

# 2013-14



Relationships to improve education

## R time evaluation

**A look at the impact of R time on pupils from schools involved in the TaMHS programme**



**By Arwen Green**



Derby City Targeted Mental Health In Schools (TaMHS)

**Evaluation Resource**

# TaMHS – Targeted mental health in schools programme

## R time evaluation 2014 by Arwen Green: EHWB consultant for TaMHS

TaMHS aims to work alongside schools to extend their existing work around the **early identification and support** of children and young people at risk of or experiencing mental health problems. The whole school aspect of TaMHS is grounded in universal provision for all pupils to support good emotional health and wellbeing/good mental health. R time is one of the programmes that schools can access as part of their work with TaMHS to support good relationships and build friendships.

As part of my role as consultant for the whole school approach to good emotional health and wellbeing, I wanted to examine the impact that R time has had on behaviour change across the three schools who accessed the programme in the year 2013-14 as part of TaMHS. The schools included two primaries and one Infant school with a total of 1168 pupils. They were situated in different areas of the city and overall represented a mix of socio economic backgrounds and cultures. A common thread between schools was a larger than average intake of new arrivals and those of a Gypsy/Roma heritage. A summary of key findings can be found below:

### *What is R time?*

R time is a Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships by way of Random Pair work.

The essence of R time's approach is short bursts of planned activities for 10 – 15 minutes, ideally once a week, for a period of 30 weeks each school year.

The programme is for all Early Years Foundation Stage and Primary aged children of all abilities. It is a whole-school, every pupil programme and each lesson is made of the following component parts:

#### Step 1. R time Rule and Instruction:

Once the rule and instruction have been stated it gives the children a clear context within which R time is to be conducted. R time, being first and foremost a relationship programme, highlights the rule, "Show respect and good manners at all times".

#### Step 2. Random Pairing



The children work each time with a different partner enabling them, over time, to work with all of the children in the class.

#### Step 3. Introduction (Greeting)



Once the children are in pairs they greet one another, using given names, with a positive statement e.g. "Hello my name is Simon. I'm glad you're my partner today Lia".

#### Step 4. The Activity



For each year group there are 30 short, easily achievable, age appropriate activities. The children take part in these activities with their partner

## Step 5. Plenary or Feedback



The children feed back their experiences to the whole group and the teacher helps them reflect on their learning

## Step 6. Conclusion



At the end of the session the children thank their partner and say something positive to finish

### *How was the programme implemented?*

Schools were able to access support from Pete Harvey one of the creators of R time through their work with TaMHS. TaMHS provided schools with the following support to set up the programme: Initial staff meeting to launch and train teaching staff, one follow up modelled sessions from Pete, one teacher observation from Pete and a final evaluation staff meeting to summarise key findings and next steps for the schools. All schools were provided with training manuals and a DVD.

### *How was impact measured?*

Impact was measured through staff questionnaires and capturing pupil perceptions through an extended R time session. **Each teacher was asked if a particular behaviour occurred more frequently, less frequently or the same as before the introduction of R time in their class.** The overall results demonstrate the average impact that R time has had across the three schools over a three to four month period.

### *Findings:*

The teachers in the three schools observed that as a result of R time:

- 81% of children show a more positive attitude to working together
- 50% **less** squabbles to sort out by teachers
- 79% of children show greater respect towards each other with 21% showing the same level of respect as before
- 86% of children demonstrate good manners more frequently now
- 60% of children more frequently use each other's names in lessons other than R time
- 64% use eye contact more frequently when talking to each other
- 52% of children more frequently openly encourage and praise each other
- 76% of children are now more comfortable when working in random pairs
- 62% of children are now more comfortable when working in groups
- 60% of children are now more confident to contribute to group discussion
- 48% of children behave better as a result of R time, 42% stayed the same as before R time was introduced
- 62% **less** children are left out of friendship groups as a result of R time

### *Summary of Pupil feedback:*

*'R time is about caring for each other, always trying our best, remembering our manners and enjoying learning'*

*'R time is when you work with someone. We respect them and use good manners. Use eye contact and their name, you learn how to get on with each other and be kind'*

*'When you get older you have to have a partner, so we can accept people'*

*'R time is about having fun not who is your partner, you get to spend time with somebody who often you might not work with'*

