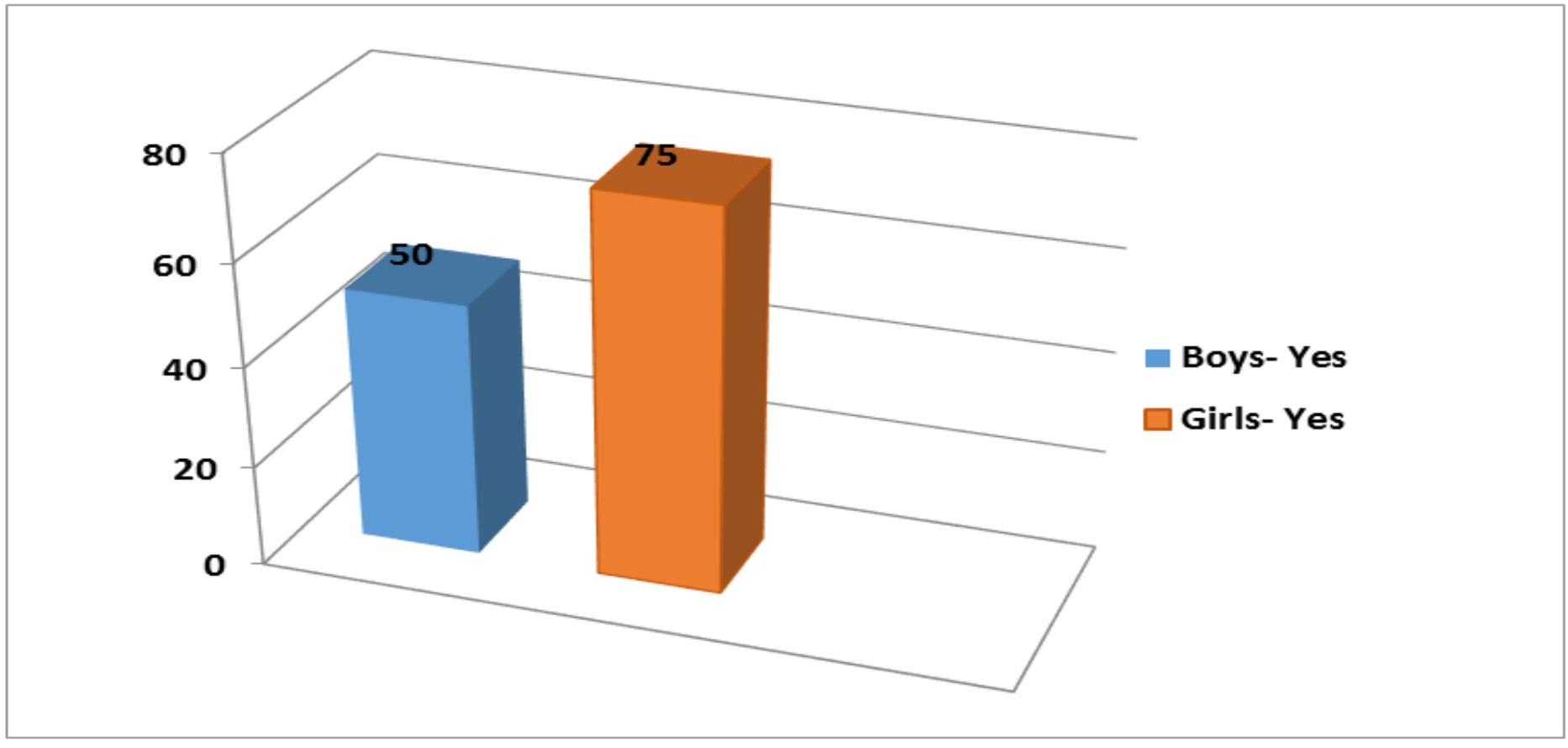
Percentage of children

Children Accessing Service



# Time4You- Children Accessing Service by Gender

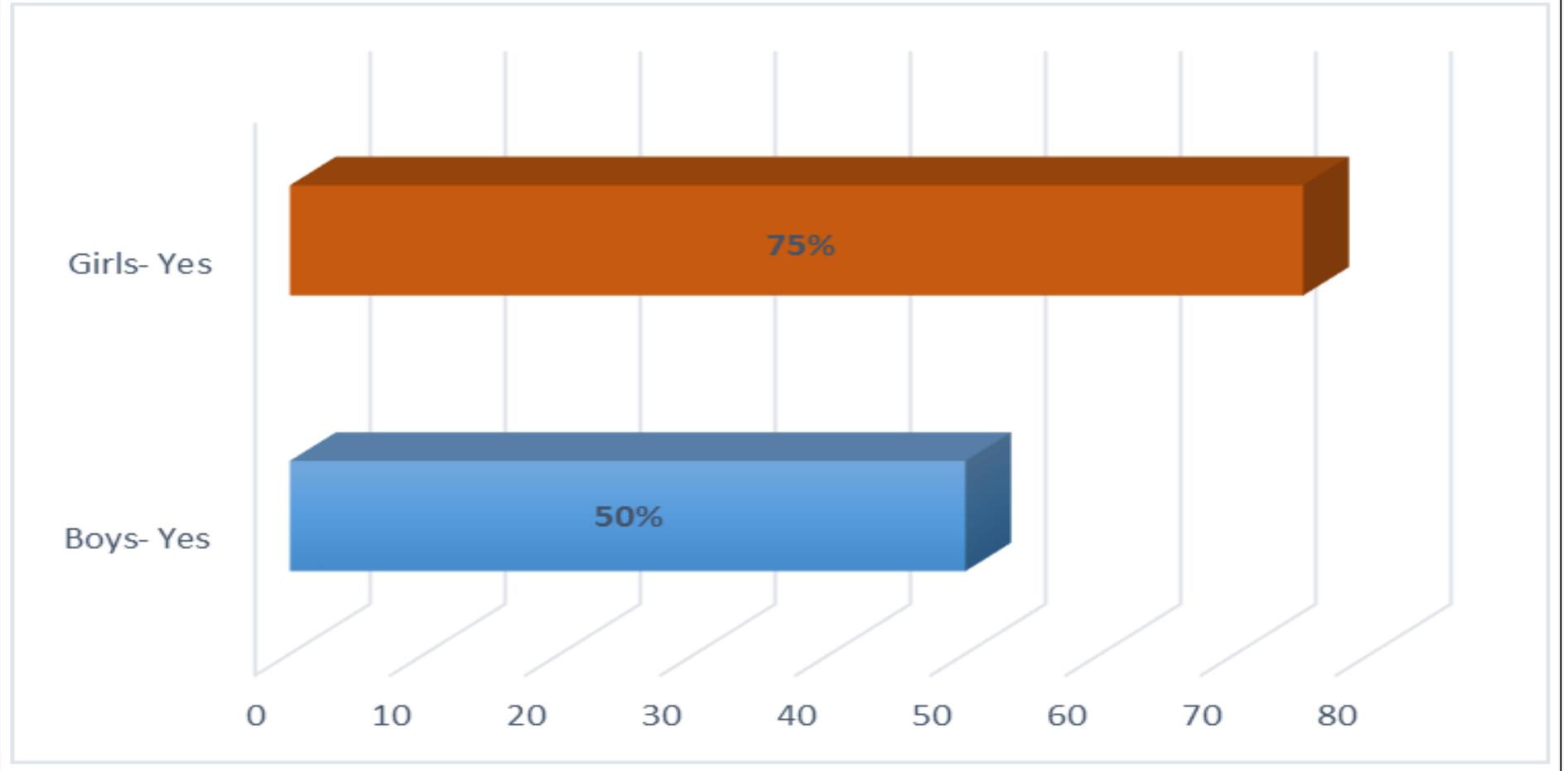
