

BRITISH WISE

WELLBEING IN SCHOOLS EVALUATION



YOUR PRIMARY SCHOOL

SAMPLE REPORT PAGES

**AN EVALUATION BY
BRITISH WISE
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**YOUR Primary School – Social and psychological
evaluation November 2006.**

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SELECTED PAGES FROM THE FIRST EVALUATION OF
YOUR PRIMARY SCHOOL (SAMPLE REPORT).

PAGE THREE

YOUR Primary School

Social and psychological evaluation 2006

In order to develop and maintain positive social and mental health within the school environment, YOUR Primary School incorporated the ABC Behaviour program into their school timetable from early 2006 onwards. ABC Behaviour is a cooperative physical games program designed to promote social and psychological health through the development of positive social behaviour. This evaluation measures important aspects of social and psychological development using reliable and well validated procedures within YOUR Primary School. In doing so it enables staff to have a clearer idea of the current ongoing strengths and weaknesses within the children at the school. The evaluation has been conducted Z months after the initiation of ABC Behaviour. It incorporates input from YOUR Primary School teaching staff and children. Teaching staff have assessed children's social

Teachers Observations

Data was collected from Z teachers who taught in years one to six. The majority of teachers who completed questionnaires had known the children they assessed for Z months and had also taught them for Z months¹.

Pro-social Behaviour

Pro-social behaviour may be defined as any action that benefits others, or promotes harmonious relations with others. Prosocial behaviour is an umbrella term referring to positive social actions including altruism, helping, sharing, caring and sympathising with others. Many adult mental health problems have long been attributed to a lack of pro-social behaviour during early childhood. Conversely, it has been shown that good pro-social behaviour has positive outcomes on achieving success and satisfaction, social competence and academic ability. It has a positive influence on factors such as interpersonal behaviour, school bullying, self and peer esteem, anxiety and depression. Children with higher levels of pro-social behaviour tend to be well adjusted, good at coping and self control. Children

¹ These are modes (most common responses). Mean scores showed that the teachers had known the children an average of Z months (SD = Z months) and had taught them for Z months (SD = Z months).

Children's self-reports

Z children completed self reports across the years 1 to 6. The following table (on next page) shows a breakdown of numbers of children who completed the evaluation in each year.

WHOLE SCHOOL FINDINGS SUMMARY

Children at YOUR Primary School generally enjoy school and enjoy playing with friends. The youngest children (years one to three) enjoy school the most with Z% reporting that they enjoy school everyday. They also report the most enjoyment from playing with friends with Z% stating that they enjoy playing with friends every day.

Bullying was found to be equivalent in years one to six at YOUR Primary School to values recorded in other UK primary schools.

Overall years four and six reported slightly higher levels of anxiety than has been recorded in other schools, whereas year five showed levels more equivalent to the general population. Social Phobia and Separation Anxiety at YOUR Primary School were found to be significantly high except for in year five when they were found to be equivalent to levels expected in schools. General Anxiety at YOUR Primary School was found to be...