*'Make the world a better place for to live and care for each other'*

*'Things R time has taught us: to speak in a clear voice, use the right tone, be clear about what you mean, take turns to speak, make eye contact with the speaker, respond to the speaker'*

*'I thought working with girls would be silly but after regularly doing it, it was fun'*

*'Doing R time has improved my skills working with a partner'*

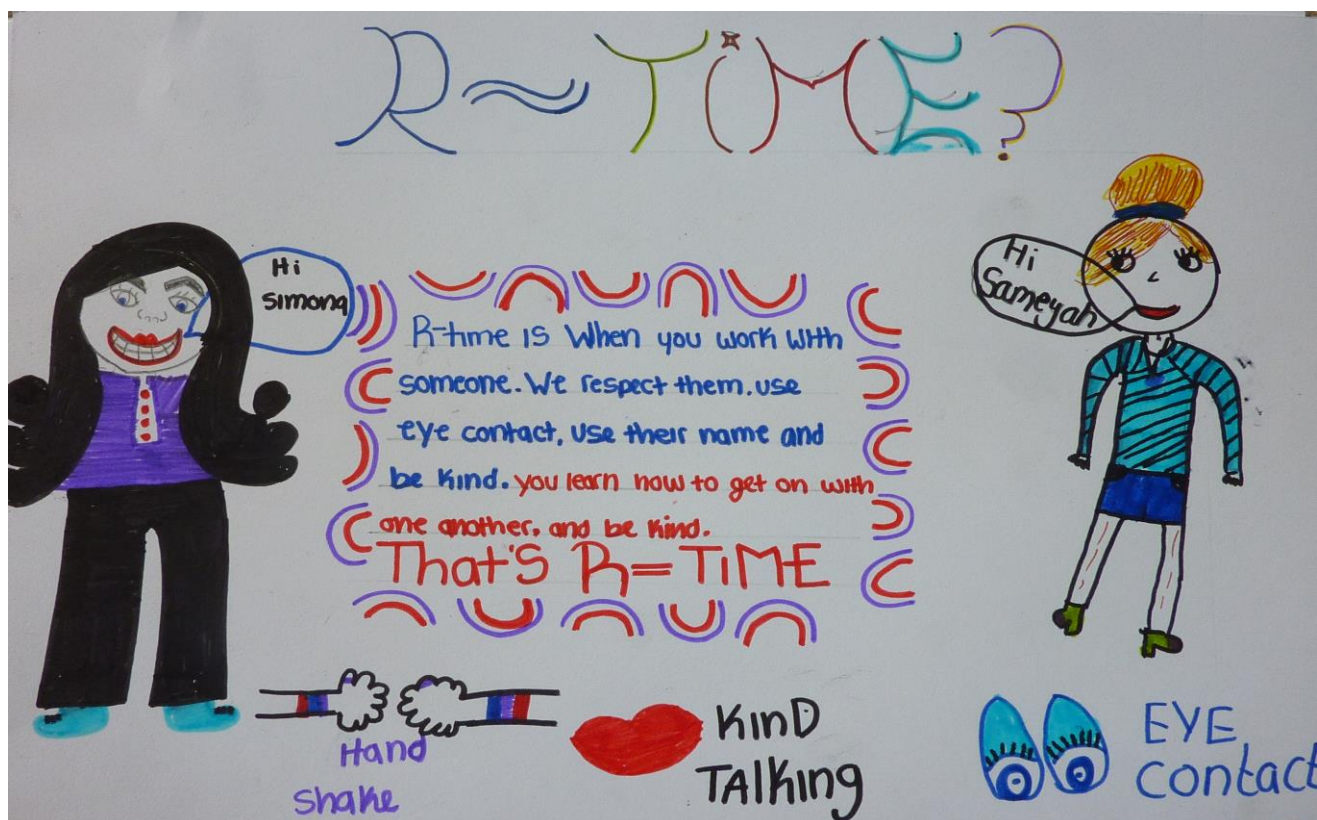
*'It's a bright future if you learn to get on!'*

*'R time brings out the best in you!'*

*'R time helps you to pick positive things instead of negative'*

*'All the skills we learn in R time, we learn for everyday life'*

*'I have learnt more about people from different countries'*



### **Summary of Staff feedback:**

*'The children are more confident and able to discuss issues and disputes calmly'*

