



Key Stage 3 National Strategy

Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance

Behaviour and attendance training materials
– Core Day 4

All Key Stage 3 Consultants and schools

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Introduction

The intention of this self-study material is to build on the sound foundations already in place, following the successful delivery of previous core day training and supporting resources that have encouraged effective responses to behaviour and attendance issues in schools.

This material takes developments one step further in that it asks schools to reflect not only on the quality of their environments to support pupil learning, but also to consider whether this environment supports those whose job it is to teach, to do so effectively. In other words, is there a supportive school context that underpins teaching and learning and informs values and principles to maximise school improvement? Are all members of the school community building on personal qualities and strengths, recognising achievements and doing their very best, as well as identifying opportunities for collaboration? Are whole-school approaches in place to deal effectively with consistently poor behaviour that can often undermine a school's efforts to raise the achievement of all pupils? Is, in fact, the school an emotionally healthy school?

Many schools will be well on the way to achieving this goal, some may already be there, whilst others may be only just beginning. Whatever the scenario in your school, this self-study material will help you to define the relevant starting point, given your particular stage of development, and suggest ways forward, building on existing good practice. You may be focusing, developing, establishing or indeed enhancing your approach to this area of work.

Much of the material in this document is based on the healthy schools framework, which is well illustrated in *Promoting emotional health and well-being through the National Healthy School Standard (NHSS, 2004)*. A process and set of activities, linked in part to this framework, will help you and your school respond to the above questions from an informed position. Many schools will already be familiar with the healthy schools document. The purpose of this material is to help schools to develop their knowledge and understanding of an emotionally healthy school in an interactive way and apply this expertise and skill to their own school and, in the process, consider the added benefits for addressing issues to do with behaviour and attendance effectively.

With this end in mind, illustrative extracts have been taken from the recently produced toolkit units on Leadership and management, Dealing with consistently Poor Behaviour, and Curriculum, as well referencing used to signpost relevant core day training materials and the Key Stage 3 *Pedagogy and practice: teaching and learning in secondary schools* pack.

Longer term, it is envisaged that this material, with its focus on whole-school engagement and emotional health and well-being, will assist secondary schools in the more explicit development of pupils' social, emotional and behavioural skills. A school that values the emotional health and well-being of all its members will be a long way on the journey to becoming an emotionally healthy school and one that supports the effective implementation of these skills.

Specifically this material aims to help schools to:

- understand the link between developing an emotionally healthy school and responding effectively to consistently poor behaviour and attendance issues;

- apply this understanding to teaching and learning, school improvement and raising levels of achievement;
- identify the processes involved in developing an emotionally healthy school;
- strengthen the development of pupils' social, emotional and behavioural skills.

SECTION 1: Preparing the ground for the development of social, emotional and behavioural skills in secondary schools

As no doubt schools are aware, a range of terminology is used to describe emotional health and well-being. Whatever the language used, however, schools that have focused on this aspect of school life have reported positively on its role in developing and sustaining a healthy and successful school community. An emotionally healthy school is in a strong position to develop social, emotional and behavioural skills that will contribute to effective learning for all pupils. Evidence suggests that such a focus produces confident learners, better relationships, improved problem-solving skills, evidence of collaborative activity and a focus on valuing others, amongst other things.

The links between emotional health and well-being and social, emotional and behavioural skills

Of course, if a school wishes to ascertain how well it addresses the emotional health and well-being of its whole community, it is important to reach a consensus on terminology and its meaning. Some staff will be more familiar with terms such as 'emotional literacy', 'emotional intelligence' and 'social and emotional competence' than others. In some schools, staff and pupils will be working on programmes simply referred to as 'well-being' schemes or 'personal competencies'. The name itself is not necessarily the primary consideration. It is important to explore popular beliefs and misconceptions that may be held, and secure a whole-school understanding and recognition of the terms' existence and impact.

... 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.

(NHSS, 2004: 7)

Having established commitment, a school can then agree a term that will be universally used and understood, even if this is different to the term 'emotional health and well-being'.

Activity 1

What does the term 'emotional health and well-being' mean in our school?

Audience: School staff – as a whole or in small study groups

Purpose: To reach an understanding and consensus about the meaning of emotional health and well-being

- 1 Using **resource sheet 1**, consider some of the terms frequently used for emotional health and well-being in relation to the following questions:

Do these names refer to the same issue?

What does each term suggest to you?

continued

Activity 1

continued

Do some seem more appropriate in an educational setting than others? How do they relate to other programmes in your school?

Allow 10 minutes for consideration and then take feedback, if appropriate, on each of the questions and/or record the points on an activity response sheet (see appendix 2).

- 2 Some staff may associate these terms to small-group work activities with pupils, in which case it may be helpful to reflect on how these types of activity might support a wider emotional health and well-being programme in your school.
- 3 Take note of who has been involved in this discussion and consider how the outcomes will be shared with other members of the school community.

Summary

- People use a range of terminology to describe the concept of emotional health and well-being.
- Regardless of the label, a key issue for schools is that emotional health and well-being is critical in developing a healthy, successful school community.
- This process will involve developing pupils' social, emotional and behavioural skills.

Links: Toolkit Unit 8: Curriculum

For the purposes of this material, the term 'emotional health and well-being' will be used to acknowledge its role in developing a healthy and successful community and as a key ingredient in achieving an emotionally healthy school.

Why are social, emotional and behavioural skills important?

Strengthening the development of social, emotional and behavioural skills in the process of becoming an emotionally healthy school, has many potential gains.

Evidence suggests that schools that adopt this approach are characterised by a distinctive culture that values all members of the community, has clearly defined policies, has high professional standards and good quality teaching and learning that stimulates pupils and motivates them to do their best. There is a productive relationship with parents and the school is governed by principles such as trust, integrity and equality of opportunity.

Social, emotional and behavioural skills have been shown to be more influential than cognitive abilities for personal and academic success.

... as much as 80% of adult 'success' comes from the emotional quotient (EQ) ...