Children: Years 1, 2 & 3

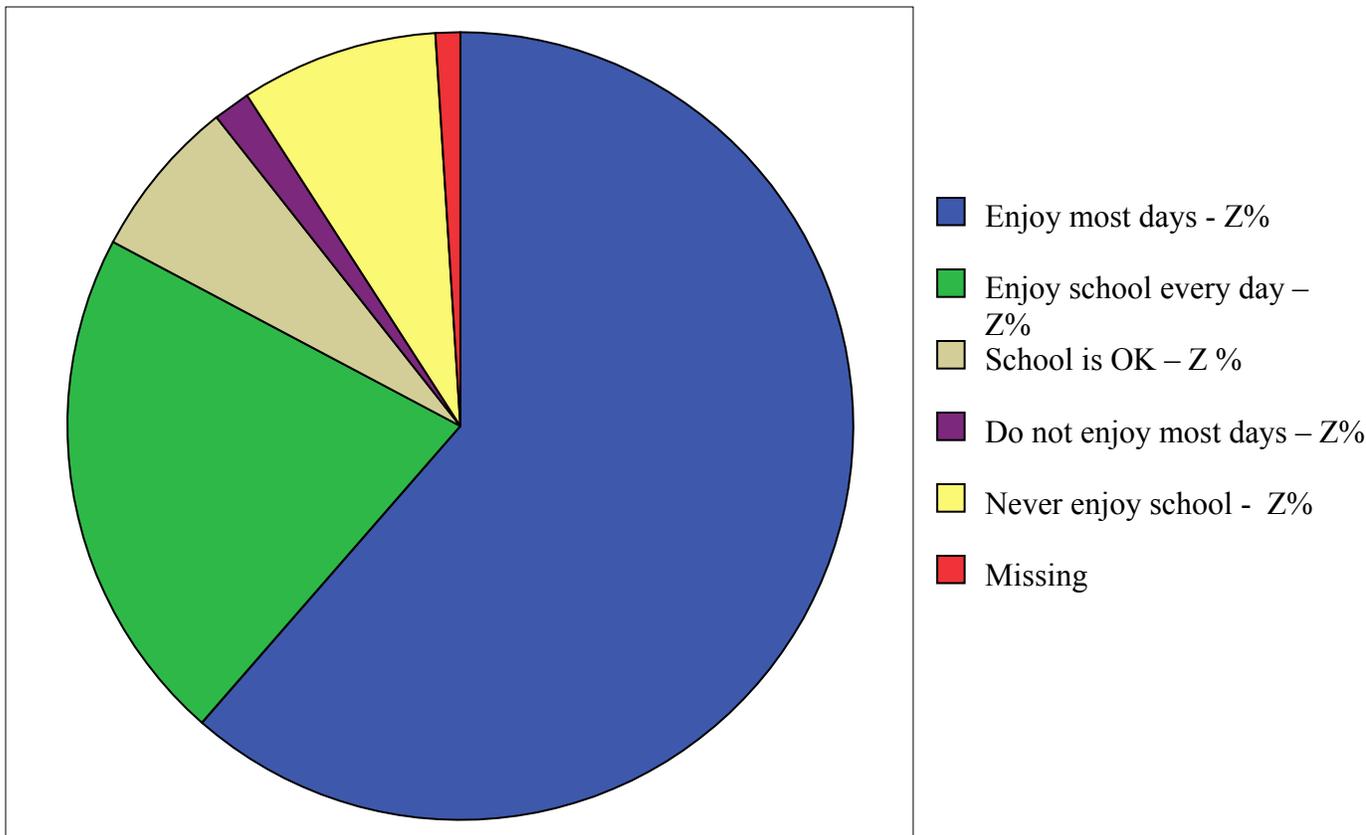
Bullying and aggression

Z children accurately completed the bullying and aggression questionnaire in the years one, two and three at YOUR Primary School. The surveys completed by children result in the formation of both a bullying index and an aggression index. The AGGRESSION INDEX (expressed as a percentage) relates to the number of bullying items that were answered as having happened **“more than once”** and also to the number of items that were answered as having happened just **“once” over the week prior to evaluation**. The BULLYING INDEX (also expressed as a percentage) relates specifically to **repeated** aggressive behaviour, i.e. the number of items that were answered as happening **“more than once” over the week prior to evaluation**. All of the aggression and bullying items used in this evaluation were identified through published surveys of children and teachers by academic researchers Dr Arora and Dr Thompson.

Life at YOUR Primary School

On average the children surveyed enjoy school and playing with other children on most days of the week prior to the evaluation, with the majority of the children enjoying both of these activities every day.

YOUR Primary School: Year 1 – Year 3: Enjoying school



Children: Years 4, 5 & 6

Anxiety

Anxiety can be broadly defined as “emotional uneasiness associated with the anticipation of danger” (Livingston, 1991). However, it is different from fear, which is an appropriate response to a known danger, in that anxiety is generally considered to be an inappropriate response to a threat that is unknown or vague. Anxiety disorders, including Separation Anxiety, are one of the most common psychiatric disorders seen in children with the prevalence in the community being up to Z%. Anxiety symptoms can interfere with the development of self-esteem and peer relationships, and later developmental stages can be affected. There is also an association between anxiety disorders and ongoing medical complaints, as well as being a risk factor for the development of panic disorder or agoraphobia as an adolescent or adult.

YOUR results can be compared to standard Australian results for children of the same age. Average scores have been recorded in the following table with

Recommendations and future directions

The results of this British WISE assessment allow for the identification of the strengths and weaknesses in social and psychological health at YOUR Primary School. The most noticeable strength viewed in these findings is seen in the children's prosocial behaviour. Prosocial behaviour was higher than average in each of the years examined in the evaluation. In support of this finding the children also consistently reported that they enjoyed school most days and that they enjoyed interacting with other children every day. YOUR Primary School utilises the ABC Behaviour program as a means of improving prosocial behaviour. These results suggest that the program is proving to be effective and thus its continued use at the school is recommended.

The low levels of anxiety reported by most children in years four and six is also a strength of the school and may well be in part attributed to the positive social behaviour being developed in the behaviour program. However, there