*'Manners have become more instinctive'*

*'It always feels like a great 'bring the class together' session'*

*'It's a pool of calm during a busy day'*



*'It is a little effort to organise but has huge benefits. I love it!'*

*'The children enjoy it. They have a constant smile on their faces'*

*'It's benefitted me as a teacher as the children are more eager to work with anyone'*

*'Classroom environment has become calmer'*

*'Children refer to R time a lot, particularly when they are working together as a team'*

*'I love it but do Ofsted get it?'*

*'I feel the children are becoming more confident and there is a more positive atmosphere in class'*

*'Less conflicts at playtime, more compliments and respect for each other'*

*'They enjoy working with different children, especially boys and girls working together'*

*'I can refer to the R time rules at anytime, supports behaviour management'*

*'They become very excited when it's R time and remember and talk about activities afterwards'*

*'They praise each other more regularly and use each other's names'*

*'Children enjoy R time and mimic R time sessions in their own play' EYFS*

*'R time forms a routine and process in which they feel confident and safe, able to respond to others they don't normally work with'*

*'Wider friendship groups'*

*'It is noticeable that children have more respect for each other and are therefore calmer'*

*'It's been a time for the children to have a voice and focus on their health and wellbeing'*

*'The hooray at the beginning of the session shows how much they enjoy R time. Depletion of the academic threat allows children to relax and engage well with familiar and unfamiliar children'*

*'Children are developing the essential art of communication'*

*'Children have benefited from the eye contact and good manners, which for some children have never been modelled by significant adults in their lives'*

*'I have a higher expectation of interaction between peer groups as a result of R time'*

### ***What impact does R time have on behaviour change?***

In all cases, teacher observation showed that there were either positive behaviour changes as a result of R time or the behaviour had stayed the same as it was before the programme was introduced, there were no negative affects seen as a result of R time.

R time had the biggest impact on children showing a more positive attitude to working together, respecting each other, demonstrating good manners, being comfortable working in random pairs and in a group. This was also reinforced by the evaluation from last year.

It also had a significant impact on children's relationships with less children being left out of friendship groups, children encouraging each other as well as developing communication skills through better eye contact and increased contribution to discussion. It would be interesting to do a further study on the impact of R time on new arrivals and how the programme could potentially support them with integration into school.

R time had the most impact on behaviour in schools when the R time rules were referred to outside of the session.

### ***Common recommendations for schools were:***

- 1] Continue to ensure that R time is timetabled and is consistently taught.
- 2] Adapt and extend materials to link with the social and emotional aspects of learning and refer to R time outside of the taught session.
- 3] Ensure new members of staff are trained in R time through Peer modelling and the use of the R time DVD, refer back to the manual from time to time.
- 4] Include as part of senior management team monitoring.
- 5] Ensure there is a member of staff leading on R time to maintain momentum.

### **Recommendations for TaMHS**

The evaluation has helped us to plan the following next steps as part of the programme of support for schools:

- 1] All TaMHS schools to be invited termly to a TaMHS network meeting where R time can be discussed and good practise shared.
- 2] Update data base of R time schools to share good practise.
- 3] Repeat the R time competition for pupils to celebrate success and support evaluation.
- 4] Share the R time evaluations for individual schools with the TaMHS lead in schools to celebrate success, address next steps and maintain momentum.
- 5] Encourage schools to use the sociogram data used as part of the TaMHS programme to look at the impact of R time on classes, for example more reciprocal friendships, more mixing between different groups of pupils, less isolated pupils.
- 6] Provide support from the TaMHS team for future schools wishing to access the R time programme to allow us to continue with the programme, despite budget constraints.

*For more information about the evaluation of R time and the R time programme contact Arwen Green EHWB consultant for the whole school approach at [arwen.green@derby.gov.uk](mailto:arwen.green@derby.gov.uk) for more information about the TaMHS programme please contact the project manager Jacqui Webb at [Jacqui.webb@derby.gov.uk](mailto:Jacqui.webb@derby.gov.uk)*

## Appendix 1 Individual case studies:

**School A** is a larger than average-sized primary school. Nearly all the pupils come from a wide range of minority ethnic heritages. The biggest single group of pupils, approximately two-thirds of the school population, is Pakistani. The number of Gypsy/Roma heritage pupils who come to this school is growing; currently it is approximately 10% of the school population. English is an additional language for 90% of the pupils.