(Goleman, 1995)

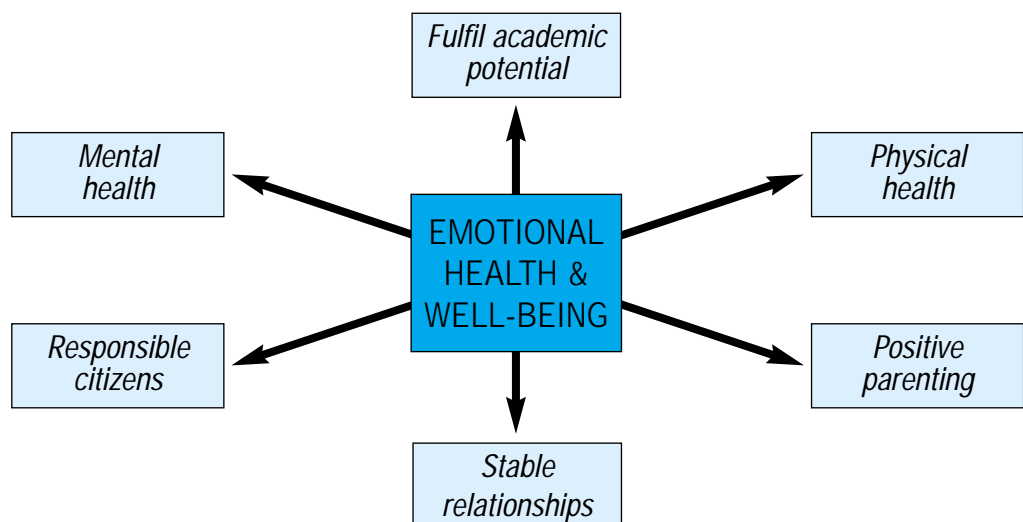
Research has been impressively consistent in demonstrating that a focus on emotional health and well-being is complementary to high achievement. In a school, it demands supportive relationships, a high degree of whole community participation, independent learning and clarity with regard to rules, boundaries and expectations. These elements have been shown to lead to higher academic achievement, greater interest in learning, better teaching, less truancy and improved attendance.

Several commentators cite how developing social, emotional and behavioural skills can result in a wide range of educational gains, including better problem-solving skills and higher levels of motivation and morale across the whole-school community. These skills can play an active part in targeted activity such as reducing levels of bullying and reintegration of persistent truants.

Positive impact on staff recruitment and retention is also highlighted, since an inclusive approach to school staff, including consensual decision-making, recognition of achievements and a focus on staff health and well-being, contributes to higher levels of confidence and feeling valued as a member of the school community.

Feedback from pupils is, of course, helpful in this context. They suggest that factors contributing to their emotional health and well-being include feeling safe, having people to talk to, personal achievement, being praised and generally feeling positive about oneself – all features that would be evident in an emotionally healthy school that promotes social, emotional and behavioural skills.

The diagram demonstrates the link between emotional health and well-being and other aspects of health and well-being.



The school setting provides opportunities for social, emotional and behavioural skills to be both ‘caught’ and ‘taught’.

... opportunities for teaching social, emotional and behavioural skills are extensive and can occur in assemblies, lessons and extra-curricular activities, and in the way that staff model the behaviours and the skills the school wishes to promote.

(NHSS, 2004: 18)

For some schools, emotional health and well-being is such a fundamental issue that it has become an 'organising framework' that informs both policy and practice. In other cases, the contribution of this element has been systematically reflected in existing policies and areas of activity. For example, there are numerous opportunities to teach social, emotional and behavioural skills within existing frameworks such as PSHE and citizenship, as well as other subject areas, in supporting the development of positive relationships, promoting inclusion and developing collaborative working, with a view to raising achievement,

There are opportunities throughout the National Curriculum for social, emotional and behavioural skills to be developed. For example:

- In many subjects it is possible to select topics that can provoke discussion or consider the process of decision-making; how people might have felt about their situation or how they overcame challenge. This can support the development of tolerance and mutual understanding.
- Collaborative working is explicit in all areas of the National Curriculum and supports the development of interpersonal skills, such as working cooperatively, competing fairly and losing with dignity and respect for competitors.

Activity 2

Opportunities to develop emotional health and well-being, including social, emotional and behavioural skills through the National Curriculum

Audience: Subject/faculty departments

Purpose: To identify appropriate links across subject areas

- 1 Consider one area of the National Curriculum that you teach or support being taught and respond to the following questions.

To what extent is emotional health and well-being currently being addressed during the process of teaching and learning, including planning, delivery, monitoring and evaluation of this subject?

What are pupils' needs, staff needs and school priorities in relation to social, emotional and behavioural skills? Are these being recognised and opportunities taken? If so, how? Could they be improved?

- 2 **Resource sheet 2** identifies opportunities to develop emotional health and well-being, individually or as a department/faculty. Identify areas of study and activities that could be used to promote emotional health and well-being in your particular subject.

For example, in art, 'explore themselves and their own experiences' could involve pupils thinking about their feelings on a particular day or in response to a particular event and producing a piece of art which illustrates these feelings. They could then discuss what they had learned about themselves or ask someone else what the piece of art says about the artist.

- 3 Are explicit opportunities being offered to promote social, emotional and behavioural skills in the above context?

continued

Activity 2

continued

- 4 How might you share the learning from your subject area with other departments to ensure a whole-school approach? What might be the benefits of this?

Summary

- Opportunities for promoting emotional health and well-being and teaching social, emotional and behavioural skills through specific subjects are extensive.
- A coherent, coordinated approach across the school will enhance the learning experiences of both staff and pupils.

Links: Toolkit Unit 8: Curriculum

Schools that have already adopted the healthy schools framework will be well placed to promote the development of social, emotional and behavioural skills, including self-awareness, managing feelings, self-motivation, empathy and social skills and, in particular, promoting behaviours for learning.

In essence, social, emotional and behavioural skills are at the heart of the teaching and learning process in schools, since they encourage:

- confident learners;
- engagement in positive activities that promote self-esteem;
- acknowledging barriers to learning and seeking to address them;
- the linking of rational thought and emotions;
- informed decision-making that is attached to assessing value and worth;
- better learning outcomes.

SECTION 2: Benefits of engagement to schools

Chapter 1 of *Promoting emotional health and well-being through the National Healthy Schools Standard* (NHSS, 2004) establishes the links between emotional health and well-being and its contribution to school improvement, as well as introducing the range of social, emotional and behavioural skills that contribute towards this state of well-being.

