

**Zone 1 Transition Wellbeing Project**  
**Bagshot Infant, Lightwater Village Infant,**  
**Windlesham Infant, Valley End Infant Hammond**  
**Junior and Connaught Junior**



**Organisation**

Bagshot Infant, Lightwater Village Infant, Windlesham Infant, Valley End Infant Hammond Junior & Connaught Junior

**Target Group(s)**

Year 2 pupils transitioning to Year 3 (infant to junior) within selected Zone 1 infant schools.

**Context**

The Inside Out Kids programme offers tools to help children cope with stress and anxiety. They deliver a slightly condensed programme for Year 2 children and have found it to be highly effective in helping with transition to Year 3. They work with a class at a time teaching breathing techniques, relaxation, etc., based on a choices, challenges and changes theme encouraging children to open up about fears,

**Action planned**

Each **infant** school arranged the school day around the sessions and provided an appropriate quiet space in which to hold the workshop. The provider worked with one class at a time, partly for logistical reasons but also to optimise the level of learning and trust between children; working in a known and safe environment. Some of the **junior** school staff from the receiving Year 3 classes attended a session each.

The day was extended slightly to include a briefing session for school staff (up to a maximum of 25 per school). Year 3 staff from Connaught and Hammond were involved in the sessions for children and the staff training.

**Outcomes and Impact**

A total of 182 children were involved in the wellbeing workshops held over a number of days during the Summer Term.

School staff –both infant and junior - appreciated the Wellbeing session although it had to be condensed to fit into an already busy school day. (An incident close to one of the schools at the time of the workshop impacted the overall learning and atmosphere which was unfortunate.)

Looking at the children who have moved to Year 3 and had participated in the workshop, it cannot be said that the impact is recognisable or measurable and the therapy has not been continued. The staff involved do not feel that they have the confidence to repeat the full input that they witnessed although some strategies will be tried.

To bridge together the unique qualities of each educational setting within the confederation to the greater benefit of the wider community and the individuals within it

***“We still believe that there is value in addressing pupils’ anxieties and learning how to step outside themselves to manage their feelings .....*”**

***“The children really enjoyed the sessions and settled quickly. Time for relaxation was important to them.”***

***“Children responded well to the session and some teachers used some of the techniques before the end of term production and assembly.”***

***“... staff will pass the techniques onto this year’s year 2 children and then eventually year 1.”***

#### **Next Steps**

Whilst staff and pupils did benefit from the techniques shared during the workshop, and some teaching staff used them at other times in the academic year which required a calm and confident approach by pupils, overall the feedback was that the return on the investment was not sufficient to justify pursuing the transition wellbeing workshops again in the near future.