Promoting emotional health and wellbeing

through the National Healthy School Standard
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The National Healthy School Standard

The National Healthy School Standard (NHSS) is sponsored by the Department for Education and Skills (DfES) and the Department of Health and managed by the Health Development Agency (HDA). Its three aims are to contribute to:
• Raising pupil achievement
• Promoting social inclusion
• Reducing health inequalities.
This briefing addresses the specific NHSS theme of emotional health and wellbeing (including bullying).

Contributors

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Introduction
Promoting the emotional health and wellbeing of pupils and staff can bring valuable benefits to schools. It:

- Can help pupils and staff feel happier and more motivated, and prevent mental health problems
- Contributes positively to priorities like enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- Involves pupils more fully in the way their school operates
- Helps to meet legal, ethical and curricular obligations.

The NHSS encourages and enables schools to work more effectively in this area, through the theme of emotional health and wellbeing (including bullying). This will be referred to throughout the briefing as EHWB.

Audience

The document is for staff and practitioners working in or with schools to promote EHWB. Chapters 1 and 2 provide an overview of the subject and the benefits identified by research. Chapter 3 has a more practical focus on how schools are addressing EHWB through a whole school approach.

With notable exceptions, work to promote EHWB is still more prominent in the primary phase than the secondary. However this work is important for all schools. Research shows that work to promote EHWB is most effective when it is carried out across the whole school and is sustained in the longer term. The contribution of secondary schools is vital in building on the positive work carried out in the primary phase.

To meet the NHSS criteria for EHWB, schools need to demonstrate that they:

- Provide opportunities for pupils’ views to inform policy and practice
- Have a policy and code of practice for tackling bullying, which is owned, understood and implemented by all members of the school community and includes contact with external agencies
- Openly address issues of EHWB by enabling pupils to understand what they are feeling and by building their confidence to learn
- Identify and support the emotional health needs of staff.

Purpose of this briefing

This briefing aims to help your school become more emotionally healthy. It is intended to:

- Enable schools to meet the specific criteria for the NHSS theme of EHWB
- Reinforce and extend good practice in this area, beyond that described in the NHSS criteria.
About emotional health and wellbeing
People use a range of terminology to describe the concept of EHWB. But whatever it is called, the key issue for schools is that emotional wellbeing is critical in developing a healthy, successful school community and this will involve developing pupils’ social, emotional and behavioural skills (SEBS). Effective programmes to promote EHWB bring numerous other benefits for schools, particularly in relation to school improvement. This section discusses the language of EHWB, the benefits it can bring to your school, and the supportive legal and policy context.

The language of EHWB

Emotional wellbeing has been described as ‘a holistic, subjective state which is present when a range of feelings, among them energy, confidence, openness, enjoyment, happiness, calm, and caring, are combined and balanced’.1

Other words are used to describe the concept of EHWB, for example emotional literacy, emotional intelligence and social and emotional competence. EHWB forms part of the wider concept of mental health, which encompasses both the promotion of positive mental health and also the tackling of mental health difficulties. Whatever you call it, perhaps the key issue is that schools have a direct influence on the emotional health of their pupils and staff; and that this, in turn, has an impact on academic and other achievement.

Social, emotional and behavioural skills

The range of SEBS2 that contribute towards EHWB include:

• Being an effective and successful learner
• Making and sustaining friendships
• Dealing with and resolving conflict effectively and fairly
• Being able to solve problems with others and alone
• Managing strong feelings such as frustration, anger and anxiety
• Recovering from setbacks and persisting in the face of difficulties
• Working and playing cooperatively
• Competing fairly and losing with dignity and respect for competitors
• Recognising and standing up for your rights and the rights of others
• Understanding and valuing the differences between people and respecting the right of others to have beliefs and values different from your own.

Young people say3 that the things which have the biggest impact on their emotional wellbeing are:

• Having people to talk to
• Personal achievement
• Being praised
• Generally feeling positive about oneself

The key things that make them feel stressed are:

• Conflict
• Confrontation with authority
• Restriction of autonomy
• Exclusion by their peers

2 These skills are described in DfES (2003) Developing children’s social, emotional and behavioural skills: guidance
3 Ahmad et al (2003) Listening to children and young people, University of the West of England
Why include bullying?

The NHSS theme of EHWB includes a specific reference to bullying because this can seriously undermine emotional health in schools. Numerous studies have shown that bullying in schools is common, with some suggesting that between a third to a half of pupils are involved either as victims or perpetrators. Bullying has a negative impact on emotional health, with symptoms that can include anxiety, depression, and withdrawal. Conversely, a focus on EHWB can help to reduce bullying by developing the SEBS which increase a person’s capacity to recognise and respond to the feelings of others, to feel empathy and to show care and concern.

Pupils’ EHWB can be promoted if they are taught to recognise, respond to and manage their emotions, and if this teaching takes place in an emotionally healthy environment that encourages collaboration and does not tolerate anti-social behaviours.

Reasons why schools should promote EHWB

The first benefit of promoting EHWB is that it helps to ensure happier and more motivated pupils and staff who get more out of school life. But there are additional benefits. Research shows that effective programmes to promote EHWB make a direct contribution to school improvement in three key areas:

1 Teaching and learning
   - Pupils who are more engaged in the learning process
   - Pupils who can concentrate and learn better
   - Improved literacy and numeracy levels
   - Improved academic achievement generally, including national test results
   - Better teaching
   - Parents/carers who are more engaged in school life.

2 Behaviour and attendance
   - Pupils who are more involved in school life and have a say in what happens
   - Pupils with higher self-esteem and confidence
   - Fewer pupils disengaging from learning and school
   - Better behaviour in the classroom and improved attendance
   - Less bullying
   - Lower rates of truancy, offending and drug misuse.

3 Staff recruitment and retention
   - Improved morale
   - Lower absenteeism
   - Better staff recruitment levels
   - Better staff retention rates.

Some schools may worry that work on EHWB might distract from the priorities set out in the School Development Plan (SDP). However, as this research evidence shows, an EHWB programme can actually contribute to achieving a school’s goals and targets. In addition, these benefits translate into improved life outcomes for pupils, a more satisfying working life for staff, and a more successful and inclusive school community.

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A detailed overview of the research is available at www.wiredforhealth.gov.uk/ehwbevidence

4 See ‘How common is bullying’ on www.antibullying.net/knowledge/questionone.htm (accessed 5 February 2004)
6 Ofsted op cit
What the National Curriculum and Ofsted say about EHWB

The National Curriculum and the Ofsted Framework for inspecting schools (2003) place clear requirements on schools to take account of and promote EHWB. The aims of the National Curriculum are to:

- Provide opportunities for all pupils to learn and achieve
- Promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

There is also a clear link between the remit of Ofsted inspections and the EHWB of pupils within the school. In particular, inspectors must evaluate and report on provision for:

- Pupils’ attitudes, values and personal development
- The care, guidance and support of pupils
- Partnerships with parents, other schools and the community.

The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve. Development in both areas is essential to raising standards of attainment for all pupils.

National Curriculum

The most effective programmes for promoting EHWB adopt a whole school approach, are implemented continuously for more than a year and are aimed at promoting positive mental health rather than reducing conduct problems and anti-social behaviour.

The national policy context

EHWB is increasingly becoming a feature of government policy for children and young people. This is most evident in the strategy outlined in Every child matters, the green paper published in September 2003, which identified five key outcomes that are considered vital for children and young people’s wellbeing:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic wellbeing.

The strategy specifically identifies the potential of the NHSS, along with Personal, Social and Health Education (PSHE) and Citizenship education, to help children develop good relationships, learn about conflict resolution and encourage them to take responsibility for their own actions and to support their fellow pupils.

There are also a number of recognised school-based programmes and strategies that can enhance and support EHWB, and have broader benefits for the school (see diagram and further details at Annex A). For example, in 25 local education authorities (LEAs) a primary behaviour and attendance pilot is underway to evaluate a SEBS curriculum as part of the primary strategy, while the national behaviour and attendance strategy for Key Stage 3 (KS3) is providing consultancy support and materials for all areas, as well as targeted funding for Excellence in Cities (EiC) areas to implement Behaviour Improvement Programmes.

This supportive policy environment presents opportunities for you to access funding and link with partner agencies to support your work around EHWB.

7 Government green paper (2003) Every child matters, TSO (p. 34)
What is the best way of promoting EHWB?

Developing an emotionally healthy school in which all pupils have the necessary skills to thrive has implications for every aspect of school life. Research shows that the piecemeal adoption of strategies, important as each of them might be, is less effective in terms of the impact on pupils and staff than a whole school approach, and less sustainable over the longer term.

The NHSS has identified 10 aspects that are integral to a whole school approach (see Figure 1). These build on and support each other, and there is frequent overlap in the activities that support them. They include ‘taught’ elements (for example activities that promote SEBS through the curriculum) as well as ‘caught’ elements (in which the promotion of EHWB permeates all aspects of school life). Both are necessary in the context of a positive whole school approach.9

It is worth remembering that there are no quick fixes for achieving the full benefits of a concerted EHWB programme. It takes time to develop whole school practice that truly promotes EHWB, and programmes need to be implemented rigorously, continuously and in an emotionally literate way to get results.

The NHSS, with its emphasis on action planning and development of short-term and long-term targets, can underpin this process and provide support through your local healthy schools programme.

Figure 1: The 10 aspects of the NHSS whole school approach

9 Weare, K. and Gray, G. op cit

10 National Healthy School Standard Promoting emotional health and wellbeing
A portrait of an emotionally healthy school

It is possible to tell an emotionally healthy school almost as soon as you walk in the gate. When I came to my school 17 years ago I could tell straight away that it was not emotionally healthy (not that we used this language then!). I heard lots of shouting – prefects (all white) shouting at other children (mostly Bengali) on the stairs; teachers shouting at children in the playground and in classrooms; and children shouting and swearing at each other in the playground. At playtime I found a nearly empty staff room, with just a few teachers in it smoking. I took a staff meeting that consisted mostly of moans and complaints. I took an assembly where children expected to be bored. I found classrooms where children worked individually and in silence all the time and others where noise never stopped. Staff rarely smiled and parents were anxious about entering the building.

As I go round the school now, I can see many things have changed. This week I’ve seen children in Circle Time sorting out the problem of bullying and children celebrating their hard work in Golden Time. In the playground I’ve seen a member of the Friendship Squad helping a child who was hurt, and another helping Year 4 children to use conflict resolution skills to sort out a quarrel. I’ve seen lots of parents around the building and in classrooms. I heard an experienced teacher ask a newly qualified teacher how a lesson had gone and saw a teacher lending a book for the next staff book group. I’ve had smiles and greetings everywhere – in the playground, on the stairs and in classrooms. I’ve walked into a crowded staff room full of talk and laughter. I’ve seen classrooms buzzing with energy and activity. I’ve had lots of children showing me good work, watched a lively show-and-tell assembly and I’ve taken an assembly where 400 children listened spellbound to Martin Luther King’s ‘I have a dream’ speech.

The school is not perfect but it is certainly more emotionally healthy than it was!

Penny Bentley, headteacher, Columbia Primary School, London
2 Helping pupils achieve their potential
the link between emotional health and learning
A major role of schools is to enable pupils to achieve their full potential. One way of doing this is to help them become more effective learners and to carry this ability to learn into adult life. New research into the way that the brain works – and older theories of child development – suggest that effective learning can only take place when people experience emotional wellbeing. This has implications for learners, teachers and the school environment. This chapter provides a brief, theoretical overview that underpins many of the practical strategies outlined in the next chapter.

The development of EHWB

The development of EHWB starts early. Research into the way the brain works suggests it is fostered in infancy, primarily through a child’s secure attachment to their main caregiver. Their emotional interactions create expectations in the child and provide a mental model for future relationships. A positive relationship gives a child self-esteem and resilience, and shapes the way in which they relate to and behave with others. It gives the child an internal sense of their ‘secure base’ in the world. Unpredictable, frightening or abusive interactions can lead a child to view all relationships with uncertainty, fear, distance and distress.10

Risk and resilience factors

There are a range of other risk and resilience factors that can inhibit or promote emotional wellbeing, and which operate within the child, family and community (see www.dfes.gov.uk/mentalhealth for the complete list). Many of these are implicitly or explicitly linked with education and the role of the school:

- **Child-based risk factors**: specific learning difficulties; communication difficulties; academic failure and low self-esteem
- **Child-based resilience factors**: positive attitude; problem-solving approach; good communication skills; capacity to reflect
- **Family-based resilience factors**: support for education; clear, firm and consistent discipline
- **School-based resilience factors**: high morale; positive policies for behaviour, attitudes and anti-bullying; strong academic and non-academic opportunities; a range of positive sport/leisure activities.

**Maslow’s hierarchy of needs**

Another way of looking at the impact of emotional health on the whole child is to consider the range of needs that contribute to an overall sense of wellbeing. The categorisation developed by Abraham Maslow in the 1940s11 is still commonly used today (see Box 1, column 1). Only when the lower order needs are satisfied is it possible for someone to operate at the higher level of self-actualisation. In a school environment this means that a pupil is unlikely to be able to learn effectively if their basic needs for safety, belonging and self-esteem are not met.