These skills 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 one's own 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 one's own.

Research shows that effective programmes that promote emotional health and well-being contribute to school improvement in three main areas – teaching and learning, behaviour and attendance, and staff recruitment and retention (NHSS, 2004). Such programmes contribute to a school achieving the priorities set out in its school improvement plan.

In short, a school that supports the well-being of all its members and, as part of this, strengthens pupils' social, emotional and behavioural skills in its journey to becoming an emotionally healthy school, will benefit from the opportunity to:

- strengthen whole-school engagement;
- improve the quality of the learning environment;
- provide a holistic and supported learning experience for all members of the school community;
- improve behaviour and attendance;
- raise levels of achievement of both staff and pupils.

What's in it for the whole-school community?

To achieve ownership, consensus and authority in relation to any school development activity, it is helpful to articulate the benefits for different sections of the whole-school community. A question often asked is 'what's in it for me?'

This process of agreeing outcomes with others will help you to recognise, at an early stage, levels of awareness of the key issues, commitment and how far particular members of the school community may need convincing that this is worth the investment of time and effort.

This early work of focusing and developing and, for some more advanced schools, establishing and enhancing, which may involve revisiting previously agreed values, principles and practices, contributes to the achievement and maintenance of an emotionally healthy school. Such discussions contribute to ensuring a clear focus on emotional health and well-being for the whole-school community that is understood and applied by all.

Using teachers as an example, the activity below, adapted from Toolkit Unit 8: Curriculum, section 2, provides this group of staff with an opportunity to consider the impact of developing social, emotional and behavioural skills on teaching.

Activity 3

Teachers and social, emotional and behavioural skills

Audience: Teachers

Purpose: To develop understanding of social, emotional and behavioural skills and to consider how this may impact on teaching

- 1 Ask teachers to complete **resource sheet 3** from their own perspective.
- 2 Using **resource sheet 4** ask teachers to reflect on the previous self-review activity and in small groups discuss the scenario and then consider situations where they have had similar experiences. You may wish to ask groups to develop scenarios that are then passed on to others to respond to. Ideas for starting lessons or calming down may help prompt responses. Add any additional suggestions to the list. You may wish to reproduce this for all staff.
- 3 What have we learned from this process and how might this inform school practice and the way we support each other?

Summary

Development of social, emotional and behavioural skills:

- places high priority on emotional health and well-being development;
- remains solution-focused;
- takes a holistic view;
- ensures coherence, teamwork and a multi-professional perspective;
- involves parents/carers and communities, where appropriate;
- adopts a proactive, developmental approach;
- creates and supports environments that promote emotional health and well-being.

Links: Primary *Social, emotional and behavioural skills* (SEBS) pilot

The above activity will help teachers to consider the importance of emotional health and well-being. Teaching in an emotionally healthy school, with the benefit of a focus on social, emotional and behavioural skills, is likely to contribute to effective teaching and learning, positive behaviour and regular attendance.

A similar activity could be developed for other members of the school community such as support staff.

SECTION 3: What does an emotionally healthy school look like?

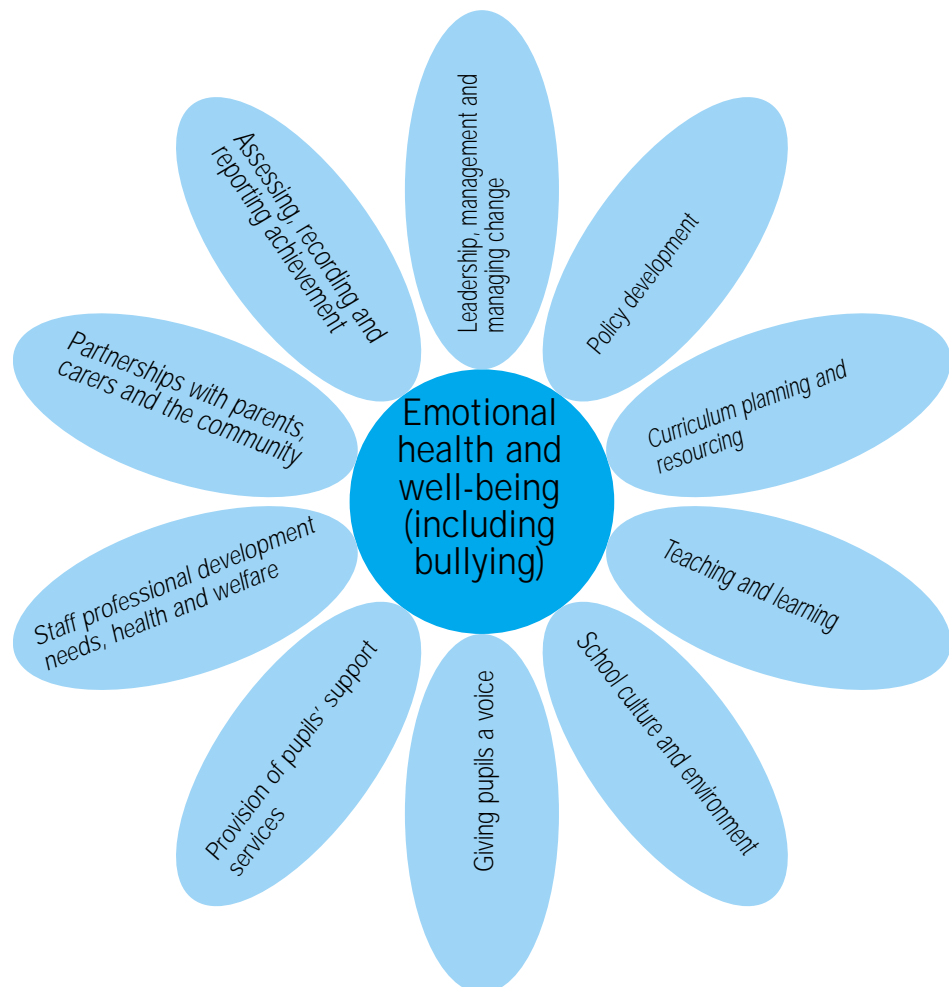
This concept can be agreed in partnership with the whole-school community and schools will already have processes in place to facilitate such discussions. A whole-school approach contributes to achieving and maintaining an emotionally healthy school.