Number of children



# Time4You- Children Accessing Service by Gender

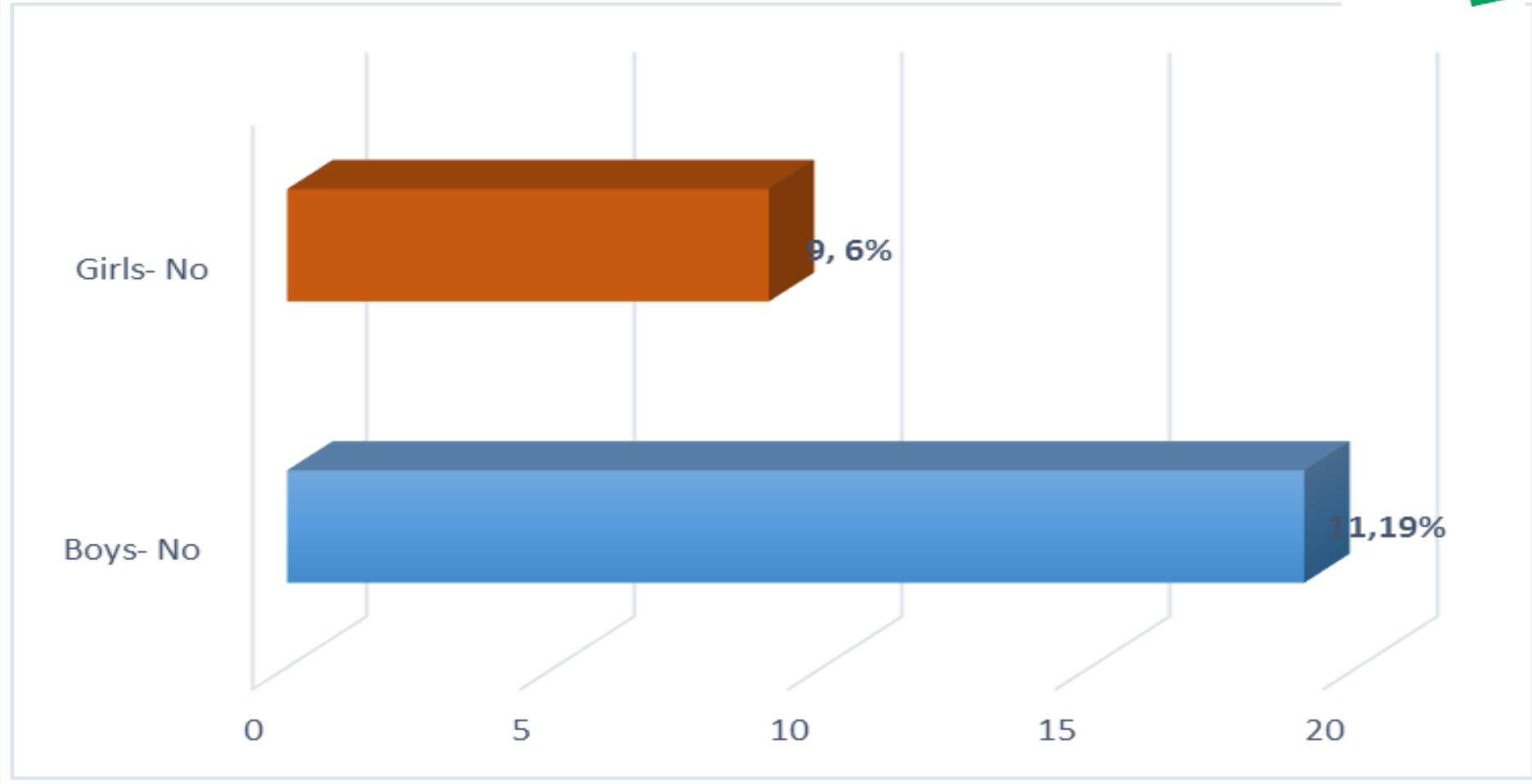


Percentage of Children