The school: a natural setting for addressing EHWB needs

Action to address risk and resilience factors, and to meet a person’s basic and higher level needs, will in turn enhance a person’s EHWB. The school is a natural setting for much of this to occur. For example, some pupils miss out on early nurturing experiences due to a disrupted or chaotic home life. Positive everyday interactions between a teacher and a vulnerable pupil can develop a more positive view of relationships and build emotional resilience. Even in cases of extreme neglect, the bonds of attachment can be built through the long-term commitment of at least one securely present caregiver. See Box 1, columns 2 and 3 for other examples of how your school can, as part of its normal, everyday activities, provide experiences which enhance EHWB.

For those involved in healthy schools activities, there are a number of NHSS criteria that are relevant to the issues discussed in chapters 2 and 3. These are included in the relevant sections in shaded boxes. For the full set of criteria see National Healthy School Standard: guidance (1999).

10 Gerlach, L. and Bird, J. (2002) Feel the difference: learning in an emotionally competent school, Occasional Paper no. 6, CELSI Christ Church College, Canterbury

Box 1: Fostering EHWB within the school setting

<table>
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<th>RANGE OF NEEDS</th>
<th>DESIRABLE EXPERIENCES</th>
<th>IN SCHOOL THIS MIGHT LOOK LIKE</th>
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<tr>
<td>Physiological or survival</td>
<td>• Warmth • Food • Shelter • Seeing, hearing and taking part in what’s going on • Safe physical exploration • Getting to know your own body and its strengths and limits</td>
<td>• Comfortable classroom with well-positioned equipment • Healthy meals and snacks; access to drinking water when needed • Breakfast club • Indoor and outdoor play areas • Sensory trails • Sport and challenge activities • Ponds and natural or wild areas</td>
</tr>
<tr>
<td>Safety needs</td>
<td>• Having boundaries • Having basic needs met • Knowing you are in safe hands</td>
<td>• Secure, risk-assessed sites • Consistent, caring supervision • Simple, clearly explained rules • Clear policies and procedures for tackling and minimising bullying</td>
</tr>
<tr>
<td>Love, affection and</td>
<td>• Feeling cared for • Having others look out for you when you can’t do it for yourself • Having responsibilities and opportunities to effect change • Recognising feeling states in yourself and others • Talking, listening, exploring and reflecting on experiences</td>
<td>• Positive relationships and interactions with staff and peers • Diversity and difference is valued and celebrated • Places, times and people you can go to for help and support • Pupil involvement in setting rules and expectations • Work displayed on the wall • Coat pegs with individual names on • Opportunities for group work • Peer support programmes</td>
</tr>
<tr>
<td>belonging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td>• Being valued, accepted and celebrated • Being noticed and listened to • Influencing outcomes • Being supported to take responsibility for outcomes with increasing independence</td>
<td>• 'Star of the day'; events to be the focus of positive attention • Use of praise • Use of appropriate language to correct behaviour • Rewards and recognition systems • Opportunities to have special responsibilities</td>
</tr>
<tr>
<td>Self-actualisation</td>
<td>• Exploring ideas and learning new things • Being creative • Developing talents and stretching yourself • Having an internal structure of values and principles • Recognising and using signs, symbols, image and metaphor • Being reflective • Developing shared meanings and a shared narrative (ways of talking about what happens)</td>
<td>• Lessons which provide stimulation, challenge and opportunities to use diverse talents • Values and rights education • Taught courses of SEBS, including thinking and problem-solving skills • Time for reflection • Use of storytelling, language, literature and metaphor in the curriculum • Drama, art, music and movement that communicates feelings, meanings, experiences • Positive modelling by all school staff</td>
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The wider context of mental health

Finally, it is important to consider EHWB within the overall context of mental health. Traditionally, mental health has been conceived of as a single spectrum, with positive mental health at one end and severe mental illness at the other. This view is now considered inaccurate, not least because it tended to define people in terms of their specific mental health problems, rather than as a whole person. It is more helpful to consider mental health as operating along two continua (see Figure 2) – one for mental health and one for mental ill health, both of which can be experienced simultaneously. A person’s position on the mental illness continuum does not necessarily dictate where they fall on the separate mental health continuum. It is therefore possible, for example, to support a person with an eating disorder or attention deficit hyperactivity disorder (ADHD) to feel good about themselves while at the same time helping them to manage their specific condition. The support they receive in promoting their EHWB can also have a positive impact on their specific condition, and reduce the severity of its impact. This means work to promote EHWB can help not only to prevent future problems, but can help those with existing mental health problems.

Getting the context right for learning

Learning is a dynamic, interactive, emotional and social process. So the context in which pupils learn has a significant impact on the effectiveness of the learning that takes place. It includes a number of aspects. For example:

- **The background of individual pupils and their physical, social and emotional needs:** this includes the value that parents put on their child’s learning, as well as the experiences and processes that determine that child’s EHWB (see Maslow’s hierarchy in Box 1)
- **Physical elements of the classroom and school:** the layout of the school and classroom; facilities and resources
- **Relationships:** how people behave, care about and value each other
- **Structures and expectations:** expectations that are held about the behaviour of pupils and teachers; the policies that set the framework for these; the rules and routines that shape what happens in the classroom
- **Language and communication:** the way that all of the above are talked about and described.

Chapter 3(e) provides some practical suggestions for addressing the social and physical aspects of the learning context in order to promote EHWB and, in turn, support effective learning. As part of the NHSS, many schools will already be focusing on these environmental aspects, within the ‘school culture and environment’ strand.

Figure 2: The dual continuum model of mental health

![Mental illness continuum:](image)

Mental health continuum:

Optimum mental health

Minimal mental health

You may find it helpful to refer to National Healthy School Standard: learning and teaching – background notes for colleagues visiting and working in schools to support learning (2004) for further discussion of the above.
The relationship between EHWB and effective learning

A pupil’s EHWB has a significant impact on their readiness to learn. Brain research\(^\text{12}\) has given us concrete evidence that emotions can hinder or promote learning. If a pupil is feeling anxious, angry or stressed, the primitive functions of the brain, which control things such as breathing, balance and instinct, will take over. This means that the part of the brain that is responsible for higher order thought and processing (the neo cortex) will not function effectively. So, to be able to concentrate on processing ideas and generating knowledge, a pupil first needs to feel safe and calm.

These findings suggest that:
- It is valuable for schools to provide experiences which help to meet pupils’ more basic survival and emotional needs (see Box 1), as this will enable them to address higher order needs such as self-actualisation, which encompasses effective learning.
- It is valuable for schools to teach specific SEBS programmes in order to help pupils understand, name, discuss and learn to manage the emotions.

Another important feature of effective learning is autonomy. Research has shown that pupils learn better and are happier at school if they are encouraged to think for themselves and to work as independently as their age, stage and personality allow.\(^\text{13}\) Autonomy can be promoted by focusing on learning skills and techniques rather than simply the transfer of information. It can also be enhanced by involving pupils in all aspects of school life (see Chapter 3(f) for further information on this important aspect).

Children whose emotional development has been interrupted for whatever reason can be hard to engage and to teach. They may not be aware of their own needs, may not trust others and may use a range of disruptive and negative coping strategies to manage social situations. They may lack the social skills to work collaboratively and therefore not benefit from group learning. In the first instance, these pupils would benefit from a stable relationship with an adult who matters to them. In the school context this could be someone who is in frequent contact with the young person and has a positive relationship with them, taking a real interest in them and their progress. This would need to be planned and resourced in line with your broader pastoral support systems as well as the use of additional support services such as Connexions and learning mentors. With such structures in place, the exciting reality is that missed or new learning can begin to happen.

Research shows that when pupils participate in all aspects of life, schools see a beneficial impact on attainment, teaching and learning, reducing inequalities and promoting inclusion.\(^\text{14}\) More importantly, there are direct benefits for children and young people in relation to their EHWB: participation activities reduce bullying, improve school safety and support the development of SEBS.

\[^\text{12}\] For a useful overview, on which this paragraph is based, see Weare, K. (2004) Developing the emotionally literate school, London: Sage


\textbf{NHSS criteria: teaching and learning}

- Recognition is given to different styles of learning and opportunities are offered to put learning into practice such as practical experience in the community and in work
- Peer support for learning is encouraged such as older pupils working with younger ones
- Pupils are encouraged to consider levels of risk and make informed judgements about their actions.
Box 2: The national context

Effective teaching and learning is a key area for schools and a central feature of both the Primary National Strategy and the KS3 Strategy. These strategies outline a number of principles for effective teaching and learning, many of which have an emotional health component:

- **Ensure every child succeeds**: provide an inclusive education within a culture of high expectations
- **Build on what learners already know**: structure and pace teaching so that pupils know what is to be learnt, how and why
- **Make learning vivid and real**: develop understanding through enquiry, creativity, e-learning and group problem solving
- **Make learning an enjoyable and challenging experience**: stimulate learning through matching teaching techniques and strategies to a range of learning styles
- **Enrich the learning experience**: build learning skills across the curriculum
- **Promote assessment for learning**: make children partners in their learning
- **Reinforce the basics**: establish the centrality of literacy and numeracy across the curriculum.

As outlined in the Primary National Strategy and the KS3 Strategy; see Annex A for further details.

The relationship between EHWB and effective teaching

There is an important link between EHWB and effective teaching in three main areas:

1. **The role of the emotions in processing information**
   As well as influencing a pupil’s state of readiness to learn, the emotions also play a critical role in the way that information is received, processed and stored by the brain. Research in this area therefore has implications for effective teaching. This is because the brain attaches a value to what has been learned, depending on the emotions that have been experienced while it is being learned. At its most basic, this means that if a pupil perceives something as being enjoyable to learn they are more likely to be able to retain and use it in the future, whereas if they experience boredom, it is more likely to be rejected by the brain. Perhaps most importantly, pupils have to perceive their learning as important and valuable if they are to act on it and use it.  

   Such research validates the current focus on teaching styles. The KS3 Strategy emphasises that constantly working outside a pupil’s preferred learning style can lead to boredom, frustration and a lack of motivation. It recommends that pupils should therefore have regular opportunities to learn in their preferred learning style, and that pedagogic approaches should be varied to include direct, inductive and exploratory approaches.


15 Again, for a fuller discussion see Weare, K. op cit (chapter 4)
The role of the teacher in modelling behaviours

Teachers and other school staff can help to reinforce positive behaviours — such as tolerance, respect, empathy and self-awareness — by modelling these in their everyday interactions with pupils. In relation to learning, teachers have a key modelling role: demonstrating resilience in the face of difficulties. Learning itself can be a difficult process, in which setbacks, uncertainty and making mistakes are a critical part of becoming more effective learners. If a pupil has seen adults get angry or overwhelmed when they face difficulties, this is likely to shape their response to such situations. You can help to counteract this by modelling the handling of confusion and frustration as part of a ‘normal’ learning process.

Teaching SEBS

The school setting provides opportunities for SEBS to be both ‘caught’ and ‘taught’, as outlined in Chapter 1. Opportunities for teaching SEBS are extensive, and can occur in assemblies, lessons and extra-curricular activities, and in the way that staff model the behaviours and skills that the school wishes to promote. Further details are provided in Chapter 3(c).

NHSS criteria: teaching and learning

- A range of teaching styles in PSHE and Citizenship is used such as Circle Time and debating forums, appropriate to pupils’ age, ability and level of maturity
- Recognition is given to different styles of learning and opportunities are offered to put learning into practice such as practical experience in the community and in work.

Research has shown that there is a clear value in specific programmes to promote SEBS, which are often delivered as part of PSHE and Citizenship, but can be enhanced and reinforced in all curriculum subjects. SEBS programmes are enhanced when pupils have the chance to put these skills into practice outside the classroom, for example through pupil participation activities. All staff should be aware of the new skills being taught and be in a position to support the pupils through appropriate reinforcement.

Some examples of commercially available SEBS resources are included in Annex B.

A healthy school will use its audit process to identify the most appropriate way of approaching such work. Some may choose to address SEBS explicitly, through taught programmes in the core and foundation subjects. Others may have a strong tradition of Circle Time and may wish to use this as the main vehicle for delivering a SEBS programme. Some schools may choose to reinforce such work through whole school and class assemblies.

Your local healthy schools programme can work with schools to help identify the most appropriate vehicle, building on what is already in place.

In a survey[^16], young people were asked which three activities they did most frequently in class. The most common answers were:

- Copy from the board or a book 67%
- Listen to the teacher talking for a long time 37%
- Have a class discussion 31%
- Spend time thinking quietly on my own 24%
- Work in small groups to solve a problem 22%
- Take notes while my teacher talks 20%
- Talk about my work with a teacher 16%
- Learn about things that relate to the real world 12%
- Work on a computer 10%

Supporting learning by improving behaviour and attendance

In school settings, and on into adult life, children and young people need to be able to behave in socially acceptable ways. These skills – which involve managing their own feelings, demonstrating empathy, communicating effectively, managing relationships and developing attachments with others – have a significant impact on personal, career and academic success. This highlights once again the benefits of specific programmes to teach SEBS for all pupils (see Annex B).

A helpful way of looking at a pupil’s behaviour in school is to see it as a communication of their underlying emotional needs. Those with challenging or withdrawn behaviour are likely to have experienced some interruption or delay in their emotional learning. If they have not learnt from a young age to regulate and calm themselves, they will not be able to do this during emotionally uncomfortable situations when they are older. The instinctive response to ‘fight’ or ‘flight’, with all its sophisticated variations as the young person grows older, will be the default position until they are equipped with the skills to understand and manage that situation more effectively. In the meantime, this can bring negative consequences in terms of poorer school outcomes and involvement in crime.