A greater proportion than average start or leave school outside the normal admission dates. Many of these pupils are newly arrived into the country and speak little English. Very few of these pupils have attended school prior to their arrival here. Those pupils who are in Key Stage 2 enter an induction class when they first start school.

The proportion of disabled pupils and those who have special educational needs is above average (those supported by school action plus or with a statement of special educational needs). The proportion supported by school action is also above average.

An above-average proportion of the pupils are eligible for the pupil premium, which provides additional government funding for children in local authority care, pupils known to be eligible for free school meals and those whose parents are employed in the armed services.

As a result of R time teachers observed that:

- 100% of children show a more positive attitude to working together
- 53% **less** squabbles to sort out by teachers
- 90% of children show greater respect towards each other with 10% showing the same level of respect as before
- 90% of children demonstrate good manners more frequently now
- 71% of children more frequently use each other's names in lessons other than R time
- 71% use eye contact more frequently when talking to each other
- 43% of children more frequently openly encourage and praise each other
- 90% of children are comfortable when working in random pairs
- 76% of children are comfortable when working in groups
- 62% of children are confident to contribute to group discussion
- 52% of children behave better as a result of R time, 48% stayed the same as before R time was introduced
- 67% **less** children are left out of friendship groups as a result of R time

### Staff were asked for feedback and below is a summary of their perceptions:

*'The children are more confident and able to discuss issues and disputes calmly'*

*'Manners have become more instinctive'*

*'It always feels like a great 'bring the class together' session'*

*'Children are more aware of the needs of others, especially the Des'*

*'It's a pool of calm during a busy day'*

*'It is a little effort to organise but has huge benefits. I love it!'*

*'The children enjoy it, they have a constant smile on their faces'*

*'It's benefitted me as a teacher as the children are more eager to work with anyone'*

*'Classroom environment has become calmer'*

*'Children refer to R time a lot, particularly when they are working together as a team'*

*'As a teacher I find it very relaxing and easier to be positive, this has carried over into many other lessons'*

*'I love it but do Ofsted get it?'*

*'I feel the children are becoming more confident and there is a more positive atmosphere in class'*

*'Less conflicts at playtime, more compliments and respect for each other'*

*'They enjoy working with different children, especially boys and girls working together'*

**Pupil feedback was collected through an extended R time session where children produced an R time poster to show what R time meant to them. Below is a summary of pupil comments:**

*'R time is about caring for each other, always trying our best, remembering our manners and enjoying learning'*

*'R time is when you work with someone. We respect them and use good manners. Use eye contact and their name, you learn how to get on with each other and be kind'*

*'Try to work and don't be rude, even if it's a boy or girl'*

*'Be kind, don't be mean, talk nice, don't be a swine!'*

*'R time is about having fun not who is your partner, you get to spend time with somebody who often you might not work with'*