# Time4You- Non- Accessing Service by Gender

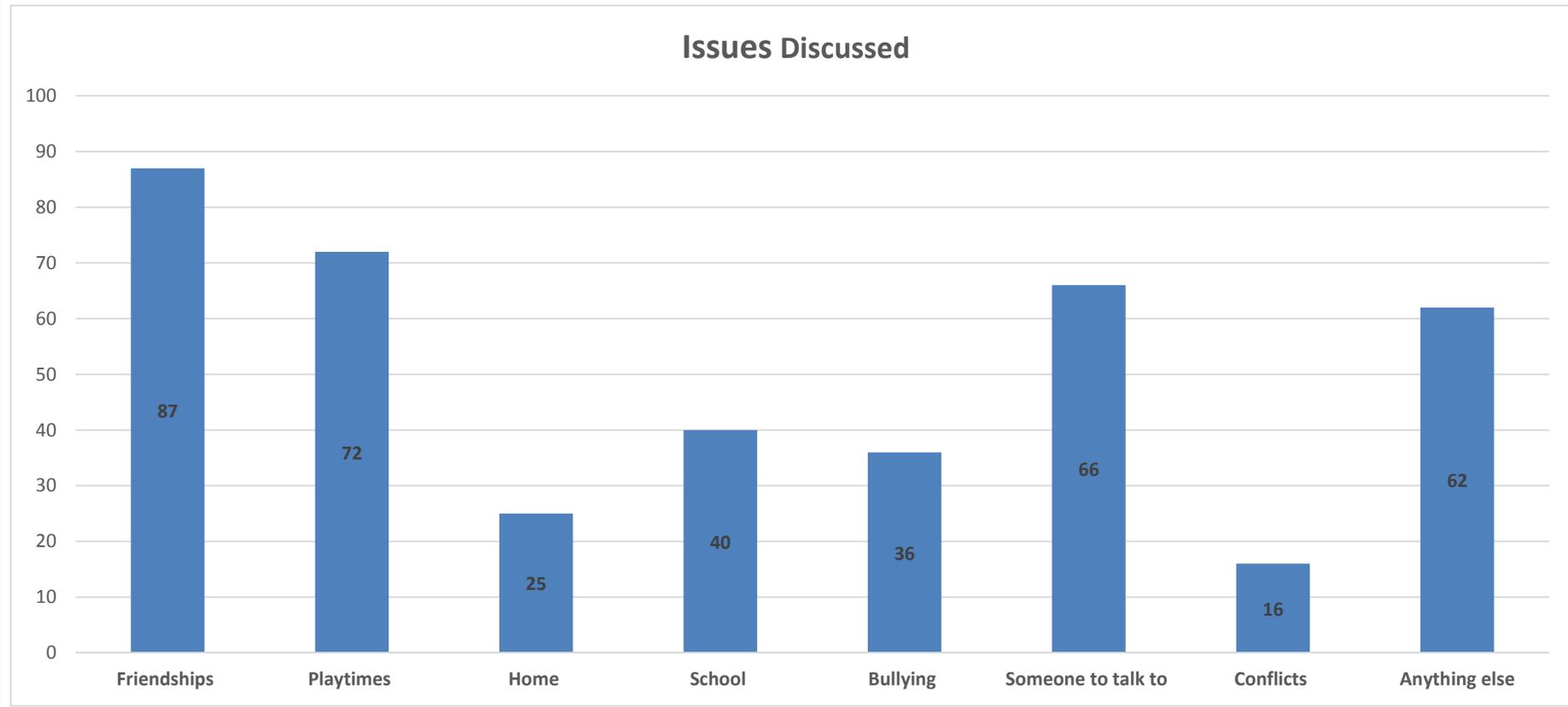
Percentage and number of children



# Time4You- Issues Discussed



Number of specific issues discussed