Many of these pupils may have disengaged from learning to the extent that they are not attending school. Engaging these pupils requires concerted action between those responsible for school attendance, and those who can provide SEBS input when the pupil is in school.

Chapter 3(c) provides some practical suggestions of strategies that are reported by teachers and young people to work well in addressing behavioural issues through a focus on EHWB.

‘I’ve come to a frightening conclusion: that I am the decisive element in my classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised’

Hain Ginott, 1973
Dealing with bullying behaviour

Many pupils may be involved in bullying behaviour at some point during their school life. It is a particularly negative and insidious feature of the complex system of power relations that tends to define groups of people living, working or studying together.

Bullying is often a group activity and it can be carried out by pupils from a wide range of backgrounds and with a wide range of characteristics. Some pupils who use bullying behaviours may do so to feel powerful and in control, to frighten others or to get their way in the short term. It may be a way of managing a situation that feels emotionally uncomfortable, or enacting previous experiences in a different role (for example if they are bullied at home). For pupils who are bullied, long-term effects can include unhappy and unfulfilling relationships, depression and low self-esteem. Promoting SEBS can help to reduce bullying; by learning about empathy and social responsibility, pupils are less likely to bully, and the targets of bullying should be better able to challenge it, having developed their self-esteem and learned to be more assertive.

The emotional needs of people who bully and are bullied can be addressed through effective, structured, whole school programmes. Ofsted\(^1\) has identified the key features of effective practice to combat bullying. Many of these have a strong emotional health element, as follows:

- A strong ethos in the school which promotes tolerance and respect, including respect for difference and diversity
- Positive leadership from senior staff and governors on how bullying is to be dealt with within the overall policy on attitudes and behaviour
- A planned approach in curriculum and tutorial programmes to the issue of bullying in a context which promotes self-esteem and confident relationships
- Periodic consultation of pupils to find out what bullying occurs, when, where and by whom
- Safe play areas or quiet rooms for younger pupils or those who feel threatened at break times
- Ways of breaking down age-group stratification, for example through ‘buddy’ systems, mixed-age tutor groups, and out-of-school clubs run by older pupils for younger ones
- Independent listeners, including older pupils and adults other than school staff, to whom victims of bullying may turn
- The involvement of pupils in procedures dealing with instances of bullying through ‘circles of friends’, peer mediation and other schemes
- Provision for follow-up with victims of bullying and the bullies themselves.

Annex B has further information and ideas for tackling bullying.

Bereavement and loss

Bereavement is a major contributory factor to the onset of behavioural difficulties. Grief is the natural response to loss but when it gets complicated by other stressful factors or is not well supported, it can trigger changes in behaviour and even lead to exclusion. Loss or separation is recognised as a risk factor in the development of mental health problems for pupils whose resilience is low and there is growing evidence linking childhood loss with depression, alcoholism, anxiety, school exclusion and suicidal tendencies in adolescence and adulthood. This suggests that schools should be clear about how they will promote resilience in all pupils, support pupils who have been bereaved and provide access to specialist support services where necessary.

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1 Ofsted op cit
Supporting staff to promote learning

Staff EHWB has an impact on pupil EHWB and the health of the school environment as a whole. It also has an impact on their career decisions – and therefore on a school’s ability to recruit and retain staff – since research shows that teachers leave the profession because of low morale, pressure and stress and pupil disaffection and lack of discipline.18

Activities that are likely to promote staff EHWB include:
• Providing opportunities for focusing on and developing those factors which have been identified19 as contributing most strongly to teachers’ job satisfaction, and ensure that each of them provides a positive experience:
  – working with children
  – relationships with colleagues
  – intellectual challenge
  – autonomy and independence
  – opportunities to be creative and innovative.
• Involving all staff in decision-making processes:
  – schools which are more effective in terms of pupil learning outcomes are also more likely to take an inclusive approach to all school staff, for example by considering teachers’ views, representing them fairly and involving them in policy formation20

• Taking preventive measures to address employee stress:
  – successful preventive programmes involve taking a systematic approach to identifying the issues; conducting a thorough problem analysis; implementing solutions aimed at both the environment and the individual; ensuring the support of senior management and involving all staff.21

NHSS criteria: staff professional development needs, health and welfare

• Staff are consulted on their training and support needs through a regular review process
• Non-contact time is provided to allow for planning, delivery and evaluation of healthy schools activities
• The staff room and working areas provide a positive environment for staff
• Arrangements are in place for appropriate occupational health advice and support.

Further suggestions and information are contained in the NHSS document Staff health and wellbeing (2002).

19 Ibid
A whole school approach
lessons from practice
This chapter looks in turn at the 10 elements of the NHSS whole school approach. Each section contains an overview and practical tips. To support inclusion and equality for all pupils and staff, an effective EHWB programme combines action to support the whole school population with specific targeted support for those with or at risk of developing problems in relation to their EHWB.

**Getting started**

A useful starting point is the process of self-review that you will undertake with the support of your local healthy schools programme. This uses a school improvement process of auditing need, deciding priorities, setting meaningful targets which will have a real impact, implementing an action plan, accessing support, monitoring and evaluating the programme, and celebrating success. A representative task group or equivalent can be formed to coordinate healthy school activities. **Box 4** shows the audit criteria used by one local healthy schools programme to support EHWB.

Other helpful starting points are the behaviour and attendance audits issued by DfES for primary and secondary schools. These consist of an initial review in specific areas, many of which have a direct correlation with the 10 NHSS whole school elements. The initial review is backed up by in-depth reviews for schools who want to explore particular areas in more detail. The secondary audit is part of the national KS3 behaviour and attendance strategy, while the primary audit is part of the primary behaviour and attendance pilot, but is available for use by other schools. See **Annex B** for further details of the audit.

Schools working towards the NHSS may find it helpful to read this section in conjunction with the *National Healthy School Standard: getting started – a guide for schools* (1999), *National Healthy School Standard: guidance* (1999) and their local healthy schools programme manual.

**NHSS Level 3 criteria: evidence of a healthy school**

Schools who achieve Level 3 of the NHSS will have met the following six criteria and have evidence of the impact of their development work for each criterion. All six are integral to a successful whole school approach:

- Social inclusion and health inequalities inform the development and implementation of activities
- The impact of CPD on the success of healthy schools activities is regularly being evaluated and informs the development of the programme
- The school is delivering the requirements of the National Curriculum, particularly in relation to sex and relationship education and drug education
- The views of all pupils are reflected in school activities
- The whole school community (pupils, staff, parents, governors and community partners) is invited to take part in policy development, physical, social and cultural activity and support of learning
- The school’s culture and environment supports the taught PSHE and Citizenship curriculum.

For more details see *NHSS: confirming healthy school achievement* (2003)
Box 3: Merton Healthy Schools Programme criteria for auditing EHWB provision

‘A healthy school is a school where pupils are listened to, supported and able to express who they are’

**Foundation criteria**

What is the school doing to:
1. Promote the confidence and self-esteem of all pupils in the school?
2. Ensure that child protection procedures are in place and being effectively implemented?
3. Provide planned opportunities for pupils to reflect on and discuss their feelings and personal experiences as part of the curriculum?
4. Provide opportunities for pupils to be consulted and take responsibility within the school?
5. Teach pupils the importance of caring for each other and working together?
6. Make pupils feel welcome in new schools and improve cross-phase links?

**Additional criteria**

7. Provide planned opportunities for play, creativity and fun?
8. Develop pupils’ skills to cope with pressures and problems (e.g. conflict resolution, anger management, stress management, relaxation techniques)?
9. Provide opportunities for pupils to seek and get help on a range of personal, health and emotional issues?
10. Ensure that teachers are trained to understand children’s emotional development and how this affects learning?
11. Involve pupils in setting targets for themselves – academic and personal?
### Box 4: Auditing the whole school ethos and framework – typical findings and next steps for schools

<table>
<thead>
<tr>
<th>Some common findings</th>
<th>Next steps</th>
</tr>
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</table>
| SEBS are taught, but in a rather 'ad hoc' way, resulting in some duplication and a lack of progression | • Map out what is already done in school to develop these skills at the whole school level, through the curriculum, in the playground, at the individual or small group level etc  
• Consider using a whole school or whole curriculum approach to ensure cohesion and progression (e.g. a published scheme or one in line with the SEBS materials being piloted in the DfES primary behaviour and attendance pilot, as outlined in Developing children’s social, emotional and behavioural skills – see Annex B) |
| Children and parents feel that bullying issues are not dealt with, or dealt with differently according to which member of staff is involved | • Put in place clear systems for ensuring that the action taken and its effect are fed back to children and parents  
• Develop a standard ‘log’ for teachers to record reported bullying and action taken and develop a common language for dealing with bullying incidents  
• Plan and hold an anti-bullying day or week with staff working jointly to establish a common understanding of bullying |
| The achievement of some groups of pupils is rarely celebrated, for example, middle ability pupils | • Review the reward structures and ensure that consistent attendance, punctuality and regular submission of homework etc. are rewarded  
• Operate system of ‘catching pupils being good’ |
| Pupils report that they do not feel listened to                                           | • Review the current mechanisms for enabling pupils to have a voice  
• Schedule a series of class-based discussions – ‘what I think about…’ and suggest that class representatives take key points to the school council  
• Ensure that school council or similar mechanisms do result in change, and have the confidence of children  
• Use clustering arrangements with other schools or ask outside agencies to share good practice in encouraging pupil participation |
| Written instructions displayed in the school for pupils tend to be negative               | • Rewrite instructions around the school in positive terms (for example ‘please walk’ rather than ‘don’t run’) |

22 From the in-depth review of whole school ethos and framework in DfES (2004) Behaviour and attendance: a review for primary schools
Leadership provides the drive and direction for promoting EHWB across the whole school community. There are two key aspects: (i) SEBS for leaders and (ii) leading and managing an EHWB programme.

**SEBS for leaders**
Leaders set the tone for all interactions within the school environment, so their use and modelling of SEBS is critical. Effective leaders are likely to:

- Value the whole school community
- Be sensitive to the needs of staff and pupils
- Model appropriate behaviours like listening, tolerance, patience and respect
- Share leadership with others
- Be clear about what is required and have no hidden agenda
- Have a high profile with pupils, staff and parents.

Managing a programme of change like this can be challenging. Some staff, governors or parents may fear that a focus on EHWB will be distracting; others may be reluctant to pay attention to the subject of ‘emotions’; some may feel they have not been trained to work in these ways.

School leaders who have successfully implemented change programmes in this area stress the following:

- Work from where you are on the EHWB issues that are agreed priorities
- Work with allies who are informed and persuaded of the value of the approach; develop some successful practice and spread it
- Involve all pupils and parents/carers in the process
- Listen to and acknowledge fears and worries, and address them wherever possible
- Check with staff regularly to see how they are doing; find the positives and give praise; offer encouragement.

See Annex B for details of assessment tools and audit materials that cover leadership and management issues.

**Leading and managing a new EHWB programme**
Schools that have successfully developed work on EHWB emphasise that it is critical to have committed leadership to drive the work forward and ensure that change happens. This includes:

- Creating and broadcasting a vision that has at its heart the EHWB of all members of the learning community
- Increasing awareness of EHWB and its role in relation to school improvement, and setting appropriate targets
- Giving time and energy to this work to ensure it has a high status (eg placing a member of the senior management team on the task group)
- Involving all pupils and staff and ensuring they know how their contribution fits into the whole picture
- Using new initiatives and funding opportunities to further develop agreed purposes, goals and targets.
The role of school leaders in fostering EHWB

Lister Community School, Newham, London

Lister is a mixed comprehensive school with specialist performing arts status. More than 80% of students speak English as an additional language, 11% come from refugee or asylum-seeker families and more than half are entitled to free school meals. Since September 2001 the school has been working with Antidote, the organisation which campaigns for emotional literacy. Effective leadership has been vital in getting this long-term programme to take shape. For headteacher Martin Buck, one of the key aims has been to share leadership across the school, by making the school more democratic and more open.

This approach has influenced a number of developments:

- Helping students to become leaders by promoting their role in decision-making, for example by providing school council members with training in interview techniques so that they can interview prospective staff effectively
- Working with individual classes to address challenging behaviour by giving students the opportunity to express concerns to each other in the presence of their teachers, and to be listened to by their teachers
- Setting up a reflective staff group where individuals can talk about teaching and learning and the challenges they face
- Strengthening the professional role of staff by building leadership throughout the organisation, and assisting them all to become 'leaders of learning'.

These activities are supported and reinforced by an emotionally literate style of leadership, which involves modelling the kind of learning behaviours that students are being encouraged to demonstrate, and to show fallibility by acknowledging mistakes. Martin Buck feels he has benefited from having critical friends, whom he respects and who work to a similar set of values, who can comment constructively on what is happening within the school.

Two and a half years in, a number of benefits can now be seen, along with an awareness that an emotional literacy programme takes time to effect deep change. In particular, students now feel more closely involved in school life and aware of the opportunities that exist for them to participate, for example through the school council, the peer mentoring programme, the rewards structure that is in place for all students, and the responsibilities programme for students in Year 9 and above.