*'Manners doesn't cost a penny'*

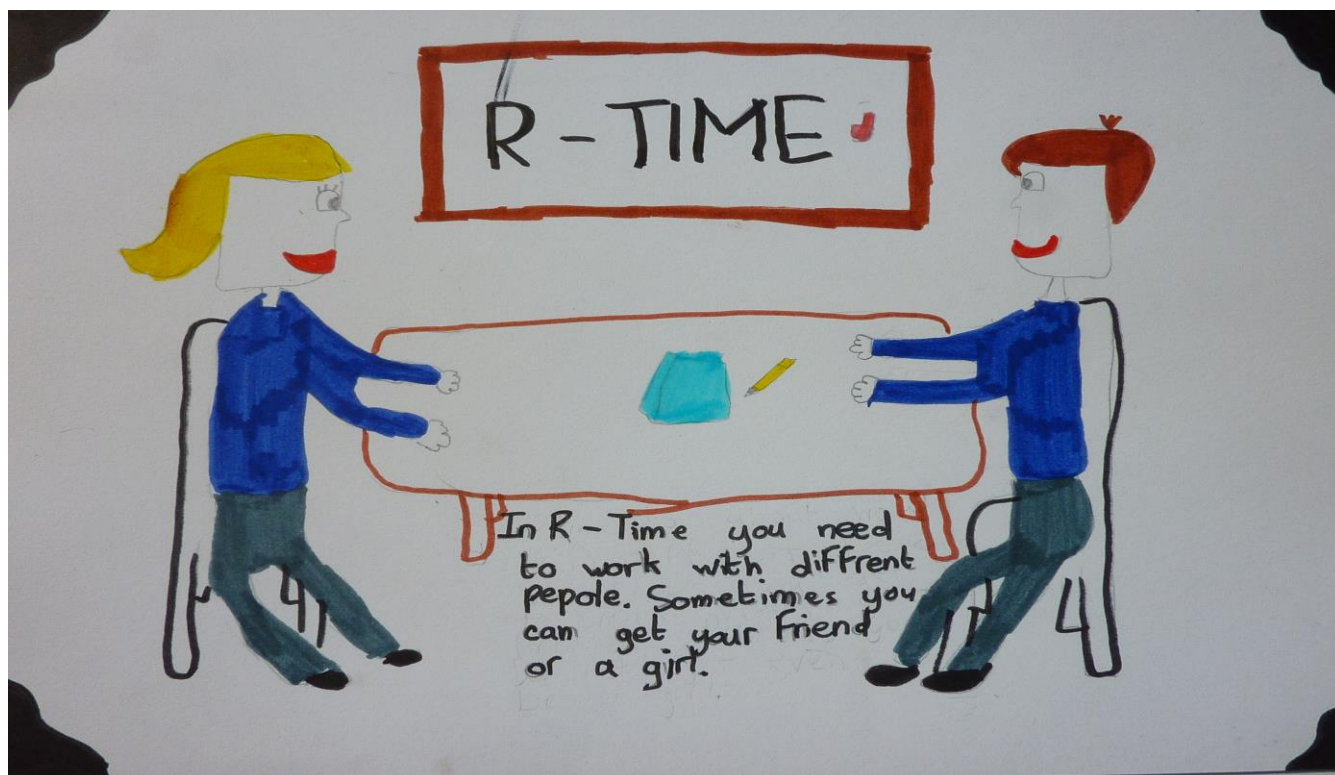


*'Make the world a better place for to live and care for each other'*

*'Things R time has taught us: to speak in a clear voice, use the right tone, be clear about what you mean, take turns to speak, make eye contact with the speaker, respond to the speaker'*



*'I thought working with girls would be silly but after regularly doing it, it was fun'*

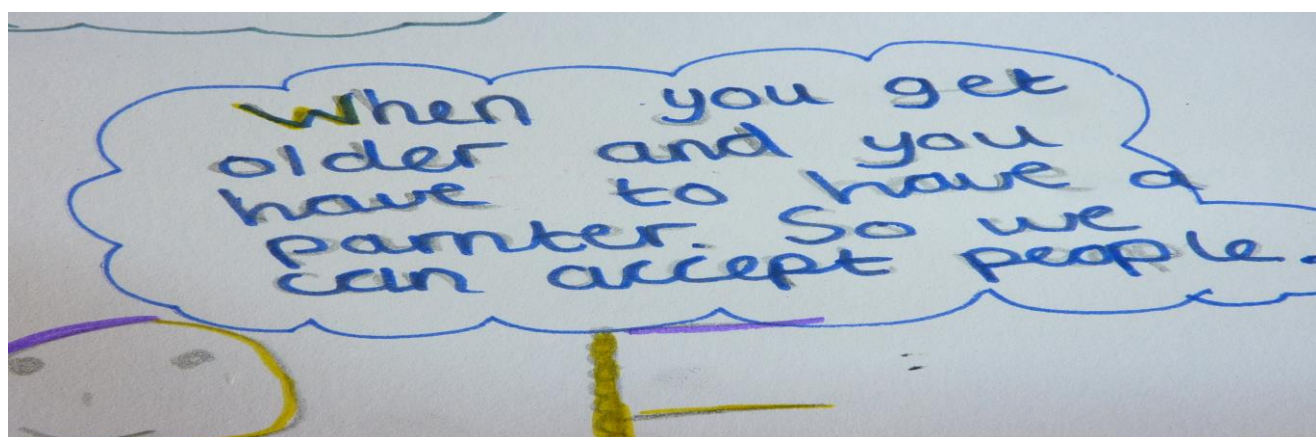


*'Doing R time has improved my skills working with a partner'*

*'It's a bright future if you learn to get on!'*

*'R time brings out the best in you!'*

*'R time helps you to pick positive things instead of negative'*



*'All the skills we learn in R time, we learn for everyday life'*

*'R time has taught me how to socialise with different people'*

*'I have learnt more about people from different countries'*

**School B** is a larger than the average-sized primary school. Pupil numbers have almost doubled in the last five years.