# Time4You- Issues Discussed



Percentage of specific issues discussed

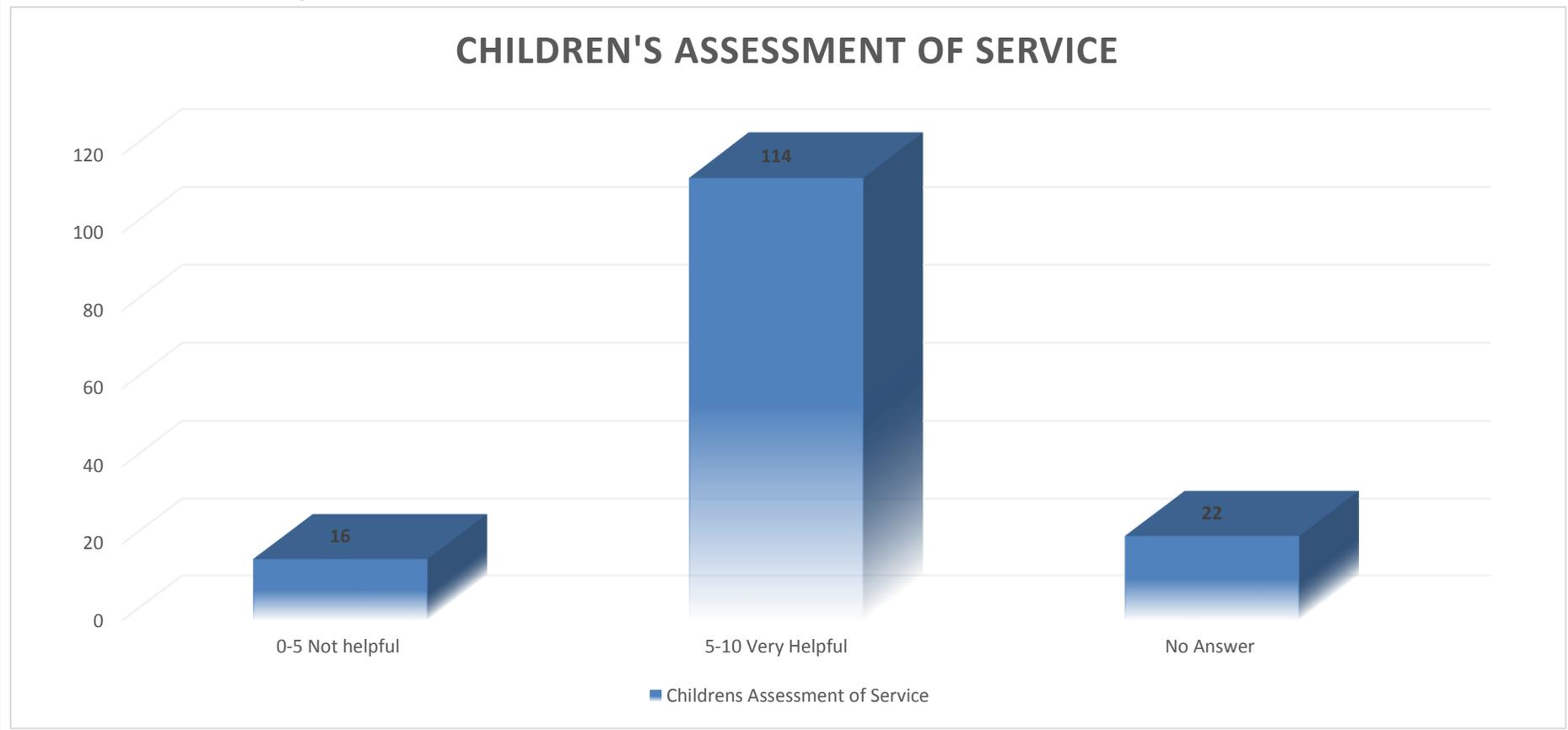


# Time4You- Children's Experiences Measured



Number line