Research shows that piecemeal adoption of strategies, important as each of them might be, is not sustainable unless steered and supported by a whole-school approach.

The most effective programmes for promoting emotional health and well-being 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.

(Wells and Stewart-Brown, 2003 quoted in NHSS, 2004: 9)

The healthy schools framework identifies ten aspects of a whole-school approach that are integral to systemic change in achieving an emotionally healthy school (NHSS, 2004: 10).



The ten aspects of the whole-school approach are complemented by eight specific themes:

- Personal,
- Social,
- Health Education (PSHE),
- Citizenship,
- Drug Education (including alcohol and tobacco),
- Emotional Health and Well-being (including bullying),
- Healthy Eating,
- Physical Activity,
- Safety
- Sex and Relationship Education (SRE).

(Many of the aspects directly correlate with the behaviour and attendance audit for secondary schools.)

The whole school approach and its associated benefits for teaching and learning, behaviour and attendance and staff recruitment and retention, are explored further in Curriculum Toolkit Unit, section 1, as follows:

1 Teaching and learning:

- Pupils are more engaged in the learning process.
- Pupils can concentrate and learn better.
- Literacy and numeracy levels are improved.
- Academic achievement is improved generally, including national test results.
- There is better teaching.
- Parents and carers are more engaged in school life.

2 Behaviour and attendance:

- Pupils are more involved in school life and have a say in what happens.
- Pupils have higher self-esteem and confidence.
- Fewer pupils disengage from learning and school.
- There is better behaviour in the classroom and improved attendance.
- There is less bullying.
- There are lower rates of truancy, offending and drug misuse.

3 Staff recruitment and retention:

- There is improved morale.
- There is lower absenteeism.
- There are better staff recruitment levels.
- There are better staff retention rates.

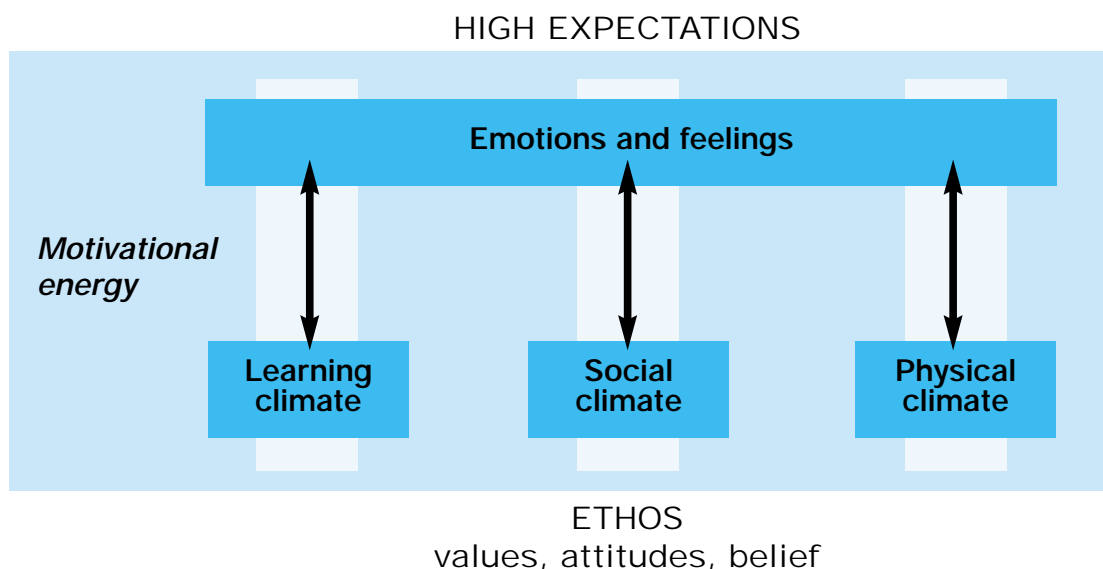
See www.wiredforhealth.gov.uk for further details concerning this evidence.

The healthy schools framework helps schools to identify their particular approach to emotional health and well-being and to assess their current stage of development and areas for improvement.

Effective whole-school policies are based on a sound foundation of values, principles and beliefs, which inform the school ethos, climate, culture and environment (core day 1, session 1, reviewing a behaviour and attendance policy). For example, if aspects of the behaviour and attendance policy are built on an ethos that reflects the collective values, principles and practices of the school as a whole, the outcome of the policy is then more likely to result in high expectations and achievement of positive behaviour and regular attendance.

Those who understand the powerful impact of a positive focus on emotional health and well-being in school would argue that policy is developed and implemented in a specific school climate. This climate affects the realisation of high expectations of positive behaviour, attendance and attainment. The three columns below represent the different aspects of whole-school climate:

- learning
- social
- physical



Collectively they affect and are determined by one overarching element – the emotions and feelings of the school as individuals and as a community. This element determines the motivational energy of a school and thus its potential for self-actualisation. The positive realisation of the three climates is crucial in providing the optimum conditions for an emotionally healthy school founded on a shared ethos. A supportive school climate and ethos builds the confidence to learn.

... warm, caring and supportive relationships are a crucial factor in producing not only high levels of performance, for example, but greater enjoyment of school, more motivation, better learning, higher attainments, greater attendance levels.

(Weare and Gray, 2002)

Activity 4

What does an emotionally healthy school look like?

Audience: School staff – as a whole or in small study groups

Purpose: To clarify knowledge and understanding of what constitutes an emotionally healthy school and how this might be applied to own school context

continued

Activity 4

continued

- 1 Using **resource sheet 5**, consider the relationship between climate, emotions and motivation in more detail – what values, principles and practices are likely to feature in the differing climates of these schools? How will they be evident both in and out of the classroom?
- 2 Reflecting on your own school, how would you characterise its climate? What impact does this climate have on emotions and motivation? How are these characteristics translated into values, principles and practices in and out of the classroom?
- 3 What practice would you want to retain if your school made a commitment to becoming an emotionally healthy school? What might need to be changed?
- 4 What have you learned about emotions, feelings, experience and motivation in an emotionally healthy school?