For further details contact Jill Geddes, deputy head, on admin.lister@pop3.newham.gov.uk or Harriet Goodman, education director at Antidote on harriet@antidote.org.uk
If EHWB is to figure highly on a school’s agenda, it needs to be given recognition and prominence at policy level. This helps to raise its profile and provides a framework for implementation. This section focuses on finding a ‘home’ for your EHWB policy and developing policy in an emotionally literate way.

A strategic home for your EHWB policy
For some schools and LEAs, EHWB is such a fundamental issue that it becomes the ‘organising framework’ from which other policies hang,23 for example behaviour management, attendance, anti-bullying, PSHE and Citizenship and some other curriculum and teaching issues.

The other option is to identify the EHWB element in your existing range of policies and areas of activity, and reflect this accordingly.

Whether you decide to have an overarching EHWB policy or to integrate it within an existing policy or policies, you may find it helpful to review all your other relevant policies when you are developing work on EHWB, as this type of work tends to permeate all aspects of school life.

Developing policy in an emotionally literate way
The key starting point is to ensure that the process of creating policy is inclusive, rather than an activity carried out in isolation and then introduced to the rest of the school community. For example:
- Involve all pupils, thinking about how to gain the input of those who are less vocal and visible, for example through focus groups, web chat, text, email and anonymous suggestion boxes
- Involve parents and staff, for example through pupil-led sessions as well as the usual channels such as surveys and parent associations
- Discuss and define the roles and responsibilities of the whole school community, so that everyone is clear about the relevance of the policy area for them
- Ensure the policy is available for all to see, for example on the school website and in the school prospectus
- Encourage feedback and revise the policy in the light of practice.

For detailed information on effective anti-bullying policies see Bullying: effective action in secondary schools, Ofsted (2003).

23 For a fuller discussion see Weare, K. and Gray, G. op cit

28 National Healthy School Standard Promoting emotional health and wellbeing
Policy with a difference: an anti-bullying rap
Bonneville Primary School, Lambeth, London

A nyone down Bonneville way will tell you that bullying is not okay.
N obody’s perfect and it’s not a perfect world but the choices we make can change all that for sure.
T hat we celebrate difference and rejoice in who we are is plain to see and feel when you walk through our door.
I nstead of hurt and anger we respect and choose to care for all of those around us. Try it – you can share this joy – we dare!
B ut it doesn’t come easy. We work hard every day to understand ourselves and build friendships along the way.
U nless we learn to like ourselves and achieve the best we can, how can we possibly treat every other man or woman, boy or girl – with respect.
L ittle by little we have built in our school, ways to live our lives that we think are really cool.
L ike listening and sharing, knowing what to expect, when things go right and things go wrong – cause and effect. We say choices and consequences!
Y oung and old are partners, each plays their part. Relationships built on respect and support are surely the best start for all young people.
I n the end one thing’s for sure, our school’s a happy place because everyone is confident to face up to bullying and say
N o Way!!!
G ive and take, respect and care, love and friendship too exist when they are…encouraged and modelled and planned for and managed and communicated and worked hard at by the likes of me and you – and all of us.

This rap was written by the pupils and staff of Bonneville primary, a community school for three to 11 year olds in south west London. Almost 40% of its 350 pupils have English as an additional language, 52% are eligible for free school meals and 26% have identified special educational needs. The school is involved in a number of national and local initiatives including the NHSS, for which it is accredited at Level 3.

Bonneville takes a rigorous approach to the prevention of bullying, with action at many levels, from classroom management to peer mentoring and partnerships with parents and carers to ensure that the ethos and values of the school are clearly understood and supported at home. These activities are underpinned by a behaviour and anti-bullying policy that encourages a clear understanding of the power of choices and consequences in relation to decisions and actions. The policy was drawn up following discussion and consultation with all members of the school community.

Headteacher Cherry Edwards says that they decided to take the key messages from the policy and put them into a rap because ‘this form of words relates very clearly to the way we live our lives on an everyday basis’. The impact of the school’s efforts to develop a safe and healthy school have been recognised by Ofsted, who noted in 2003 that ‘pupils want to learn, and understand why it is important to work hard and achieve their best’ and that ‘excellent relationships exist throughout the school’.

For further details contact admin@bonneville-primary.lambeth.sch.uk
Research suggests that an EHWB programme is more effective\(^{24}\) when it includes an explicit ‘taught’ element to develop SEBS, as defined in Chapter 1 (see page 7).

**Curriculum planning**
Where specific SEBS programmes are followed – in both the primary and secondary phases – these are usually taught within the time available for PSHE and Citizenship. However, most of these programmes also emphasise the need for cross-curricular links to be made (see below). The strategy for promoting SEBS in the primary phase outlines a number of considerations to bear in mind when planning a new learning programme:\(^{25}\)

- What are your pupils’ needs and your school priorities in relation to SEBS?
- What are pupils already learning and how are they learning this?
- How is progress ensured and assessed?
- What could be changed / removed / added in response to the introduction of the new resource?
- What timetabling and staffing issues arise?
- How will this resource link with and impact on other curriculum areas (see Box 5)?
- What initial and ongoing training will be needed?

**Developing resources**
Many healthy schools are enhancing and extending the National Curriculum in imaginative ways to promote EHWB. Examples include:

- Working with LEA partners to create and loan out ‘book boxes’ to encourage the use of EHWB-related stories, plays and poems during literacy hour
- Using arts-based approaches including storytelling, poetry, music, theatre, art and sand play
- Active citizenship projects that are led by pupils to address local issues of their choosing
- Pairing pupils with business mentors to develop communication, interpersonal and enterprise skills
- Using play as an opportunity to explore and promote EHWB issues, for example through buddying, group work, use of different play zones
- Working with environmentalists and community based artists to develop projects that explore relationships and life issues.

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24 Weare, K. and Gray, G. op cit (p.65)
25 See DfES (2003) op cit
26 Excerpted from DfES (2003) op cit

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**Box 5: Examples of possible links with different curriculum areas in Years 5/6 on the SEBS theme of dealing with an uncomfortable feeling – embarrassment\(^{26}\)**

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Explore texts such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Face</em> by Benjamin Zephaniah, about a teenager whose face is ruined and how he and his friends come to terms with it</td>
</tr>
<tr>
<td></td>
<td><em>My terrible underpants</em> by Kaz Cooke, a story for younger children about having the wrong clothes and being embarrassed about it</td>
</tr>
</tbody>
</table>

| Science | Begin to explore the embarrassment which can go with the body changes that children may be experiencing as they move into adolescence |

| PE       | Explore why we feel self-conscious in any kind of performance in PE, dance or drama. How can we manage these feelings? How can others help? |

| History  | Study the story of Anne Frank and explore her embarrassment as a teenager and the humiliation brought to her and her family for being Jewish |
Delivering a SEBS programme  
**Woodmansterne Primary School, Lambeth, London**

Woodmansterne is located in a densely populated area of south London, where many families are refugees or asylum seekers. More than 40% of its 470 pupils speak a language other than English, and a third have free school meals. The school has a strong behaviour policy that is based on the reinforcement of positive behaviour. However, a few years ago it was becoming apparent that more and more children were arriving at the school aggressive, frustrated and lacking the social skills they required to engage with learning. The staff felt that the solution was to introduce a specific programme to teach SEBS, to complement existing work such as Circle Time. When the school found out that the LEA was offering training in Second Step – a SEBS curriculum developed in the US – it was keen to take up the opportunity.

For the past two years, Second Step has been taught across the school, from nursery to Year 6. It addresses precisely the three key areas that they were grappling with: empathy, anger management and problem solving (see **Annex B** for further information on Second Step). Training was provided at an INSET day and attended by everyone, including administrative staff and lunchtime supervisors. Headteacher Anita Wright believes this was ‘absolutely vital’ as it introduced a shared language and set of values for this work right across the school staff. She then introduced the programme to pupils in assembly, and also sent a newsletter home to parents so that they were aware of it.

The school praises the Second Step programme for being very teacher friendly, with clear lesson plans that can be delivered by all staff, including supply teachers. It is delivered every Tuesday morning during the weekly ‘in-class’ assembly and each session takes 15 to 30 minutes, depending on the age group. It is reinforced in other subjects.

Anita Wright believes that there is evidence that pupils are developing more effective social skills – for example Ofsted has commented on the racial harmony within the school, while teachers report that pupils are naming and discussing feelings in other contexts, not just during the Second Step lessons.

**For further details contact headteacher@woodmansterne.lambeth.sch.uk or Agroocock@lambeth.gov.uk**
How can you help pupils become more effective learners? This section contains some practical suggestions that draw on the link between EHWB and learning (see Chapter 2 for the theoretical background).

**How can I help my pupils sustain their effort?**
- Present yourself as a learner: offer your learning process as an example of learning through mistakes, experience and reflection
- Remind them of the qualities they can draw on from previous successes
- Acknowledge how hard a piece of learning is and offer encouragement and reward to keep going; use positive language; give them a vision of success and celebrate achievements.

**How can I help my pupils to reflect on their learning?**
- Create opportunities for reflection as part of the usual classroom routine, either alone or in a group, perhaps at the end of a lesson or the school day
- Allow time to think after asking a question
- Consider breathing, relaxation and anxiety management techniques.

**How can I address challenging behaviour in a way that promotes EHWB?**
- Develop class groundrules with pupils and use them
- Model being self-aware: recognising, naming and managing your emotions and responding appropriately to the emotions of others in all of your dealings with pupils and staff
- Teach strategies for calming down and problem solving.

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**Young people’s views on what makes a good teacher**
- ‘Teachers who respect you for who you are and then you respect them for who they are’
- ‘Teachers who do not embarrass you in front of everyone – they pull you aside and talk quietly’
- ‘Teachers who listen to the children’s point of view’
- ‘Teachers who treat everyone fairly and with respect’
- ‘Calm teachers keep the class under control’

**Young people’s views on what prevents them learning**
- ‘If you are copying or writing too much you don’t learn’
- ‘When teachers shout all the time’
- ‘Teachers need to listen more, they don’t know what we want’

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Using philosophy to teach social and thinking skills

**The Grove Special School, Berwick-upon-Tweed, Northumberland**

The Grove is a small, mixed special school for pupils with severe learning difficulties aged three to 19. Because of their individual needs, some of the pupils also tend to be emotionally vulnerable as they have difficulty understanding and responding to other people’s views. To help to address this, the school places a strong emphasis on the promotion of EHWB across all aspects of school life. There is a raft of curriculum-based approaches in place to develop SEBS, and every opportunity is taken to celebrate the achievements and effort of all pupils.

The headteacher, Elizabeth Brown, believes strongly that emotional intelligence is needed in order to learn cognitively. For example, you need to be able to sit still, take turns, behave fairly, share and listen in order to achieve the learning outcomes of each lesson and to get the most out of learning. This is a particular issue for pupils with severe learning difficulties – yet The Grove has found ways of addressing this successfully.

One of the teaching methods they have found particularly helpful is Philosophy for Children (P4C), which has been in place in the school since September 2000. P4C uses classroom dialogue as a way of teaching pupils to think, question and interact in an emotionally literate way, as well as promoting an understanding of the subject matter under discussion. The basic approach involves a teacher sharing a piece of reading or listening with the class. The pupils will then take time to devise their own questions before discussing them as a group. Teachers find that, over time, this encourages a real dialogue between pupils who in the past have had difficulties communicating, as well as greater patience, tolerance and understanding of different viewpoints. The approach is frequently used in PSHE lessons, but is useful in any lesson as it encourages pupils to make links, to reflect and to ask questions (for further information on the P4C approach see Annex B). It has helped the pupils to develop their thinking and social skills, within a mainstream approach.

P4C can be helpful in any setting, with most groups of pupils. The N-RAIS (Northumberland’s Raising Aspirations in Society) project, which provided the two day introductory training course for teachers at The Grove, has delivered training across nursery, primary, secondary and special schools, as well as to staff working in a prison secure unit. James Nottingham, the project director for N-RAIS, is particularly struck by the away that pupils at The Grove have responded to P4C. He believes that the impact it has had on the communication skills of pupils with severe learning difficulties is a good indication of its potential as a teaching approach for all children.

Elizabeth Brown believes that P4C ‘is a valuable strategy which has played a significant part in our whole school approach to developing thinking skills – which is an intrinsic part of our curriculum’.

For further details about P4C at The Grove contact admin@thegrove.northumberland.sch.uk. For further information about N-RAIS contact James Nottingham on nrais@supanet.com
School culture and environment

A school’s culture is defined by the social processes, values and norms that shape its character. Many people believe this is the most important part of any programme to promote EHWB, since it influences every aspect of school life. The physical environment also provides opportunities to promote and support EHWB. This section suggests some questions that may help identify areas for development.

Does your school have an emotionally healthy culture?  
• Is it a warm, happy and secure place to be, with a high value placed on the EHWB of the school community?
• Do pupils feel valued and respected; and staff feel respected by pupils, by colleagues and parents/carers?
• Are the suggestions and views of pupils, parents, and other stakeholders sought and valued?
• Do they influence what happens?
• Do values, policy and practice cohere across the formal and informal curriculum and are they embedded in all planning activities?
• Do staff have confidence in their own SEBS and are they comfortable teaching these skills to children in a variety of ways?