between 0-5 (not helpful) 5-10 (Extremely helpful) and No

Answer on rating scale.



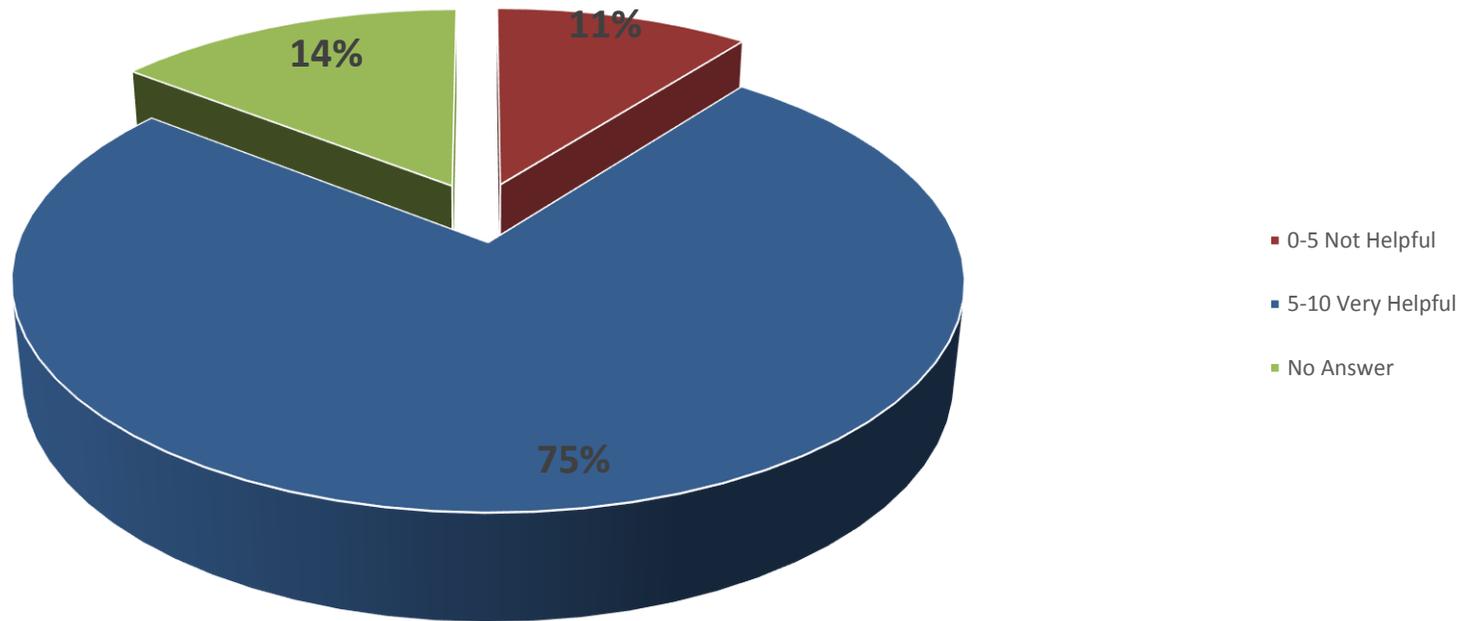
# Time4You- Children's Experiences Measured



