

SCHOOL CHAPLAINCY DEVELOPMENT CASE STUDIES 2021-2022

VAT and ODST Schools –Wantage area School Chaplaincy Development Lead - Rachel Woods

SCP Core vision and strategy strands: Chaplaincy Presence, Staff and Pupil-led Chaplaincy development, Core vision enrichment, creative approaches and resources for nurturing spirituality and wellbeing, support of schools leaders with SIAMS related development.



CASE STUDY 4 KA'S WEST SITE (VAT)

CORE VISION

[King Alfred's Academy](#) | [Head's Welcome](#) | [King Alfred's Academy, Wantage, Oxfordshire UK \(kaacademy.org\)](#)

SCP ENRICHMENT FOCUS

- Supporting the development of existing initiatives offered for nurturing spirituality and wellbeing
- Strategic development of Chaplaincy provision for KA's Academy
- Supporting existing staff in enrichment of their initiatives

TIME INVESTED

1 day per week since March 2022

DEVELOPMENT PROCESS

Initial meeting - Listening and Connecting

- Had initial meeting with Jane Beckley (JB) – Humanities teacher, transition lead, hosting Prayers spaces on West site since to determine level of interest, enthusiasm and commitment to Chaplaincy development
- Jane B spoke to head and Hannah Johnson assistant head. SCPL had follow up meeting with Hannah Johnson about the potential for developing chaplaincy at West Site, what that could look like, time SCPL could invest and on what basis e.g. as extension to Jane B's initiative, modelling more traditional chaplaincy, Tuesday all day agreed as most appropriate
- Availability for one to one sessions, in addition to assisting with reflective space
- Admin systems, designated chaplaincy space set up very quickly and efficiently by Jane Beckley.

SCP Leadership and Strategy Agreed with AHT and JB

- Identified group of Y8's already involved in a youth group in local church, via student attendance manager. SCPL invited them to come and meet SCPL and JB to discuss their ideas for a student lead initiative for 3 weeks post HT e.g. Bean Bags and Biscuits – themed topics e.g. anxiety and creative tools to offer support
- Planning with Y8 – SCPL and JB in Y8 lunch break over 3 weeks
- Established 'one to one' session – referrals and admin via student managers for Y7 and Y8 – checked in first and last thing
- One student weekly for one to ones, with a friend.
- SCPL offered therapeutic creative space 'Create n Chat' to Y7 students identified for support via student managers.
- SCPL resourced with JB and set up and strike each week for Period 2. SCPL ran it for hour period 2.
- Feedback from parents re Create and Chat very positive impact on participants
- multi stakeholder monitoring week 5 and 6 Term 6

- Discussions with JB re how she would like to take school chaplaincy development forward.
- via SCPL signposting JB undertaking online School chaplaincy introductory training with Newman Uni.

Secondary Chaplaincy enrichment

Strand 1, Strand 2 and Strand 3 were combined in each of the following:

Reflective Space

Mrs Beckley coordinates this ongoing initiative—changing the theme every 3 weeks. Students come in their break and lunchtimes, usually in groups of two or three to use the space. Lunchtimes are only 30 mins so they eat their lunch too. Feedback is positive and common themes emerge such as *‘we like it because it is a quiet space and the activities help you think’*.

SCPL helps facilitate the space—being present to chat to and to oversee the students using the space with a light touch supervision.

‘Bean bags and Biscuits’ Y8 student led invited by SCPL and process facilitated with students in collaboration with Jane Beckley.

A group of five Y’s spent 15 mins. over three lunchtimes discussing and planning a three-week chat initiative for their peers. The initial theme chosen was ‘anxiety’, what it is and practical ways to help reduce anxiety.

SCPL researched resources to explore anxiety e.g. videos designed for teen, gathered materials to set up an inviting space and activities for participants to explore. JB bought Beanbags, refreshments and helped book an available room.

All 5 students were invited to ask a friend along, but only the five students came each of the 3 weeks. We introduced the resources and had constructive discussions around the theme. Some students tried activities but time was very short. **See student feedback below.**

Create and Chat - Y7

SCPL, in the absence of the Forest School leader, offered to host a therapeutic art and chat space for vulnerable young people, identified by the SEND lead and student managers. Parents were briefed by the student managers and 5 students participated. SCPL offered a range of accessible creative activities including drawing, painting, writing, doodling, clay in an inviting space with workstations and a quiet area with reflective books, a blanket and teddy. Student attendance was consistent each week for 5 weeks excepting absence due to illness.