Summary

Pupils and staff are motivated when:

- they feel valued;
- they are allowed to express their opinion without fear of recrimination;
- they are given choice about how, when and with whom they work;
- they are encouraged to work together in groups, utilising the support of peers to alleviate stress and feelings of helplessness;
- they are given tasks that challenge their abilities but do not threaten failure;
- the challenge of tasks relates to aspirations;
- they are given positive feedback and encouragement;
- incentives are consistent and relevant;
- the intrinsic interest level in tasks is suitable;
- they can access tasks through a variety of 'learning styles';
- their emotional needs are met and they are secure in the classroom;
- benefits are clear – 'if I learn this skill/knowledge, I will ...';
- feedback is developmental and personal.

Links: Toolkit Unit 1: Leadership and management

Toolkit Unit 3: Dealing with consistently poor behaviour

Toolkit Unit 8: Curriculum

Typically, an emotionally healthy school is a school where:

- positive core values have become embedded;
- self-esteem has been enhanced;
- relationships are likely to be characterised by trust and respect;
- staff and pupil needs are addressed in an affirmative and supportive way;
- staff and pupils are physiologically satisfied and feel secure;
- everyone has a sense of belonging and people work in partnership;
- everyone has opportunities to grow in confidence and independence.

HMCI report (2002)

The test, of course, for any school, wishing to become emotionally healthy, is to ask members of that community how the school's values, principles and practices are experienced from their perspective.

The example in Appendix 3 provides a format to help schools to consider their values from different perspectives and then to track through to specific examples of evidence in an emotionally healthy school. This grid could be used as an aide-memoire to ensure that the features of an emotionally healthy school are being sustained.

The school learning environments

One of the main reasons why an emotionally healthy school has a positive impact on school improvement and, in particular, on teaching and learning, behaviour and attendance, and teacher recruitment and retention is that it provides a learning environment where members of the school community feel valued, motivated and inspired to achieve.

The relationship between good emotional health and well-being and effective learning is well documented, recognising, alongside this, the important influence of the context in which learning takes place (NHSS, 2004). The learning environment, both physical and social, will have an impact not only on effective learning but on effective teaching and the ability to respect and draw on others' expertise and skills through the use of coaching and modelling techniques. The emotionally healthy school is truly a learning community and, recognises and celebrates success. It is also at ease with acknowledging mistakes and understands that it can continue to improve and develop through the strength derived from its collective values, principles and practices, which include a balance between support and challenge.

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 emotional health and well-being, since it influences every aspect of school life.

(NHSS, 2004: 34)

Activity 5

The learning environments in our school

Audience: School staff – as a whole or in small study groups

Purpose: To improve the learning environments in our school

- 1 Identify the range of environments where learning takes place in our school, for example, classroom, sixth form centre, learning resources centre, study area.
- 2 Are there less obvious contexts where learning takes place, for example, staff room, reception, social areas, corridors, outside spaces?
- 3 Focus on two particular areas now – one from question 1 and one from question 2.

Identify factors (physical and social) that facilitate learning and those that get in the way.

continued

Activity 5 continued

Identify, therefore, what we might continue to do, stop doing and perhaps develop, if we are to improve these learning environments.

Prioritise actions. What can be undertaken in the short term, at little cost (for example, quick wins) and what might need longer-term planning and therefore be more attainable in the future?

Identify next steps for short and longer term actions.

Summary

- Learning is a dynamic, interactive, emotional and social process.
- The quality and effectiveness of learning is affected by physical conditions, relationships, structures and expectations, language and communication.

Links: Toolkit Unit 7: Out of class behaviour
Toolkit Unit 8: Curriculum

There are three main areas where emotional health and well-being and effective teaching link:

- 1 The role of emotions in processing information
- 2 The role of the teacher in modelling behaviours
- 3 The teaching of social, emotional and behavioural skills.

(NHSS, 2004)

This connection is evident in previous behaviour and attendance materials. Positive learning experiences for all pupils are encouraged through the development of effective teaching and positive intervention strategies. This understanding is underpinned by a consistently applied behaviour and attendance policy to promote behaviours for learning.

Another important feature of effective learning is autonomy (NHSS, 2004). It aligns with the Key Stage 3 Strategy focus on creating independent learners. Pupils learn more effectively and are happier at school if they are encouraged to think for themselves. Greater participation in learning, for example, encouraging pupils to determine questions for an enquiry or using techniques to promote debate, can be developed as part of mechanisms for 'giving pupils a voice'. Research shows that when pupils participate in all aspects of school life, schools see a beneficial impact on attainment, teaching and learning, reducing inequalities and promoting inclusion with direct benefits to their emotional health and well-being (Madge et al., 2004).

Whose responsibility?

To develop an emotionally healthy school, it is helpful to involve members of the whole-school community from the outset.

Pupil participation is a key feature of an emotionally healthy school and schools report that participation is most effective when it is part of routine school practice, influencing both policy and provision. Staff and pupils need to be prepared if participation is to be used to the best effect and it can take both time and training. However, the investment is worthwhile in terms of the outcomes achieved in improving staff and pupil relationships, increasing ownership, reaching consensus and raising levels of achievement. Real participation means providing systematic routes, applying active listening skills, consultation, negotiation and subsequent action in response.

Activity 6

Involving the whole-school community: pupil involvement in whole-school improvement

Audience: Senior leadership teams, healthy schools task group, school council, subject departments

Purpose: To review pupil involvement to support effective feedback on curriculum design

- 1 Ask staff to review the school's current provision for pupil involvement using **resource sheet 6**.
- 2 How might this process be used to develop an emotionally healthy school?
- 3 Are there other members of the school community you might want to consider as to whether they are actively taking part in the life of the school?
- 4 Have roles and responsibilities been allocated for emotionally healthy school development activity? Do members of the school community understand what is expected of them?
- 5 What action will you take in response to the above?

Summary

- An emotionally healthy school is a school where its members are listened to, supported and able to express who they are.
- For an emotionally healthy school to be developed and successfully maintained, it is helpful if members of the school community understand what their role is and their specific contribution.

Links: Core Day 2 session 3

Toolkit Unit 7: Out of class behaviour

Toolkit Unit 2: Rewards and sanctions

Promoting children and young people's participation (NHSS, 2004).