Number line between 0-5 (not helpful) 5-10 (Extremely helpful) and No

Answer on rating scale

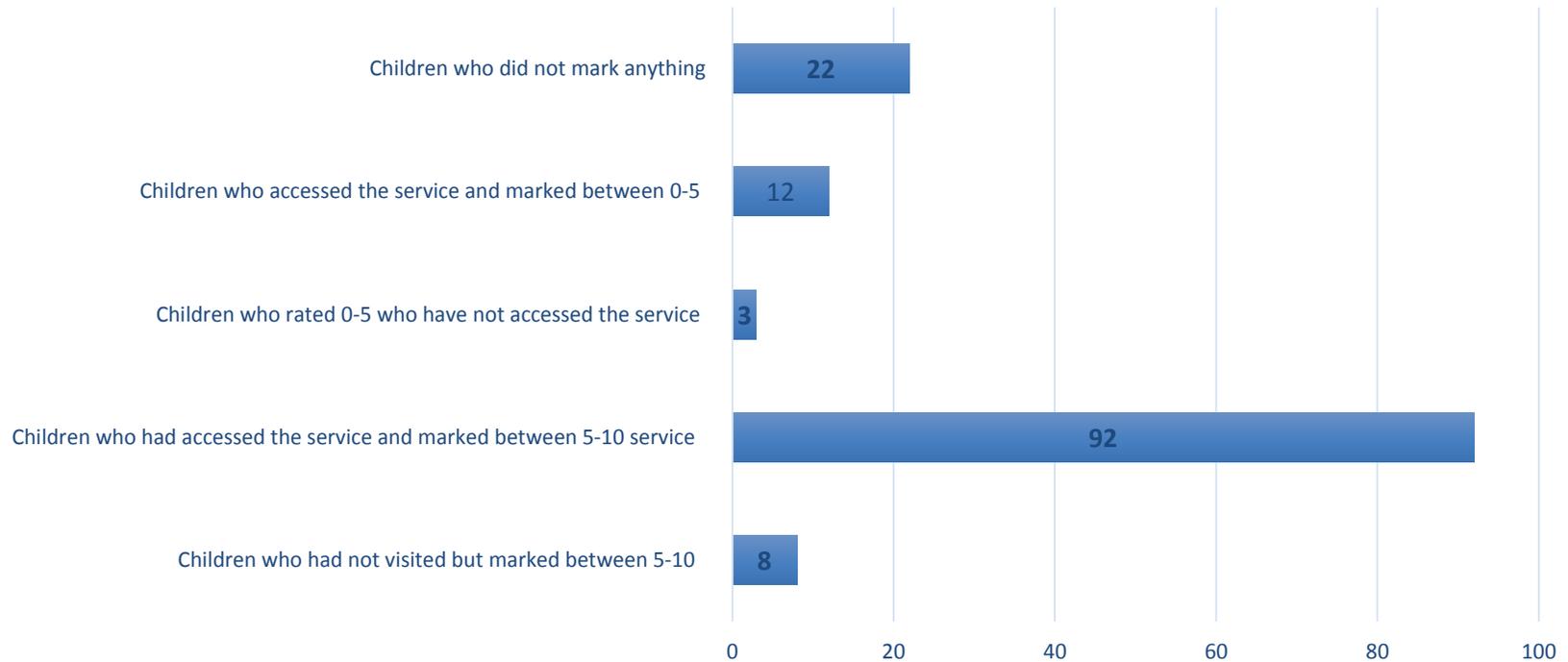
Childrens Asestment of service



# Time4You- Children's Assessment of service who not accessed the service.



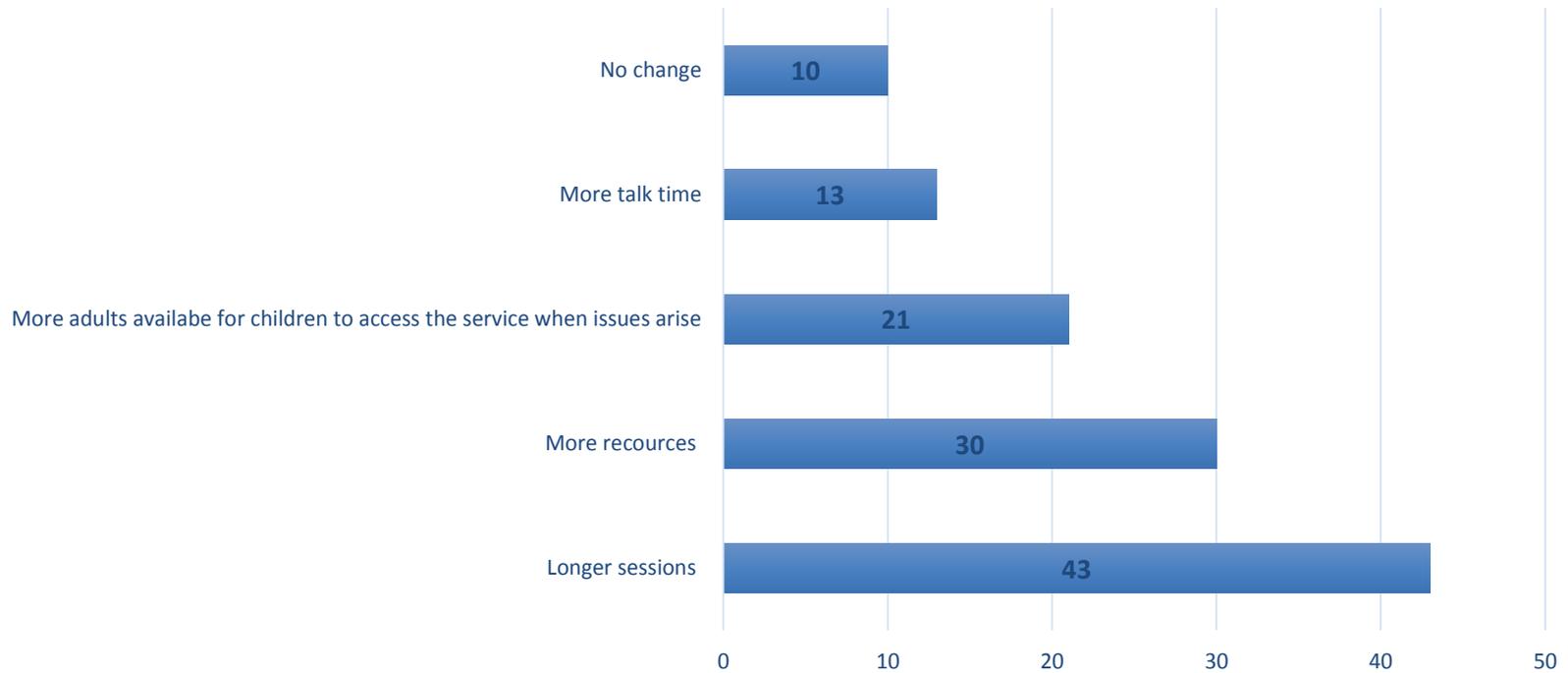
**Childrens Assessment of Service**



# Time4You- Children's suggestions and recommendations to improve service and provision



Childrens suggestions for Develepement of service



### **Why it is important for children voices to be heard?**

Good communication is a fundamental to building positive relationships. Being able to get in touch with our feelings and emotions and being able to communicate these with others is an important aspect of a child's development and the corner stone to any problem solving or conflict resolution. The ability to express thoughts and to be listened too is a clear factor in promoting good emotional well-being and mental health. The children will have the opportunity to speak with a qualified member of staff about any issues that may have occurred inside or outside of school. This will provide the opportunity for all the children to be able to feel safe and have the opportunity to articulate their feelings and not allow their fears and worries to build up. This has subsequent impact upon their learning as the children are able to reach their full potential without the restrictions of emotional, social or conflicting factors that may suppress or inhibit the children's capacity for learning. The result of our data established that 88% of the children in the juniors accessed Time4You at some stage and felt they had someone within school they were comfortable talking to. Statistics indicated that even though the children felt they had someone they trusted in school, they would like the opportunity to