How can you make the school environment more attractive, communal and supportive of learning?
• Does the classroom layout include all pupils and maximise their ability to engage?
• Are display areas attractive and prominent; do pupils have responsibility for them?
• Are there named photos of all staff on display and a welcome book for visitors?
• Is there clear signposting, in appropriate languages, to key areas?
• Are water dispensers provided in communal areas and staff rooms?
• Do outdoor spaces support different types of activity (eg team games, sensory play, one to one games such as chess, relaxation, buddy benches) which are attractive to all age ranges?

Does the physical environment promote EHWB?
At its most basic, it is important that the school environment is safe as it is essential for a pupil to feel safe, both physically and socially, if they are to learn effectively.
• Have pupil surveys been conducted recently to identify ‘hotspots’ where pupils feel vulnerable?
• Have appropriate steps been taken to improve lighting, surveillance and supervision?
• Are up to date discipline, anti-bullying and anti-harassment procedures in place?
• Do you have clear child protection procedures which are up to date and which all staff are aware of?
• Do toilets have locks, toilet paper, hot water and paper towels, as well as sanitary towel dispensers and disposal facilities?

29 Based on the in-depth review of whole school ethos and framework, DfES (2004) op cit

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Putting vision into practice
**Cameley Church of England Primary School, Bath and North East Somerset**

Cameley is a small primary school serving the village of Temple Cloud. Its pupils are predominantly white, with a small number who are of Chinese or mixed heritage. It has a Level 3 NHSS award. Making Cameley an emotionally healthy school has been a long-term process, started by the previous head, Sally Whittingham, in 1988. When she joined, she was struck by the fact that many of the staff said that they had not felt involved in decision-making, and some were reluctant to open up about concerns. There had also been some history of negative relationships with parents and carers. She felt that the answer lay in comprehensive action to transform the school culture and environment.

The starting point was the school’s Visionary guiding framework. This was developed by staff, governors, parents and children as part of the Investors in People process. They created a powerful vision of pupils’ skills and attributes on leaving Cameley, with the overarching goal of ‘developing positive participants for the world community’. The framework feeds into the School Development Plan, and has been translated by pupils into a visual and child-friendly format which is now displayed on a large noticeboard in the main hall (see diagram).

Other activities which have contributed to the development of an emotionally healthy culture are the development of a broad and challenging curriculum and an investigative approach to learning; the use of Circle Time in the classroom and in staff meetings; the establishment of a school council and a buddy system for playtimes (both of which give responsibilities and a voice to children); and recognition and reward for the staff’s hard work in promoting EHWB.

A critical part of the process was to focus on the emotional wellbeing of the school’s staff, for example by making systematic changes to communication processes and the support available, to encourage them to express views and concerns. This reflected Sally Whittingham’s belief that adults need to develop their own emotional intelligence if schools are to become emotionally literate, because the two things are so closely interlinked.

The current head, Dieter Cook, is taking this work forward with a particular focus on nurturing staff as individuals and as part of a team. He believes that a school’s greatest potential lies in its staff and that, for a school to be most effective, they need to regard themselves as ‘part of a complex, but corporate team’.

For further details contact cameley_pri@bathnes.gov.uk
Giving pupils a voice means making it part of normal school practice for them to have a real say in what happens within the school, and a real opportunity to take part. This section provides a brief overview of practical strategies for increasing participation.

When developing mechanisms for hearing and acting on what pupils say, it is important to find out what they all think; not just those who usually contribute and are most vocal. Consider using email, text, anonymous suggestion boxes and small group work as well as more traditional routes such as the school council.

Further guidance is available in the NHSS briefing Promoting children and young people’s participation through the National Healthy School Standard (2004).

**Participation in learning**

One way of giving pupils a voice is to encourage them to take greater ownership of their learning. Ideas include:

- Making sure that pupils understand the purpose of the work and the hoped-for outcomes, are given an opportunity to help define these where appropriate, and contribute to the assessment process
- Using techniques such as Circle Time and Philosophy for Children to promote discussion and debate
- Providing choice as to how activities and tasks are completed
- Encouraging pupils to determine questions for enquiry and debate
- Using behaviour management techniques that encourage pupils to make a choice about their behaviour
- Providing opportunities for pupils to explore how they might establish a classroom environment and ethos that promotes good learning
- Encouraging peer education projects.

**Participation in other areas of school life**

More generally, there are many ways of encouraging pupils to contribute to and influence developments and practice. Suggestions include:

- Peer support projects
- Involving pupils in looking after the school grounds and creating welcoming environments
- Encouraging an active school council whose discussions and recommendations are taken seriously by senior management
- Promoting active citizenship and community involvement
- Involving pupils in decisions that relate to them (this is likely to be particularly important for young people who are looked after or who have special educational needs).

See Annex B for details of publications and websites to support work in this area.

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**Young people’s views on their emotional health and wellbeing**

- They want to feel safe – both physically and emotionally
- They want to be able to talk to an adult of their choice in confidence. This might be a teacher – particularly if the issue is school-related, though many feel that they do not have adequate access to professionals
- They would like to have access to advice and support when and where they need it.
The Student Voice Programme

Sharnbrook Upper School, Bedfordshire

Sharnbrook Upper School is a rural community comprehensive school with around 1700 pupils. Its students come from more than 30 local villages. It is a beacon school, a specialist media arts college and has achieved the NHSS at Level 3.

As part of a networked learning community funded through the National College for School Leadership, the school is working in partnership with seven other secondaries and the University of Cambridge to improve practice through evidence-based inquiry. One of their themes is developing the impact of the student voice in learning and in the use of evidence.

This means that the voice of students is an integral part of all the research projects that are carried out. To date, these have included researching boys’ underachievement, autonomous learning, the impact of academic tutoring, and teaching and learning styles. Most recently, the students’ research has looked at the issue of vertical tutoring, in which tutor groups are made up of pupils from all year groups. The team visited schools, reported back to the student body and debated the arguments for and against the changes. As a result, real structural changes have been made within the school, with vertical tutoring introduced in September 2003. The new system has a distinct emotional health component: students now have the benefit of advice and guidance both from a dedicated tutor and from older students who will be expected to act as role models and student mentors.

These changes have resulted in the introduction of student parliaments that also operate ‘vertically’ with representatives from all year groups. They report back to an executive committee which has a cabinet-style role and which is made up of delegates from each cluster parliament, allowing all members to become involved at the top level. These changes are helping to address previous concerns about the school council, for example that ‘not enough was known about it in school’ and that students needed ‘to be able to talk to someone high up’.

The school’s most recent Ofsted report noted that their students as researchers programme ‘exemplifies the school’s commitment to students’ personal development’. It also observed that Sharnbrook ‘actively encourages students to become active partners in their learning’ and that the school councils ‘provide good opportunities for students to participate in the school’s development and promote awareness of themselves as citizens’.

For further details contact student voice coordinator Alison Gill on AGill@sharnbrook.beds.sch.uk
All pupils are likely to need access to information, advice and support at different times during their school life. Such services fall into three broad areas: universal, targeted and specialist support. The school has a key role to play in identifying pupils who would benefit from additional support.

**Universal services**
Often pupil support has a universal focus, for example the provision of health information, careers advice or financial advice. Swift responses to such issues can help to promote EHWB and prevent more serious problems arising. Where schools cannot provide a response themselves, they can ensure that pupils have access to relevant services (such as the Connexions Service for 13 to 19 year olds), helplines or websites.

**Targeted services for pupils with specific needs**
Sometimes pupils will need face to face advice or help, perhaps to talk through a relationship or homework problem. Or they may need support to overcome particular difficulties such as bereavement or a separation. These more targeted services can be provided through peer support projects, through on-site drop-in centres run by school nurses, counsellors and other support staff, or through community services. Again, the Connexions Service has a remit in this area for 13 to 19 year olds.

To ensure that these pupils get swift access to the support they require, it is important for schools to have early identification and referral procedures in place. These could include provision for self-referral and parental referral, as well as staff referral.

**Specialist support**
Vulnerable and socially excluded pupils may need specific and extended support. This may be provided by school-based practitioners such as EiC learning mentors or Connexions personal advisers. However, sometimes the nature or severity of the issue may require the input of specialist support agencies, for example Child and Adolescent Mental Health Services (CAMHS) or a drugs agency.

Many external agencies will have a particular remit to become involved with and support schools (for example Connexions and CAMHS) and may already have set up effective referral arrangements (see Annex A for further information). If not, schools may wish to be proactive in approaching them. Your local healthy schools programme will be able to support you in this process.
A pupil-led support service

Kingsbury High School, Brent, London

Kingsbury is a large mixed comprehensive school with 1,925 pupils, of whom 70% speak English as an additional language and 13% are entitled to free school meals. The school is part of the local healthy schools programme and has achieved healthy school status.

Since 1997 Kingsbury has run a peer support project called CONNECT. It was initially established as an anti-bullying ‘one to one’ listening service, but later diversified on the advice of its peer workers. They felt it would be more effective to offer a range of services, for example paired reading; buddying for Year 7 pupils; playground work; a lunchtime drop-in centre; primary-secondary liaison including workshops about bullying issues and an induction programme for Year 7 pupils; and assertiveness workshops. CONNECT now has around 100 trained peer workers in Years 9 to 13. The peer workers apply to join the project and are interviewed by a panel of staff and peer workers. Successful candidates receive seven training sessions with the school counsellor in listening skills and confidentiality issues. They then have five sessions covering the services that they will be providing, for example buddy time or assertiveness training. Some of these sessions are led by older, experienced peer workers.

Peer workers build a relationship with their mentee by finding some common ground and then building up to talk about other issues. They do not give advice, but ask their mentee open questions to ‘actually get them thinking’. Often these questions will be about how they are feeling and what options they have available to them. They say that working on the project has developed both their listening skills and their ability to put themselves in other people’s shoes. Pupils who have used the service say that ‘it prevents bullying in the school’ and that ‘it gives you a chance to talk over any problems you may have’.

An evaluation by the King’s Fund found that CONNECT is successful because it offers a service to all pupils, not just those with behavioural or other problems, and because it recognises that young people’s emotional wellbeing affects their educational attainment, and vice versa. The evaluation also identified that the success of the project is directly related to the autonomy that students had in developing and implementing it. CONNECT has brought visible changes to the whole school community and environment. There has been a reduction in anti-social behaviour and the incidence of playground fighting, and both teachers and pupils say that the school feels safer and more welcoming.

For more details contact Ita McNamara on MN@kingsbury.brent.sch.uk
Supporting and promoting staff EHWB not only has direct benefits for staff themselves. It supports pupils’ EHWB and contributes to the school improvement agenda by enhancing teaching and learning and assisting recruitment and retention.

Further detailed guidance on this issue is available in the NHSS guidance document Staff health and wellbeing (2002).

Professional development
Staff EHWB is enhanced when they feel informed, confident and competent. Because work to promote EHWB is still a relatively new area, many teachers and other school staff feel that they would benefit from CPD specifically in this area. The best starting point is to identify what your needs are, but many schools have found the following training helpful:
- All aspects of EHWB and its role in school improvement and learning
- Listening skills; Circle Time; school council development; conflict resolution
- Anti-discriminatory practice to support inclusion
- Delivering SEBS programmes; supporting pupils to deal with loss, change, fear, sadness, despair, anger, confusion, worry and anxiety, disappointment, happiness, pleasure, excitement
- Coping with the feelings aroused by troubled and troublesome pupils and practical strategies for dealing with aggressive and violent behaviour.

Some training resources are listed in Annex B. Alternatively, your local healthy schools programme, KS3 behaviour and attendance consultant or other local agencies may be able to provide suggestions and support on accessing and funding training.

For information on CPD programmes coordinated by the NHSS for PSHE teachers and community nurses, see www.wiredforhealth.gov.uk

Staff health and welfare
If staff members are to support pupils’ EHWB, they have to feel supported to develop and maintain their own. First, the issue needs to be taken seriously by school leaders. It is also helpful to consider the following:
- Is there an open and respectful climate in which staff can admit and explore any concerns and difficulties; problem solve collaboratively and seek help and support?
- Is there an effective behaviour management policy and strategies to reduce staff stress?
- Are there opportunities for staff to celebrate successes and achievements?
- Can you offer experiential training days run by external experts with sessions offering EHWB-related topics such as relaxation, stress management, health and fitness, anger management and assertiveness?
- Is there easy and speedy access to expert advice and assistance, for example financial advice, health screening, counselling, careers advice?
- Do you provide access to supervisory support or counselling for staff working with the most vulnerable or challenging pupils?
Staff development to introduce a Behaviour Curriculum  
Alfred Barrow School, Cumbria  

The Alfred Barrow School is a mixed comprehensive school for 11 to 16 year olds situated in the heart of Barrow next to the docks. More than 40% of its 500 students qualify for free school meals and almost half have special educational needs. It has NHSS Level 3 status, as well as the Cumbria Healthy School Award for its work on the Behaviour Curriculum.

In 1997, staff were becoming concerned about increasingly aggressive student behaviour, which was having a negative impact on the wellbeing of the whole school community. To address this, they decided to adopt a cognitive approach to discipline, in which students are enabled to make choices about the way they act, and to take responsibility for those choices. This was the starting point for the introduction of the Behaviour Curriculum, which has three distinct elements:

• A formal taught element used in PSHE  
  – this was initially introduced in 1999 to the Year 7 intake; it now covers the whole school
• Small ‘booster group’ provision for students at risk of exclusion  
  – these are weekly, single sex groups which provide opportunities for pupils to share problems
• Staff development in two areas:  
  – training for those responsible for delivering the taught curriculum  
  – whole staff training on creating the right culture for supporting the Behaviour Curriculum.