The number of pupils who join or leave the school during the school year is very high.

The proportion of pupils of minority ethnic origin is growing rapidly and now accounts for more than 50% of the school roll. A large majority of these pupils come from Eastern Europe. Many new arrivals have little or no experience of education or knowledge of English when they join the school.

A well above average proportion of pupils is supported by the pupil premium, which provides extra funding for certain groups of pupils; including those pupils known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported through school action plus or with a statement of special educational needs is below average.

As a result of R time

- 82% of children show a more positive attitude to working together
- 55% **less** squabbles to sort out by teachers
- 64% of children show greater respect towards each other with 36% showing the same level of respect as before
- 100% of children demonstrate good manners more frequently now
- 73% of children more frequently use each other's names in lessons other than R time
- 82% use eye contact more frequently when talking to each other
- 73% of children more frequently openly encourage and praise each other
- 64% of children are now more comfortable when working in random pairs
- 36% of children are now more comfortable when working in groups
- 45% of children are now more confident to contribute to group discussion
- 36% of children behave well, 64% behave the same as before
- 82% **less** children are left out of friendship groups as a result of R time

**Staff were asked for feedback and below is a summary of their perceptions:**

*'I can refer to the R time rules at any time, supports behaviour management'*

*'Better manners, using names. Speaking and listening skills much better in year one'*

*'They praise each other more regularly and use each other's names'*



*'Children enjoy R time and mimic R time sessions in their own play' EYFS*



*'R time forms a routine and process in which they feel confident and safe, able to respond to others they don't normally work with'*

*'The class are more confident, friendly and have bonded'*

*'Wider friendship groups'*



*'Children will happily work with anyone, which makes it easier to pair'*

*'It is noticeable that children have more respect for each other and are therefore calmer'*

*'It's been a time for the children to have a voice and focus on their health and wellbeing'*



*'Been brilliant and will certainly continue'*

*'They have developed eye contact and listening skills – group teaching is made easier'*

*'They become very excited when it's R time and remember and talk about activities afterwards'*

**School C** is a slightly larger than the average-sized infant school.

Pupils come from a wide variety of ethnic backgrounds. The largest group is of Pakistani background. Roma pupils form the next sizeable group. Close to three-quarters of pupils speak English as an additional language.

The proportion of pupils who are supported at school action is higher than average, while the proportion of those supported by school action plus or with a statement of special educational needs is below average.

A much higher than average proportion of pupils join and leave the school partway through their infant school education. This is particularly in relation to pupils of Roma heritage.

As a result of R time

- 40% of children show a more positive attitude to working together
- 40% **less** squabbles to sort out by teachers
- 70% of children show greater respect towards each other with 30% showing the same level of respect as before
- 60% of children demonstrate good manners more frequently now
- 20% of children more frequently use each other's names in lessons other than R time
- 30% use eye contact more frequently when talking to each other
- 50% of children more frequently openly encourage and praise each other
- 60% of children are more comfortable when working in random pairs
- 60% of children are more comfortable when working in groups
- 70% of children are more confident to contribute to group discussion
- 60% of children behave better as a result of R time, 40% stayed the same as before R time was introduced
- 30% **less** children are left out of friendship groups as a result of R time

**Staff were asked for feedback and below is a summary of their perceptions:**

*'The hooray at the beginning of the session shows how much they enjoy R time. Depletion of the academic threat allows children to relax and engage well with familiar and unfamiliar children'*

*'Children are developing the essential art of communication'*

*'Children have benefited from the eye contact and good manners, which for some children have never been modelled by significant adults in their lives'*

*'I have a higher expectation of interaction between peer groups as a result of R time'*

*'It reinforces most of the skills that were part of our circle time routine anyway'*

*'I've seen better behaviour and smiling faces, slightly improved manners and got some new ideas'*

*'Provided more strategies for respect'*

*'Children positively praise each other'*

*'Children respect each other and use better manners'*

*'Children enjoy R time and ask to do it daily'*

*'Children look at each other when they are working in pairs and it's given me more ideas for random pairing'*