talk more about issues that may occur for them on a more regular basis. Also we were able to identify that although children went to a teacher, they didn't always feel they were listened to. This could be due to time restrictions and a very busy curriculum. The service provides the time the children need to feel safe and secure in school with the aim of assisting the children to reach their full potential academically. The data also shows that the children would like more opportunities to visit Time4You during the school day and longer sessions and, they feel that children who really need support are unable to book appointments due to the number of children who want to attend. Many children commented that the service should not be changed and feel the provision could not get any better. These and other suggestions and comments have been taken on board as we continue to evaluate and develop the Time4You provision and service.

## **The Benefits:**

- Able to evaluate Time4You provision.
- Children to have a space to talk and express their feelings.
- Assess children's emotional well-being.
- To enable the children at Sudbourne to have someone they can talk to, and confide in within school.
- It's nice for children to be given the opportunity to talk.
- Develop children's communication skills.
- Problem solving.
- Develop children's self-esteem and self-awareness.
- Support for children who experience difficulties inside or outside of school.
- Support children through transitions.
- It gives the children the consistency and continuity with someone they can trust.
- Helps evaluate bullying.
- Helps Children to feel safe in school.
- Children able to talk about issues are more likely to engage in their learning.
- Children who are happy and feel safe and secure will strive to reach their full potential in school.