Working together: giving children and young people a say, (DfES, 2004).

How can we get there?

To assist the process of defining the school's stage of development in relation to this strategy, senior leadership teams may refer to:

- the behaviour and attendance audit and post-audit action plans (including the use of the Toolkit Units);
- impact and next steps identified during core days 1, 2 and 3 training;
- evidence gained from staff, pupil and parent/carer consultation;
- evidence from monitoring of behaviour and attendance;
- staff continuing professional development needs analysis;
- other qualitative and quantitative surveys;
- external and internal evaluation of school policy and practice, for example, Ofsted, HMI, LEA school improvement service.

These sources do not provide a specific, discrete tool for auditing emotional health and well-being and social, emotional and behavioural skills. However, findings can be collated to present a current picture of the school community with a view to evaluating performance, what is working well and identifying areas for development.

Activity 7

Where are we now?

Audience: School staff – as a whole or in small study groups

Purpose: To identify the school's stage of development

- 1 Individually or in pairs, use the table provided (**resource sheet 7**) to identify the school's current position in terms of emotional health and well-being development, from your perspective.
- 2 Consider each statement in turn using the scale where 1 represents no evidence and 10 represents practice is very evident. For each statement think about supporting data and knowledge of good practice.
- 3 Using an activity response sheet (appendix 2) record the key points made about:
 - where good practice is already located;
 - what the next stage on the scale might look like for each statement;
 - actions and strategies that could be developed to get to this point on the scale.
- 4 Use the results of the activity as starting points for development work. Be clear about what you see as the priorities and how they link to other school improvement targets.
- 5 Consider discussing the statements in a team meeting or with pupils and parents/carers to establish a consensus of views.

Summary

- A clear understanding of the school's stage of development and priorities for action.
- Knowledge of examples of good practice on which to build.

A focus on emotional health and well-being, a key element of an emotionally healthy school, needs to be planned systematically, using a whole-school approach, if it is to permeate the experience of all members of the school community. A positive school ethos is central to the physical, social and emotional health and well-being of the whole-school community and in promoting pupil confidence to learn and good teaching and learning. Creation of a positive school ethos that supports the needs of all pupils and staff requires coordinated action across the whole school. A whole-school approach ensures that activities promoting social, emotional and behavioural skills through the curriculum and staff health and well-being are reinforced through a supportive school culture and environment.

To assist development activity, the 10 aspects of a whole-school approach identified in the healthy schools framework, that can be mapped against success

criteria for emotional health and well-being. For example, a healthy school will provide mechanisms for participation in policy development of the whole-school community including pupils, parents/carers, governors and staff, as well as facilitate support from external agencies to increase a school's capacity and capability.

The principle underpinning the framework is to provide schools with the opportunity to identify and celebrate good practice while providing the challenge and support to develop and sustain continuous improvement. Essentially it provides an organisational model that can support schools in bringing about positive change in culture development and values.

Activity 8

Developing a school culture and environment that is supportive of the emotional health and well-being of pupils and staff

Audience: School staff – as a whole or in small study groups

Purpose: To support whole-school planning in becoming an emotionally healthy school

First option (use **resource sheet 8**)

- 1** In relation to the specific theme of emotional health and well-being (including bullying), consider actions you might take under each of the 10 aspects of the whole-school approach – some examples have been suggested for you.
- 2** Reflect on these actions and consider which are already in place in your school, which need to be developed further and whether there are some actions that you would like to start.
- 3** Develop a list of priorities for action. Use the following headings: Focusing of activity, Developing activity, Establishing activity, Enhancing activity.

Second option (use **resource sheet 9**)

- 1** Consider the values that you would want to promote in your school in relation to the emotional health and well-being criteria.
- 2** Under each aspect of the whole-school approach, what action might you take to promote this value (a) in the short and (b) in the longer term?
- 3** Use the framework suggested in the first option (question 3) to prioritise action.
- 4** What outcomes might you expect for staff and pupils if you implement your priorities for action?

Summary

- The National Healthy School Standard provides a framework for action that ensures that a whole-school approach is adopted when working towards becoming an emotionally healthy school.

SECTION 4: Leading an emotionally healthy school

There is no doubt that an emotionally healthy school could not exist without a strong and committed senior leadership team providing clear direction and support and modelling behaviours consistent with a school that values the emotional health and well-being of the whole-school community.

This fact suggests, therefore, where one might start in undertaking the process to develop an emotionally healthy school, whether it is in its early stages of development or in a more advanced stage perhaps demanding consolidation.

The role of the senior leadership team

An emotionally healthy school has an affirming culture where all staff are self-aware and feel that the senior leadership team is interested in them and familiar with where they are doing well and how they can improve. Personal attention from a headteacher who finds time to actively listen can be enormously motivating, sending the message that an individual member of staff matters to the quality of life and achievements of a school.

Senior leadership teams can encourage feelings of whole-school engagement by:

- recognising and celebrating achievements;
- talking to staff about how they feel;
- offering appropriate levels of support, including peer support;
- ensuring that continuing professional development opportunities are available;
- promoting work-life balance;
- inviting staff to express opinions and concerns;
- involving colleagues in decision-making and demonstrating what has happened as a result of involvement;
- establishing effective systems of communication, lines of accountability and clear expectations of roles and responsibilities.

Activity 9

Leading the development of an emotionally healthy school

Audience: Senior leadership teams

Purpose: To identify priorities to inform the direction of the development process and undertake strategic action planning, building on existing strengths, success and good practice

The following features have been identified by a headteacher as contributing to a school characterised by a staff who are confident professionals, with excellent communication skills and well-prepared to prioritise whole-school engagement on emotional health and well-being:

continued

Activity 9

continued

- distribute leadership across the school;
- a range of staff support systems that include continuing professional development and induction programmes;
- clearly defined communication systems;
- regular opportunities to celebrate success;
- an ethos of openness, honesty and trust;
- active encouragement of innovation and creativity;
- genuine participation in policy development and practice across the whole-school community;
- explicit actions to boost staff morale and self-esteem;
- strong focus on inclusion across the school demonstrated by both universal and targeted activity;
- nurturing of sense of being part of a community.