See student feedback below.

One to one sessions

Jane Beckley and student managers set up the administrative processes for students to access ‘One to one’ chaplaincy sessions and promoted the opportunity via form tutors and also fliers.

Only one student accepted and came with his friend during lesson times, encouraged by their student manager and tutor. They came back for weekly conversations as a duo which was very constructive as they both feedback that it gave them the confidence to talk about things that were challenging them and the feelings this generated.

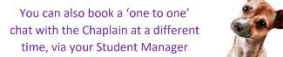
See student feedback below.

Strategic Chaplaincy Development process

SCPL met with Jane Beckley weekly later afternoon where possible to discuss hopes, possibilities and approaches to development of a bespoke Chaplaincy provision.

SCPL initiated interim reporting with JB on Chaplaincy development and set up a meeting to discuss progress and future Chaplaincy possibilities with AHT and JB. This was well received by Hannah Johnson.

OUTCOMES GALLERY



IMPACT ASSESSMENT STAKEHOLDER FEEDBACK

AHT feedback awaited from Hannah Johnson

Teacher

"Lots of ideas which need sifting and adapting to fit KAs.

Observation of SCPL's 'One to one' conversations helpful personally in seeing how they could be grounded in nurturing spirituality as opposed to problem solving pastoral support.

Y8 student led "beanbags and biscuits" a good starting point – will need refining for next year (very time consuming in current format – not logistically possible without SCPL taking lead); exploring how this can continue in some form next year for KS3 and also for Y8 as they move to Centre.

"Create and Chat" – lovely to see (student) feedback; keen to explore how it can be sustainably continued next year – practical considerations over time, staffing, resources, etc.

Summary: *great ideas that need conversations at leadership level to enable them to become practical without the input of the SCPL. Capacity is limited without significant restructuring.*

Previously successful Reflection Space was re-opening anyway and has provided a hub for the SCPL to be present.

- *Reflection Space*
- *Some one-to-one conversations through Student Manager referrals.*
- *"Create and Chat" started in response to request from SENDCo when Forest School was suspended.*
- *Y8 students identified and encouraged to take leadership role.*

Personally – I have been challenged to explore what chaplaincy means and could look like; to move beyond hosting the Reflection Space; to take existing pastoral support and coaching work and develop it into more of a chaplaincy model."

Student Managers

“Recognised value of Chaplaincy offer to add to the raft of pastoral support. Can be a lot of juggling between SEND support and those who don’t need counselling, but need something else. Chaplaincy offers this ‘something else’.”

“Added distinctive pastoral support and a quieter place for students to ‘be’ as there are very few other quieter places and it can be too noisy for some students, particularly those lacking on confidence and having social anxiety. “

“I have had really positive feedback from the Y7’s participating in ‘Create n Chat’ and have seen a difference in these students in terms of them connecting with others. Many of them suffered from social anxiety and are school refusers. It helped them come into school on the day when Create n Chat was happening. It has made a difference to their social confidence and given pastoral opportunities.”

Students

• Beanbags and Biscuits

“Allowed us to have a voice and have our ideas heard.”

“Having our own project each week to encourage us to come back. “

“Helped us reflect on what we and others need as support”

“Similar initiatives on central site would be good.”

“Opportunities to communicate your ideas.”

• Create ‘n’ chat

“Being creative and having Chaplain Rachel to help.”

“Making friends as have social anxiety”

“I usually didn’t want to go to school. Having this weekly makes me want to come school because it is nice and quiet, Classes are hard because I am dyslexic. 9/10”

“We’d like to help run a space like this next year for Y7’s.”

“It makes me feel comfortable and confident, making new friends”

One to one’s

“It was really helpful to bring a friend so that we felt more confident about chatting about things.”

“Coming with a friend is much easier. It makes a difference as it is easier to chat about things that matter.”

“It has made me think more about how I retaliate in different situations, because it has taught me about different and more positive ways to react.”

“Similar initiatives on next year would be good, to know they are available from the start of the year.”