## **Recommendations:**

- Time4You uses both quantitative and qualitative inquiry to evaluate the effectiveness of the service. However, at this stage, more qualitative evaluation of individual's experiences could be evaluated more rigorously and frequently to enable the development of the service.
- Service to be available for children to access and self-refer.
- An inclusive approach should continue to enable all children to access the service when issues arise.
- Two assemblies every year along with class discussions to be formulated to enhance the children's understanding of the service and offer pathways for them to seek help when issues arise.
- To develop the use of Time4you "worries box" enabling all children to have access to self-refer.
- All staff to be aware of the Time4You service via staff meetings or inset days.

## Summary

It is vital for the emotional well-being of all children that they are given the opportunity to discuss issues within the school in a safe nurturing environment. Evidence has been shown in the data provided that by having the links with staff and children the school community would benefit both emotionally and academically. This service is an excellent opportunity for children to feel safe, secure and confident that school is a caring environment. This will make a difference to many children's lives and contribute to assisting children in reaching their full potential whilst attending Sudbourne. The conditions for attending Time4You are experienced as containing and reassuring (Bion, 1962), like an unconscious psyche that presents a refuge, safe haven for children to freely express their feelings. The contact may be deep, and children may not have specific reasons for attending except the powerful affirmation through having time and space to be witnessed by another (Green and Christensen, 2006; Carroll 2002, Day et al 2006, Cooper, 2009; Day 2011). Relationship and friendship issues were the greatest reason children accessing Time4You in 2012/13 and this appears still to be a high issues of concern for children accessing Time4You in 2014. The whole emphasis of Time4You is to enable children the skills to be able to negotiate amongst their peer's difficulties that may arise, however with the opportunity to seek help if they are unable to cope. Many children may not place themselves within that category of seeking help, nonetheless their behaviours and lack of motivation to learning may indicate otherwise. This is why it is vitally important that avenues are established in school where children have the option to self-refer if they are unable to cope and seek help when issues arise.

Research presents a bleak picture of mental health issues facing children and young people in Great Britain, with minimal change in the prevalence of mental disorders in the last decade. Perturbing findings show as many as 10% of children aged between 5-16 years, are identified as having mental health problems (Meltzer and Gatward, 2000; Green, et al., 2005; Department of Health, 2011), which cause severe disruption to their emotional, social and academic development (Meltzer, 2007). Alarmingly, in a survey carried out in 21 economically advanced nations assessing children and young people's well-

being, the UK was ranked in the bottom third in the following categories: material well-being, educational well-being, family and peer relationships, behaviours and risks, and children and young people's subjective well-being (UNICEF Innocenti Research Centre, 2007).

Research suggests that talking to someone and feeling listened to are the most helpful aspects of school-based counselling (McLaughlin, 1999; Fox and Butler, 2003; Cooper, 2004; Cooper, 2009; McKenzie, et al., 2011; Lynass, et al., 2012). Cooper's (2009) audit suggested other helpful aspects were: getting things off one's chest; solving problems; the independence and confidentiality of the counsellor; being given guidance; developing self-awareness; and feeling understood and accepted. Disturbingly, "research by the NSPCC reveals that a third of children are worried about something, and that almost half of them find it stressful that they have nobody to talk to" (Featherstone and Evans, 2004 cited in Lee, et al., 2009, pp. 151). There are benefits to making early mental health interventions available in schools. With the Government's vision of the Extended School (Department for Education and Skills [DfES], 2005a) and its continued emphasis on the Every Child Matters agenda (DfES, 2003), schools have an increasingly significant role to play in enhancing children's wellbeing and supporting all areas of children's development (Pugh & Statham, 2006). (Baruch, 2001) suggests that mental health services provision would be more accessible if located within schools, and could generate the benefits of treatment beyond the clinical setting.

One of the most important factors that arise is the pathways in help-seeking process, and availability of established help-seeking passageways. Research has considered a wide range of factors that may affect seeking help. With this in mind, more exploratory research is required to understand and gather what would encourage and contribute to children to seek help. This will help children to grow with the understanding, honour and dignity that's it's okay to seek help when issues arise.

Because every experience evokes unconscious phantasies, every topic discussed at school stirs up images in the depths of the mind. If there are powerfully present and of a disturbing nature, they will temporarily or permanently interfere with

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