Staff development is therefore integral to the whole curriculum. Deputy head Chris Doyle, who coordinates the Behaviour Curriculum, believes that the enthusiasm with which staff have responded has been one of the key factors in its success. It has had a positive impact on staff wellbeing, by equipping them with the skills and resources to change pupil attitudes and behaviour.

Initially, four members of staff worked with an LEA consultant to steer the introduction of the programme. The consultant then led an INSET day for all staff to identify the positive behaviours that the school wanted to promote. These form the basis of six curriculum units written by staff members, each of which have lesson plans and a list of ‘buzz words’ that are used across the curriculum to reinforce the topic.

The first year of implementation was accompanied by a full INSET programme on behaviour management to support staff and ensure that the school’s approach to behaviour mirrored the non-confrontational principles that underpin the curriculum. In-house cover was booked for small groups of staff to watch and discuss a series of Bill Rogers’ videos (see Annex B). Each cluster had a key member who acted as the ‘critical friend’ for staff who were willing to be observed in their teaching practice.

The original Year 7 students are now in Year 11. Over this time, Chris Doyle has seen improvements to staff and pupil wellbeing. Staff have asked for behaviour management to be one of the performance targets on which they are measured; there has been a reduction in the days lost through fixed-term exclusions; and there is evidence of an improvement in student attitudes and confidence. For Chris Doyle, the Behaviour Curriculum is ‘the most exciting thing to happen during my teaching career’.

For further details contact Chris Doyle on office@alfredbarrow.cumbria.sch.uk
Partnerships with parents, carers and local communities

Proactive work with parents and carers has been identified as one of the key features of schools which successfully promote pupils’ EHWB. Work in this area falls into three broad categories:
- Partnerships to support pupils’ learning
- Partnerships to support school activities and develop resources
- Partnerships to support parents.

Some parents and carers will themselves have emotional health needs, which may affect their capacity for supporting their child and developing their emotional resilience. Since the reasons for their lack of confidence or self-esteem may be grounded in very practical issues around employment, housing or finance, there are opportunities to assist them by providing access to community-based support services, for example in an extended school. Alternatively, you may be able to identify staff who work in or with the school, who are resourced to provide parents and carers with appropriate contacts and information.

Relevant activities are described in more detail in the DfES handbook Involving parents, raising achievement (2003).

Practical strategies for engaging parents and community groups

- Appoint a senior manager or EiC learning mentor to be responsible for home-school liaison
- Hold class meetings for new parents and drop-ins for all parents
- Provide lifelong learning opportunities on the school premises, drawing on a wide network of service providers
- Demonstrate that the school understands and can respond to the needs of the local community. It may be helpful to have staff members from the same ethnic backgrounds and who speak the same languages as local communities
- Promote the school and its achievements among local community groups
- Involve pupils in all plans to develop relationships with the community
- Provide opportunities for pupils to volunteer in the community, for example visiting care homes for the elderly
- Have an environmental or conservation club working in the community
- Distribute the school magazine in the community.

See Annex B for relevant resources and further information on extended schools.

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32 DfES (2001) Promoting children’s mental health in early years and school settings

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Helping parents integrate into community life

Sparkenhoe Community Primary School, Leicester City

Sparkenhoe has 470 pupils and serves an ethnically diverse, economically deprived, inner city community. More than 40% of its pupils are entitled to free school meals. As a healthy school with Level 3 NHSS status, the school has a strong focus on the emotional health of the wider school community, including parents and carers. Members of the school community speak over 55 home languages and many are, or have been, asylum seekers and refugees. Families regularly arrive at the school in great need, and often unsure about how state systems operate.

The school has a Family Learning Team consisting of the headteacher, the community tutor, the home-school liaison worker and two teachers. The team operates a daily drop-in session to help families with finding their children appropriate school places, as well as broader issues like benefits, housing, healthcare and understanding the legal system. Everyone gets an induction pack, funded through the EAZ, which is designed to help them get to know the city and its various agencies.

Many adults have very little English when they first arrive. The school provides daily English language and other skills development classes so that adults can build on their skills and, in some cases, gain accreditation. The school actively seeks funding from a range of sources to fund new initiatives like Early Start, and numeracy and literacy strategies for families. The school strongly believes that by helping to educate parents, they are contributing to the child’s education too, and so it invests great energy in the whole family.

‘Family learning’ days have been organised, such as mother and daughter story-telling days in home languages. Outdoor adventure days have been particularly well received by fathers. Many new arrivals have a significant story to tell. The school has therefore organised a number of story telling events led by asylum seekers and refugee adults. This helps the teller’s sense of worth and wellbeing and, of course, helps spread understanding and compassion among the children and wider school community.

 Evaluative comments from parents and pupils have shown that the programme is making a real contribution to emotional health:

‘I have realised that I am really a confident person who is able to help my child with her learning. That has made me feel good.’

‘I didn’t know my Mum was so clever and she has told me so many stories today. It’s really nice to see her so happy!’

For further information contact Fatima Fazel or Dorothy Reynolds on 0116 251 2686
Assessment and reporting can either contribute to or detract from pupils’ (and staff’s) EHWB. Focusing on the process as well as the outcomes of learning can help pupils feel listened to, motivated and engaged.

**Emotionally healthy assessment processes**

An assessment process that supports EHWB would be continuous and formative and involve:

- Ensuring that teachers share the learning objectives with the class and, where applicable, jointly devise success criteria
- Asking pupils what they think they have learned and what the experience has been like for them
- Creating opportunities for individuals and groups to be acknowledged, recognised, noticed and prized
- Motivating pupils with stickers, awards and privileges
- Focusing on what’s been achieved and the scope for further development.

An important distinction is now being made between **assessment of learning**, which is carried out for the purposes of grading and reporting, and **assessment for learning** (AfL), which is the process of seeking and interpreting evidence for use by learners and their teachers to decide what stage learners have reached, where they need to go and how best to get there. AfL has an important emotional health angle because it recognises that assessment has an emotional impact, and that it affects learner motivation. For further information on AfL see **Annex B**.

**Giving feedback to pupils**

Similarly, there are ways of giving feedback on the outcome of assessments that support EHWB:

- Highlighting strengths as well as areas for improvement when giving feedback
- Pitching feedback so that the pupil can achieve success
- Giving examples, demonstrations or step-by-step instructions so that the pupil is clear what success would look like
- Commenting positively on the successes as they happen.

**Celebrating effort and achievement**

Finally, it is important for the whole school community to regularly celebrate effort and achievement. These can take the form of:

- Whole school, year group or class assemblies
- Updates on the school website
- Regular awards, such as ‘star of the week’
- Informal recognition from teachers and others
- Letters home to parents
- Having a room full of toys, games and rewards, each ‘priced’ in points that are awarded or earned when behaviour, learning and effort targets are met.
Involving pupils in assessing and recording achievement

**Hylton Red House Primary School, Sunderland**

Hylton Red House is situated on the outskirts of Sunderland, serving the community from the surrounding housing estates where there are high levels of unemployment and deprivation. Almost a third of its 420 pupils qualify for free school meals. The school has achieved the NHSS at Level 2.

When they start school, each pupil becomes a member of a ‘family group’ that meets together weekly for PSHE and Citizenship. There are 18 groups in total and pupils remain with their group until they leave school.

To ensure the health needs of the children are being identified and met, the school involves them closely in the assessment process. Every term, each child completes an evaluation form which enables them to consider what they have done, what they have learnt and how they have been treated. The child then discusses the results with their class teacher and takes their evaluation home to discuss it with their parents. All pupils are encouraged to take part in this process, and can use whatever form of communication is most appropriate to them, for example some may choose to draw pictures rather than use words.

The school’s PSHE coordinator believes that this method of assessing and recording achievement helps the pupils engage with their learning, and gives them a real sense that their opinions matter and are respected in the school community. The process also gives teachers an opportunity to advise parents on how they can aid their child’s learning through help at home. Provision for pupils’ spiritual, social, moral and cultural development is seen as one of the main strengths of the school, and has been praised by Ofsted.

The wider school environment also supports the pupils’ emotional wellbeing. The playground has been turned into a Zone Parc which is sponsored by a major sports manufacturer. It is the only one in the north east, and has different zones for play, interaction and teamwork. There is also a chill-out area for children who might want to play quieter games, such as chess. If a child is on their own, they can go to the ‘buddy stop’. The buddies also encourage all the children to play fairly. The Zone Parc sponsor visited the school again in 2003 to ask for the children’s opinions on what worked well and what didn’t. As a result the parc is being repainted, and the children’s suggestions for what should be added are being acted upon.

For further details contact the school on hrh.primary@schools.sunderland.gov.uk or the local healthy schools coordinator, Paula Errington, on paula.errington@suntpc.nhs.uk
Annex A

The policy context

**Broader services and strategies for 0–19 year olds**

- **Quality Protects**
  - for young people in public care
- **Connexions**
  - support services for 13–19 year olds
- **Children’s Fund**
  - local programmes for 5–13 year olds
- **Sure Start**
  - preventive services focused on 0–4 year olds and family
- **Local preventive strategies**
  - across your local authority
- **CAMHS**
  - multi-agency support to prevent and address mental health issues
- **Youth Offending Teams**
  - working with 10–17 year olds
- **Youth Inclusion Programmes**
  - targeted at 50 most at risk 13–16 year olds in an area
- **Youth Inclusion and Support Panels**
  - preventive service for 8–13 year olds

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**School-based programmes**

- **PSHE**
  - non-statutory
  - covers wide range of subjects
  - aims to develop confidence, active citizenship and a healthy, safer school
- **Extended schools**
  - can increase engagement and motivation
  - positive impact on behaviour and attendance
- **SEBS curricular approaches**
  - range of taught programmes
  - important aspect of a whole school approach to EHWB
- **Mentoring**
  - sustained support helps pupil make positive changes
  - can help raise standards, behaviour, attendances and aspirations
- **Anti-bullying work**
  - bullying is the area most commonly cited by pupils as a barrier to learning and participation
- **Parental and community involvement**
  - if schools, families, and communities work together to support learning, children tend to do better, stay longer and like school more
- **Peer support projects**
  - promote positive mental health
  - range of forms, eg peer listening, mentoring and education

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**National education strategies**

- **Key Stage 3 Strategy**
  - focuses on: standards and progress; teaching and learning; transition; behaviour and attendance
- **National Behaviour and Attendance Strategy**
  - universal element delivered via KS3 Strategy
  - Behaviour Improvement Programmes in selected areas delivered via EiC
- **Primary National Strategy**
  - to promote excellence and enjoyment in learning
  - behaviour and attendance pilots in 25 areas
  - includes parental involvement; study support; extended schools
- **Excellence in Cities**
  - 57 local authorities + Excellence Clusters
  - range of initiatives to raise aspirations and achievement
- **National Healthy School Standard**
  - to help schools become healthier and more effective
  - for all schools; but special focus on 20%+ FSME
- **National College for School Leadership**
  - encouraging the development of leadership at all levels within schools
  - transformational leadership programme

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**The emotionally healthy school**

- **Early intervention and effective protection**
  - including more multi-agency working in schools and other centres
  - National Service Framework for Children, to increase access to primary and specialist health services
- **Greater accountability and integration of services**
  - locally, regionally and nationally
- **Quality Protects**
  - for young people in public care
- **Sure Start**
  - preventive services focused on 0–4 year olds and family
- **Connexions**
  - support services for 13–19 year olds
- **Children’s Fund**
  - local programmes for 5–13 year olds
- **Local preventive strategies**
  - across your local authority
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**Youth Inclusion Programmes**

- **Youth Inclusion Programmes**
  - targeted at 50 most at risk 13–16 year olds in an area
- **Youth Inclusion and Support Panels**
  - preventive service for 8–13 year olds

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**Workforce reform**

- to ensure practitioners are valued, rewarded and trained

**Supporting families and carers**

- building service capacity to provide support, via new Parenting Fund

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National education strategies

1 Key Stage 3 Strategy
www.standards.dfes.gov.uk/keystage3/
The four grounding principles of the KS3 Strategy are:
• Expectations: establishing high expectations for all pupils
• Progression: strengthening the transition from KS2 to KS3
• Engagement: promoting approaches to teaching and learning that engage and motivate pupils
• Transformation: strengthening teaching and learning. All of these principles have an emotional health component. The inter-relationship between teaching and learning and EHWB is discussed in more detail in Chapter 2.

2 National KS3 Behaviour and Attendance Strategy
www.dfes.gov.uk/behaviourimprovement/
This is a specific strand within the KS3 Strategy. It provides review, training and consultancy resources for all secondary schools, primarily through the local authority KS3 behaviour and attendance consultant. In addition to this universal support, there is a targeted element – the Behaviour Improvement Programme (BIP) for schools facing more serious problems. This targeted support is being rolled out to secondary and primary schools in pockets of rural deprivation through the Excellence Clusters programme. Within a BIP, there is scope to put a range of measures in place, many of which can help promote EHWB. These include:
• Early intervention measures (such as nurture groups) in primary schools, supported by additional staffing
• Key worker support for pupils at risk of truancy, exclusion and street crime
• Multi-agency Behaviour and Education Support Teams (BESTs), whose purpose is to provide preventive and early intervention services for children, families and schools
• Staff development in behaviour and attendance management
• Extended schools activities.