As a senior leadership team:

- 1 identify areas of strength from the above and discuss evidence that is available in your school to support your claim.
- 2 are there areas of weakness that you would want to identify as a focus for improvement? Is there evidence to suggest that this is the case?
- 3 reflect on the learning from the evidence-based, positive features of the school. Is there learning that might be applied to addressing some of the weaknesses? If so, how?
- 4 identify a list of priorities and action for addressing areas for development and consult with all sections of the school community – governors, staff, pupils, and parents/carers. Ensure you include opportunities for additional suggestions.
- 5 link agreed priorities to the school improvement plan, defining clearly how the priorities will contribute to the development of an emotionally healthy school and impact on for example, the quality of teaching and learning, behaviour and attendance, and staff recruitment and retention.
- 6 identify next steps and different levels at which action will need to be taken, for example, whole staff, subject departments, support staff, house or year teams, and ensure that there are opportunities for working across traditional boundaries.

This activity may best be undertaken in parallel or after there has been broader staff discussion such as described in activities 1, 4 and 5.

Summary

- It is important for school leadership teams to identify time to support and establish a school ethos that is conducive to the development of an emotionally healthy school.
- This process includes reflecting on the school's current position, identifying areas for development as well as good practice and ensuring opportunities for whole-school engagement.
- It is important that a clear commitment, leadership and direction supports the development of an emotionally healthy school.

The role of the behaviour and attendance leader

The behaviour and attendance leader in a school, if not part of the senior leadership team, will need to work closely with senior staff in the implementation of this strategy.

The behaviour and attendance leader has a key role in helping staff to understand the important link between investment in emotional health and well-being and a programme for social, emotional and behavioural skills for pupils, and achieving behaviours for learning and regular attendance. A key message is how an emotionally healthy school contributes to good quality teaching and learning and stable staff recruitment and retention that, in turn, results in improvements in behaviour and attendance and levels of achievement.

Leaders, be they at senior or middle management level, set the tone for interactions in the school environment, as well as have a considerable influence on the ethos, culture and climate of the school. Modelling of social, emotional and behavioural skills is therefore helpful, as well as taking opportunities to coach specific staff groups through self-study or encouraging groups of the school community to work together across traditional boundaries on these issues, for example, academic and pastoral staff, teachers and support staff.

Whatever the scenario, the behaviour and attendance leader is likely to have access to external support and, in particular, the local healthy schools programme coordinator and team. The school may already be taking part in this programme. The local healthy schools team is familiar with supporting schools on the journey to becoming an emotionally healthy school and will be a strong advocate in working with senior leadership teams on promoting the benefits of whole-school engagement and links with strategic planning and other related priorities.

The behaviour and attendance leader can, of course, also facilitate discussions not only with the behaviour and attendance consultant, but with other strand consultants to ensure the focus on emotional health and well-being permeates the whole school.

An effective behaviour and attendance leader in this context has many qualities and skills including:

- sensitivity to the needs of staff and pupils alike;
- the ability to model appropriate behaviours such as listening, tolerance, respect and patience;
- the ability to share leadership with others;
- clarity about direction and steering the school community appropriately;
- an inclusive approach encouraging whole-school engagement;
- the opportunity to foster a high profile with all sections of the school community.

Toolkit Unit 1: Leadership and management provides a helpful aide-memoire, identifying key tasks that might be undertaken in this role such as leading and managing, training and supporting, building capacity and sustainability, and monitoring, evaluation and review, against which the behaviour and attendance leader can assess progress.

SECTION 5: Dealing with consistently poor behaviour in an emotionally healthy school

How often have we heard the following: a pupil comes in late and sits down noisily, making it clear they are annoyed at something; a pupil insists on talking when you have asked everyone to be quiet; two pupils persist in giggling and interrupting other pupils who are trying to work; a pupil tells you that you are their worst teacher, and is reluctant to complete work in the lesson; a pupil refuses to take their coat off for the first half of the lesson?

There are numerous more scenarios; however, it is important to define what is regarded as 'consistently poor behaviour' in your school as interpretations will differ and the school needs to have a common understanding of this occurrence.

In schools that are well-organised to promote behaviour for learning and regular attendance, the following features are evident:

- the majority of pupils respond positively to the school's commitment to high standards and expectations;
- effective practices implement clearly understood policies;
- clear roles and responsibilities for behaviour and attendance improvement;
- a well-taught, engaging and relevant curriculum;
- a range of teaching responses to acknowledge different styles of learning;
- committed pupil participation and parent/carer involvement;
- whole-school systems for assessing, recording and reporting on incidents;
- efficient processes for monitoring the success of the above aspects of the school's organisation.

Developing effective staff strategies and skills

Factors in and out of school influence our emotions and, consequently, our behaviour. Specific risks to our emotional health and well-being arise from the extent to which we are operating under pressure, our ability to influence situations we find difficult, our environment, the current state of our relationships or our health, to name a few. Staff and pupils find it hard to be effective when they are tired, hungry, cold, anxious or afraid.

The following activity encourages staff to develop an understanding of why poor pupil behaviour occurs and how the school might respond in terms of supporting pupils' emotional health and well-being.

Activity 10

Causal factors – emotional health and well-being

Audience: School staff – as a whole or in small study groups

Purpose: To consider causal factors underlying poor behaviour, to measure current provision at your school for fostering emotional health and well-being

continued

Activity 10

continued

- 1 Using **resource sheet 10**, ask staff to consider the range of needs pupils have in relation to emotional health and well-being and to measure the current provision at your school using a scale where 1 represents no evidence of desirable experiences and 10 represents that experiences are very evident;
- 2 As a group, consider:
To what extent is the school promoting emotional health and well-being to reduce the incidence of poor behaviour?
What might the next stage on the scale look like and what strategies could be developed to get to this point on the scale?

Summary

Emotional health and well-being: risk and resilience factors:

- **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 and leisure activities.

Links: Toolkit Unit 3: Dealing with consistently poor behaviour

The behaviour and attendance audit for secondary and middle school,
(DfES 0392-2003 R)

Promoting emotional health and well-being through the National Healthy School Standard (NHSS, 2004)

www.dfes.gov.uk/mentalhealth

Having considered some of the causes of poor behaviour, this next activity focuses on what might trigger poor behaviour and what the school might do to respond effectively.