3 Primary National Strategy
www.standards.dfes.gov.uk/primary
Excellence and enjoyment: a strategy for primary schools was published in May 2003. The aim is for every primary school to combine excellence in teaching with enjoyment of learning. EHWB is supported by the focus on speaking and listening (involving drama and group work) and on developing learning skills and dispositions across the curriculum. As part of the strategy, 25 LEAs are taking part in a primary behaviour and attendance pilot, which will include access to training, a curriculum resource for the promotion of social, emotional and behavioural skills (SEBS) and multi-agency input for pupils with particular problems. Some primary schools involved in BIPs are also taking part in this pilot work.

4 National College for School Leadership
www.ncsl.org.uk
Leadership is a key aspect of a whole school approach to promoting EHWB, and a number of developments at the college recognise the importance of ‘emotional intelligence’ in effective leaders.

5 National Healthy School Standard
www.wiredforhealth.gov.uk
The driving force behind the NHSS is the evidence that healthier children perform better academically and achieve more, and that education plays an important role in promoting health, particularly among those who are socially and economically disadvantaged. The NHSS defines health in its broadest sense and is therefore involved with issues as diverse as raising boys’ achievement, citizenship and EHWB – as well as healthy eating, physical activity, drugs education and sex and relationship education.

6 Excellence in Cities (EiC)
www.standards.dfes.gov.uk/excellence
57 local authorities receive EiC funding to tackle the particular problems facing children in cities. Through a combination of initiatives, it aims to raise the aspirations and achievements of pupils and to tackle disaffection, social exclusion, truancy and indiscipline and improve parents’ confidence in cities. These initiatives include learning mentors, learning support units and programmes for gifted and talented pupils.

School-based programmes
In addition to these national developments, there are a number of programmes and initiatives that individual schools can choose to implement, which can have a positive impact on EHWB. Annex B provides further details on the programmes outlined in this section of the chart.
Other policies and strategies

1 Local preventive strategies
www.cypu.gov.uk/corporate/newsandevents
All top tier local authority areas should have in place a single preventive strategy for children and young people at risk of social exclusion, setting out the contribution of all relevant agencies.

2 Sure Start
www.surestart.gov.uk
Primarily focused on those aged 0 to 4, it seeks to increase the availability of childcare; improve the health, education and development of young children; and support parents. Local programmes have a 2006 target to increase the proportion of children aged 0-5 with 'normal' levels of personal, social and emotional development for their age.

3 Children’s Fund
www.cypu.gov.uk/corporate/childrensfund
Funding is targeted at 5-13 year olds and allocated by partnerships which bring together service recipients and the voluntary, community and statutory sectors. Eligible programmes include those focused on promoting health and wellbeing.

4 Connexions
www.connexions.gov.uk
Provides information, advice and support for 13 to 19 year olds. Local services work in partnership with other agencies, including schools. In their one-to-one work, personal advisers will seek to identify relevant issues, including any related to emotional wellbeing.

5 Child and Adolescent Mental Health Services (CAMHS)
www.doh.gov.uk
There is a government target for all areas to have a comprehensive CAMHS by 2006. Such a service includes mental health promotion and early intervention, and is delivered via joint working across agencies. Local areas have been asked to prioritise the provision of mental healthcare and consultative advice to schools.

6 Quality Protects
www.doh.gov.uk/qualityprotects
Focuses on children looked after by councils; in the child protection system; and other children in need. The Department of Health document Promoting the health of looked after children (2002) provides a framework for promoting the health and wellbeing of children and young people in the care system. Their initial health assessment will in future cover emotional wellbeing too.

7 Youth justice developments
www.yjb.gov.uk
Youth Offending Teams are multi-disciplinary teams which aim to prevent offending and are a central element of the youth justice system. Each local authority in England and Wales has one. Youth Inclusion Programmes are run in 70 of the most deprived/high crime estates in England and Wales, and offer support and intervention to the 50 most at risk young people aged 13-16. Youth Inclusion and Support Panels are a pilot scheme targeting support to 8-13 year olds at risk of offending, via panels made up of members of the local community and representatives from a range of agencies. They recommend a programme of support for the child and their family.

The future for children’s services
www.dfes.gov.uk/everychildmatters
The green paper Every child matters (2003), set out proposals for action in four key areas (supporting parents and carers; early intervention and protection; accountability and integration; and workforce reform). These built on the contribution of existing programmes designed to improve outcomes for children, for example Sure Start, tackling child poverty and raising educational standards and participation.

One such programme is the development of a National Service Framework for young people and maternity services. This sets national standards for the NHS, social services and education to improve quality and tackle variations in care, and includes standards for mental health and psychological wellbeing of children and young people. Further information is available at www.doh.gov.uk/nsf/children.htm.
These tables provide details of a range of resources that you may find helpful in supporting your work under the different strands of the EHWB theme. Please note that inclusion does not imply a recommendation by the NHSS or DfES, but is intended to enable you to find out more about how useful a resource might be for your particular area of work. NHSS publications are available on www.wiredforhealth.gov.uk (phone 0870 121 4194). DfES publications are available on www.dfes.gov.uk (phone 0845 602 2260).

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<tr>
<th>NAME AND STATED AIMS</th>
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<tbody>
<tr>
<td><strong>1 Leadership and management / school culture and environment / policy development</strong></td>
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<tr>
<td>Behaviour and attendance: an audit for secondary and middle schools</td>
<td>School behaviour and attendance leaders; KS3 Strategy school managers; KS3 behaviour and attendance consultants; KS3 LEA strategy managers; LEA support services.</td>
<td>There are two sections to the review process: 1. Initial review (recommended for all schools) 2. A series of 10 in-depth audits that support more detailed analysis and action (eg covering leadership &amp; management, bullying and the curriculum). Training and support available through KS3 consultant.</td>
<td><a href="http://www.standards.dfes.gov.uk/keystage3/strands/publications/">www.standards.dfes.gov.uk/keystage3/strands/publications/</a> (find under 'management of the strategy') 0845 602 2260 (quote DfES 0207-2003R) Copies available free of charge.</td>
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<tr>
<td>Behaviour and attendance: a review for primary schools</td>
<td>Primary school leadership teams and staff.</td>
<td>There are two sections to the review process: 1. An initial review 2. A series of six in-depth audits that support more detailed analysis and action where required (eg on leadership, whole school ethos and pupil support).</td>
<td><a href="http://www.standards.dfes.gov.uk/primary">www.standards.dfes.gov.uk/primary</a></td>
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<tr>
<td>Developing and reviewing your whole school behaviour and attendance policy</td>
<td>Primary school leadership teams.</td>
<td>This is a training module for use with school leaders.</td>
<td><a href="http://www.standards.dfes.gov.uk/primary">www.standards.dfes.gov.uk/primary</a></td>
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<tr>
<td>Don’t suffer in silence: an anti-bullying pack for schools</td>
<td>Those involved with tackling bullying at school. Headteachers must by law have a policy to prevent all forms of bullying among pupils.</td>
<td>The guidance covers policy development, auditing and appropriate strategies. It also signposts a number of other useful resources to help address this key issue.</td>
<td><a href="http://www.dfes.gov.uk/bullying">www.dfes.gov.uk/bullying</a> 0845 602 2260 (quote 0064/2000) Copies available free of charge.</td>
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<tr>
<td>Index for inclusion</td>
<td>School managers responsible for inclusion.</td>
<td>The materials are organised in three dimensions: creating inclusive cultures; producing inclusive policies; evolving inclusive practices. Each section contains up to 11 indicators and a series of questions.</td>
<td><a href="http://inclusion.uwe.ac.uk/csiefindexlaunch.htm">http://inclusion.uwe.ac.uk/csiefindexlaunch.htm</a></td>
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<tr>
<td>Transformational leadership questionnaire</td>
<td>A public sector version is available, for use by school leaders. It is the diagnostic tool for the Cabinet Office public sector leaders scheme.</td>
<td>This is a 360-degree, multi-rater diagnostic instrument. It assesses leadership behaviours and qualities, personal qualities and qualities for leading an organisation. The output includes ratings on 10 impact measures of leadership effectiveness. Feedback includes planning materials and criteria for judging success.</td>
<td>For more details, see <a href="http://www.lrdl.co.uk">www.lrdl.co.uk</a> The tool has been trialled and evaluated by the National College for School Leadership (Final Report, December 2003).</td>
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<td>NAME AND STATED AIMS</td>
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<tr>
<td>Whole school emotional literacy indicator</td>
<td>Managers responsible for the development of EHWB work in their school. There is also a class emotional literacy indicator, for use with a class or small group.</td>
<td>This audit tool provides a framework for exploring readiness to take on EHWB work and gives guidelines for taking the work forward. Looks at motivation, handling conflict, class climate, self-management, management of relationships, openness and tolerance of difference.</td>
<td><a href="http://www.schoolofemotional-literacy.com/">www.schoolofemotional-literacy.com/</a></td>
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</table>

**Relevant publications**

- Developing the emotionally literate school by Katherine Weare (Sage, 2004)
- Developing mental, emotional and social health in schools by Katherine Weare (Routledge, 2000)
- Promoting children’s mental health within school and early years settings (DfES, 2001)
- The emotional literacy handbook: promoting whole school strategies by Antidote (David Fulton Publishers, 2003)

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<th>2 Staff professional development, health and welfare</th>
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<tr>
<td>Transforming learning</td>
<td>Online resource developed by the Hay Group for teachers to work on their professional development through collection and analysis of pupil feedback.</td>
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<tr>
<td>WHO IS IT FOR?</td>
<td>There are two online resources: one for teachers and one for school leaders. The teacher resource seeks pupil feedback; the leader resource seeks feedback from staff.</td>
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<tr>
<td>WHAT DOES IT INVOLVE?</td>
<td>The teacher resource has two online questionnaires, for 7-11s and 11 plus. These seek feedback on nine dimensions of classroom climate: clarity; physical environment; fairness; interest; order; participation; safety; standards; support and encouragement. The data is processed overnight. Feedback is presented graphically, via a password protected account.</td>
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<td>HOW TO FIND OUT MORE</td>
<td><a href="http://www.transforminglearning.co.uk">www.transforminglearning.co.uk</a></td>
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**Relevant publications**

- Staff health & wellbeing, NHSS (Health Development Agency, 2002)

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<tr>
<th>3 Teaching &amp; learning / Curriculum planning and resourcing</th>
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<tr>
<td>Assertive discipline</td>
<td>Classroom teachers and those involved in establishing a whole school approach to behaviour.</td>
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<tr>
<td>WHO IS IT FOR?</td>
<td>Developed by US educationalist Lee Canter. It involves: -- Setting rules that pupils follow at all times -- Positive recognition for following rules -- Having consequences when the rules are not followed.</td>
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<tr>
<td>HOW TO FIND OUT MORE</td>
<td><a href="http://www.braingym.org.uk">www.braingym.org.uk</a></td>
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| Brain Gym | Practitioners in education, arts, healthcare and other settings. Evidence suggests that it can improve reading and memory levels. |
| WHO IS IT FOR? | An educational, movement-based programme which uses 26 activities to integrate the whole brain, senses and body. These physical skills are required to learn more effectively. They can be used with pupils in the classroom. |
| WHAT DOES IT INVOLVE? | www.braingym.org |

| Developing children’s social, emotional and behavioural skills: guidance | Headteachers, PSHE/Citizenship/healthy schools coordinators and class teachers in primary schools. |
| WHO IS IT FOR? | The guidance describes the approach taken in the primary behaviour and attendance pilot. |
| WHAT DOES IT INVOLVE? | www.standards.dfes.gov.uk/primary |

50 National Healthy School Standard Promoting emotional health and wellbeing
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<tr>
<td>Incredible Years Classroom Management Programme</td>
<td>For any school staff working with young children. Evidence indicates: – Increase in children’s co-operation and engagement – Reduction in peer aggression.</td>
<td>The training programme has a number of components including: importance of teacher attention and encouragement; motivating children through incentives; preventing behaviour problems; decreasing inappropriate behaviours; building positive relationships.</td>
<td><a href="http://www.incredibleyears.com">www.incredibleyears.com</a> <a href="http://www.colorado.edu/cspv/blueprints/model/programs/1YS.html">www.colorado.edu/cspv/blueprints/model/programs/1YS.html</a> For details of UK trainers contact: Dr Stephen Scott, Maudsley Institute, tel: 020 7848 0746.</td>
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<tr>
<td>PATHS (Promoting Alternative Thinking Strategies)</td>
<td>For use in primary schools up to Year 5. Evidence indicates better self-control and conflict resolution strategies; and improved recognition of emotions.</td>
<td>Delivery should be two to three times a week with generalisation of themes across the school day. This is possible when integrated across range of subjects in the curriculum. Provides teachers with systematic, developmentally based lessons and a range of materials including photo cards.</td>
<td><a href="http://www.colorado.edu/cspv/blueprints/model/programs/PATHS.html">www.colorado.edu/cspv/blueprints/model/programs/PATHS.html</a> Flintshire Primary Care Service has the UK training licence. For details email: <a href="mailto:Sara.Hammond-Rowley@cd-tr.wales.nhs.uk">Sara.Hammond-Rowley@cd-tr.wales.nhs.uk</a></td>
</tr>
<tr>
<td>Philosophy for Children</td>
<td>Pupils of all ages and abilities. Research suggests reading and comprehension can be improved by philosophical enquiry as part of an overall approach to language and literacy.</td>
<td>PAC can take place in many contexts. Essentially, children and their teacher share some reading or listening. The children take thinking time to devise their own questions and then discuss them. Over time, the questions get more thoughtful and discussions become more disciplined.</td>
<td><a href="http://www.sapere.net">www.sapere.net</a> <a href="http://www.northernwisdom.org">www.northernwisdom.org</a></td>
</tr>
<tr>
<td>Positive discipline</td>
<td>Classroom teachers and those involved in establishing a whole school approach to behaviour.</td>
<td>Developed by Australian educationalist, Bill Rogers. Involves range of tactical steps, which make up a discipline plan. Emphasises relationship-building based on respect to improve teaching environment and classroom control.</td>
<td>For use in primary schools up to Year 5. Evidence indicates better self-control and conflict resolution strategies; and improved recognition of emotions.</td>
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<tr>
<td>Stop Think Do</td>
<td>Children aged 4 to 18, in a range of settings. Evidence indicates improved social skills and more positive attitudes to problem solving.</td>
<td>The model follows traffic light symbols: STOP: Urge child not to react, but to clarify and reflect THINK: Consider solutions and evaluate consequences DO: Choose best solution, act, follow up.</td>
<td><a href="http://www.stopthinkdo.com">www.stopthinkdo.com</a> Manuals and video are available through NIER Nelson, tel: 0845 602 1937.</td>
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<tr>
<td>Thinking skills website</td>
<td>Aimed at primary teachers, but background info will be of relevance to others interested in this area.</td>
<td>The site contains background information on thinking skills approaches (philosophical, cognitive and brain-based), a database of resources and case studies of schools that have used thinking skills to develop teaching and learning.</td>
<td><a href="http://www.standards.dfes.gov.uk/thinkingskills">www.standards.dfes.gov.uk/thinkingskills</a></td>
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</table>
### Name and Stated Aims
- **You Can Do It! Education**
  - **Aims**: Help young people develop personal, social, and emotional skills.
  - **Who is it for?**: Primary and secondary pupils; parents. Evidence indicates success in helping at risk pupils develop the learning characteristics associated with those achieving their potential.
  - **What does it involve?**: Created by Dr. Michael Bernard, the model involves a whole school and parental involvement element, as well as a curriculum-based approach. Curriculum materials focus on developing a positive mindset for achievement and 12 habits of the mind.
  - **How to find out more**: Resources and training are available through Prospects Education Services. Contact: sue.overy@prospects.co.uk Tel: 020 8649 6412.

### Relevant publications
- Safe and sound: An educational leader’s guide to effective social and emotional learning programmes by The Collaborative for Academic, Social and Emotional Learning (2002), www.casel.org.uk

### 4 Giving pupils a voice
- **Circle Time approaches**
  - **Various approaches; broadly aim to develop positive relationships and self-esteem.**
  - **Who is it for?**: Primary and secondary pupils, depending on approach. Evaluators report that Quality Circle Time can be used to enhance personal and social development and develop self-worth.
  - **What does it involve?**: Essentially, it is a forum in which pupils can speak to and listen to one another, express feelings, and work on problems or issues together. Some models have a more explicit emphasis on promoting positive behaviour, while others emphasise learning and skills development.
  - **How to find out more**: For details of its CHIPS programme.

### Extending opportunities for pupil participation
- **To promote pupil participation via the Citizenship curriculum.**
  - **Who is it for?**: Booklets for teachers working with KS3 and KS4. Also relevant for heads of department, curriculum managers and IT departments.
  - **What does it involve?**: The booklets contain a number of ideas, including suggestions for involving pupils in the organisation of the school, working with peers, and organising a school or group event.
  - **How to find out more**: For details of its schemes.

### Peer support programmes
- **Aims to promote positive mental health; build positive atmosphere; involve pupils in school life.**
  - **Who is it for?**: Various approaches for primary and secondary pupils. Evidence indicates benefits include having someone to talk to and listen and help with resolving problems.
  - **What does it involve?**: Preparatory work and training is essential. Projects can include a number of different elements, according to needs of school, eg: drop-in sessions; ongoing one-to-one work; playground listening service; peer-led workshops.
  - **How to find out more**: For details of its CHIPS programme.

### School councils toolkit for schools
- **Aims to help schools decide on the best way to introduce a school council.**
  - **Who is it for?**: Primary and secondary school versions.
  - **What does it involve?**: The toolkits cover training sessions for teachers and pupils. Sessions include: setting up an effective school council; agreeing charters of behaviour; resolving conflict through peer mediation; using agendas and leading discussions; the role of teachers in pupil councils.
  - **How to find out more**: For details of its CHIPS programme.

### Relevant publications
- Promoting children and young people’s participation through the National Healthy School Standard, NHSS (Health Development Agency, 2004)
- Building a culture of participation – research report and handbook (NCB, 2004); see www.ncb.org.uk/resources

### 5 Provision of pupils’ support services
- **Anti-bullying resources**
  - **Range of websites available. Many have sections for different audiences – for example children and young people; parents; teachers.**
  - **Who is it for?**: DfES site contains information on policy and available resources, including a video and the anti-bullying charter. Kidscap has FAQs and information about training. Childline is aimed directly at children and provides access to their helpline service. Connexions Direct is specifically for 13 to 19 year olds and has brief information, helpline access and links to other relevant sites. Parentline has a free helpline for parents.
  - **What does it involve?**: Many have sections for different audiences – for example children and young people; parents; teachers.
  - **How to find out more**: www.dfes.gov.uk/bullying; www.kidscap.org.uk; www.bullying.co.uk; www.antibullying.net; www.childline.org.uk/bullying; www.connexions-direct.com; www.parentlineplus.org.uk
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<td><strong>Dina Dinosaur Social Skills and Problem Solving Curriculum</strong></td>
<td>Children aged 4 to 8 with or at risk of conduct problems. Evidence indicates improved problem-solving and conflict management strategies and reductions in conduct problems.</td>
<td>A small group programme, lasting 20 weeks. Is ideally offered in conjunction with the Webster Stratton parenting programme. Can also be provided as a prevention programme for whole class. Curriculum includes making new friends; understanding feelings; problem-solving.</td>
<td><a href="http://www.incredibleyears.com">www.incredibleyears.com</a> <a href="http://www.colorado.edu/cspv/blueprints/model/programs/IYS.html">www.colorado.edu/cspv/blueprints/model/programs/IYS.html</a> For details of UK trainers contact Dr Stephen Scott, Maudsley Institute: 020 7848 0746.</td>
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<tr>
<td><strong>I Can Problem Solve</strong></td>
<td>4 to 5 year olds at risk of behaviour problems and poor adjustment. Evidence indicates less impulsive behaviour; better problem-solving.</td>
<td>Small group programme lasts three months. Lessons teach basic skills; problem-solving language; identifying own feelings and becoming sensitive to others. Includes use of role-play and dialogue to promote problem-solving skills.</td>
<td><a href="http://www.colorado.edu/cspv/blueprints/promising/programs/BPP16.html">www.colorado.edu/cspv/blueprints/promising/programs/BPP16.html</a> Materials can be ordered from: <a href="http://www.incentiveplus.co.uk/">www.incentiveplus.co.uk/</a></td>
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<tr>
<td><strong>Mentoring</strong></td>
<td>For young person who would benefit from one-to-one support to develop confidence, self-esteem or social skills. Some indications that it can protect from mental health disorders.</td>
<td>There are various approaches to mentoring, and a number of specific organisations dedicated to providing mentoring services. It is also possible for schools to set up their own programmes, and guidance for this is available from the National Mentoring Network (see box right).</td>
<td>A starting point for information is the National Mentoring Network: <a href="http://www.nmn.org.uk">www.nmn.org.uk</a> For more information on the evidence: <a href="http://www.prevention.psu.edu/CMHSxs.PDF">www.prevention.psu.edu/CMHSxs.PDF</a></td>
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<td><strong>My family’s changing</strong></td>
<td>Three separate resources for under 8s, 8-13s and over 13s. My Family’s Changing is the title of the 8-13 resource.</td>
<td>Produced by the Lord Chancellor’s Department, these three leaflets help children express what they are feeling through drawing or writing. The leaflets for the two older age groups also have information on divorce proceedings.</td>
<td><a href="http://www.dca.gov.uk/family/divleaf.html">www.dca.gov.uk/family/divleaf.html</a></td>
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<tr>
<td><strong>National Pyramid Trust</strong></td>
<td>7 to 9 year olds at risk of social exclusion as result of emotional and social difficulties. Evidence indicates better social skills and self-esteem.</td>
<td>The three stage programme involves identifying need; finding solutions; and offer of membership to a Pyramid Club (nine or 10 members; run by trained volunteers for 10 weeks; providing new skills, confidence and friendships).</td>
<td>For more information about the organisation and the evidence base: <a href="http://www.nptrust.org.uk">www.nptrust.org.uk</a> Tel: 020 8579 5108.</td>
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<td><strong>Nurture groups</strong></td>
<td>Younger primary aged pupils with identified needs. Evidence indicates higher gains for participants in both the group and mainstream class.</td>
<td>A teacher and assistant model positive adult behaviours. The nurture group curriculum is followed alongside the national curriculum. Children return to their mainstream class for certain activities, and attend for two to four terms.</td>
<td><a href="http://www.nurturegroups.org">www.nurturegroups.org</a> Tel: 020 7485 2025.</td>
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<tr>
<td><strong>No blame approach to bullying</strong></td>
<td>For school staff to use when bullying has been observed or reported. One study suggested approach has been successful in 45 out of 47 secondary interventions.</td>
<td>The approach has seven steps: talk with the victim; convene a meeting with those involved; explain the problem; share responsibility between all group members; ask group members for their ideas; leave it up to them to come up with a solution; hold individual review meetings.</td>
<td><a href="http://www.luckyduck.co.uk/approach/bullying">www.luckyduck.co.uk/approach/bullying</a> For more information on the evidence see <a href="http://www.luckyduck.co.uk/approach/SueYoungResearchArticle.pdf">www.luckyduck.co.uk/approach/SueYoungResearchArticle.pdf</a></td>
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Relevant publications

*Intervening early: a snapshot of approaches primary schools can use to help children get the best from school*, DfES and Coram Family (2002)
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<tr>
<td><strong>6 Partnerships with parents, carers and local communities</strong></td>
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<tr>
<td>Parental involvement websites</td>
<td>Schools seeking to engage parents in school life.</td>
<td>Both sites offer advice, practical resources and links.</td>
<td><a href="http://www.standards.dfes.gov.uk/parentalinvolvement/">www.standards.dfes.gov.uk/parentalinvolvement/</a> <a href="http://www.teachernet.gov.uk/workingwithparents">www.teachernet.gov.uk/workingwithparents</a></td>
</tr>
<tr>
<td>Parentcentre website</td>
<td>Parents and carers who want to help their child or children to learn.</td>
<td>This DfES site contains sections on choosing a school; your child’s learning; school life; parental rights; SEN.</td>
<td><a href="http://www.parentcentre.gov.uk/">www.parentcentre.gov.uk/</a></td>
</tr>
<tr>
<td>Extended schools website</td>
<td>For schools interested in broadening their role in the community.</td>
<td>Comprehensive information on DfES extended schools guidance; case studies; legal, financial and practical info.</td>
<td><a href="http://www.teachernet.gov.uk/extendedschools">www.teachernet.gov.uk/extendedschools</a></td>
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**Relevant publications**

*Involving parents, raising achievement: materials for schools (DfES, 2003)*
*The impact of parental involvement on children’s education (DfES, 2003)*

**7 Assessing, reporting and recording achievements**

Assessment for learning
To decide what stage learners have reached, where they need to go and how best to get there.

All pupils.
It is clearly distinguished from assessment of learning, which is carried out for grading and reporting.

Afl, has been shown to improve learning and raise standards. There is no single approach, but the practice is guided by 10 principles which recognise that: assessment has an emotional impact; it affects learner motivation; it promotes commitment to learning goals; it helps learners know how to improve; it recognises all achievements.

www.assessment-reform-group.org.uk/publications.html
www.teachernet.gov.uk/teachingandlearning/afl

**Useful organisations**

**Antidote: Campaign for Emotional Literacy**
www.antidote.org.uk
Promotes the development of emotional literacy through consultancy, conferences, publications and training.

**The National Emotional Literacy Interest Group**
www.nelig.com
A web resource dedicated to the promotion of emotional literacy for both adults and children.

**National Children’s Bureau**
www.ncb.org.uk
NCB provides training and resources on EHWB including a termly newsletter, Spotlight, for all professionals working with children.

**Royal College of Psychiatrists information service**
www.rcpsych.ac.uk/info/help/adoi/index.htm
Has produced a series of leaflets for the general public on common mental health issues, in a series called Help is At Hand. There is one on adolescence, which can be downloaded at the above address.

**School of Emotional Literacy**
www.schoolofemotional-literacy.com
Trains professionals in the use of emotional literacy in their work; runs a certified course in emotional literacy development for anyone involved in supporting children.

**Young Minds**
www.youngminds.org.uk
The national charity committed to improving the mental health of all children and young people. Its website has sections for professionals, young people and parents. It also produces a range of leaflets which can be downloaded or ordered, including Why do young minds matter?; Children and young people get depressed too; Bullying – why it matters.