Activity 11

Analysing the causes of poor behaviour and considering what the school can do to promote access to learning

Audience: School staff – as a whole or small study groups

Purpose: To analyse the long-term causes and short-term triggers of poor behaviour. To consider what schools can do to promote access to learning

- 1 In groups, using **resource sheet 11**, ask staff to consider some of the underlying long-term causes of poor behaviour and to prioritise statements as illustrated. Take feedback from the groups before repeating the exercise using a second set of cards, which represent short-term triggers.

continued

Activity 11

continued

- Using **resource sheet 12**, ask staff to picture a pupil who presents consistently poor behaviour and irregular attendance. Independently list the types of behaviour and the apparent causal factors. In small groups compare lists and look for patterns between staff opinion before reaching an agreement on the most common causal factors for specific behaviours in the school.

Consider: How frequently are the causes of absence and of inappropriate behaviour the same? How frequently are there multiple causes?

Finally address column 4 (appropriate school response). Ask staff to consider how the school might respond to these behaviours. Explore current inconsistencies. What barriers prevent staff from responding appropriately?

Summary

There are many reasons why pupils behave in a manner that is consistently challenging for a school, including:

- responding to the environment;
- temperamental factors;
- needs not being met;
- lack of behavioural skills;
- inconsistent responses from adults.

Links: Toolkit Unit 3: Dealing with consistently poor behaviour
The behaviour and attendance audit for secondary and middle school,
(DfES 0392-2003 R)

Despite all good intention to deal with challenging behaviours, there can be occurrences in school that are completely unexpected and this can influence the quality of responses to difficult scenarios that might arise.

Activity 12

Dealing with the unexpected

Audience: School staff – as a whole or in small study groups

Purpose: To understand that occasionally situations will arise that have not been planned for and therefore we will be unprepared to respond in the manner that we might prefer

- Consider the following scenario.
You are teaching, and a note from the office tells you that a close friend has called and wants to speak with you urgently. A senior member of staff tells you that there is no cover available, you cannot leave the class and you must wait until break, which is in an hour's time, to return the call.
- Discuss the following questions in small groups or pairs:
 - How do you feel in this situation?
 - What is the likely impact on your teaching until break?
 - What is the likely response from colleagues and pupils?

continued

Activity 12

continued

- 3 Make notes of key points, drawing out the impact of this situation on the teacher's ability to teach and respond effectively to difficult situations that might arise in the classroom.

Summary

- There is a need to be aware that external factors and unexpected events can impact on our ability to respond effectively in the classroom.

Link: Toolkit Unit 7: Out of class behaviour

Teachers and other school staff are central to the realisation of a whole-school approach to emotional health and well-being. Staff behaviour is often the most important determinant of pupil behaviour. Effective teachers are aware of the impact of emotions on the processes of learning and teaching as well as on behaviour and attendance.

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.

(NHSS, 2004: 18)

Emotions impact on everything that happens in the classroom because emotional responses are neurologically linked to long-term memory and information processing. In extreme situations, emotional responses can sabotage the ability to rationalise and can lead to conflict and danger. All learning involves an element of risk taking; where staff and pupils do not feel emotionally secure and valued they will be less confident to take risks, and learning will be impeded. Equally, dealing with behaviour can sometimes cause staff to react emotionally, especially when the behaviour is repeated consistently over time. Staff who are secure with their personal feelings and perceptions are best placed to develop effective strategies for dealing with potentially confrontational and often challenging situations, and indeed, consistently poor behaviour.

Activity 13

Development of staff skills

Audience: School staff – as a whole or in small study groups

Purpose: To realistically consider staff confidence in dealing with difficult situations. To discuss the key barriers to staff confidence. To consider appropriate actions to increase staff confidence.

Remind staff of the definition of assertiveness used in core day 2, session 2: An assertive teacher. To assert is 'to state or express positively, to affirm' (*Webster's New College Dictionary*).

- 1 Ask participants to discuss, in pairs, their initial feelings and thoughts about the concept of assertiveness and the assertive teacher. Take brief feedback.

continued

Activity 13

continued

- 2 Remind the group that an assertive member of staff actively contributes to raising standards both in the classroom when teaching and also through their daily interactions in and around the school. Ask participants to look at **resource sheet 13** and to circle the features of assertiveness they feel they possess.
- 3 Ask participants to tick the necessary skills they have in order to achieve the listed characteristics. In pairs, compare charts and discuss areas for improvement. Remind staff that they develop effective strategies for dealing with potentially confrontational situations when they are secure with their personal feelings and perceptions. Dealing with behaviour can sometimes cause staff to react emotionally, especially if the behaviour is repeated consistently over time.
- 4 Introduce staff to the matrix on **resource sheet 14**, which supports the group in exploring the different ways staff deal with confrontational situations. Using the sheet, ask staff to consider a situation where either the member of staff or the pupil are in a high emotional state; an example is provided.
- 5 Using the appropriate box on resource sheet 14, participants should record a brief outline of the incident and the impact on learning for the pupils and the rest of the group.

Now consider the remaining boxes and identify scenarios that fit. As a group, discuss the benefits of adopting a rational response. Make a list of effective strategies that can de-escalate the situation.

For example:

Give yourself thinking time.
Tell yourself you can handle this!
Count backwards from 10, 20, 50.
Tell someone else how you feel.

Summary

Assertive teachers are successful because they:

- have clear expectations;
- model behaviour for learning;
- actively promote regular attendance;
- are consistent in approach;
- are able to effectively combine non-verbal and verbal teaching skills.

This is particularly important when we consider that people communicate:

- 55% through their body language;
- 38% through the tone of their voice;
- 7% by the words that they use.

(O'Connor and Seymour, 1998)

Links: Core day 1, session 4
Core day 2, session 2
Toolkit Unit 3: Dealing with consistently poor behaviour
Toolkit Unit 7: Out of class behaviour

School support systems

The following activity acknowledges the importance of having school support systems in place in order to respond consistently and effectively when unhelpful emotional responses occur, for whatever reason.

Activity 14

Staff behaviour and impact on learning

Audience: School staff – as a whole or in small study groups

Purpose: To consider the relationship between pupil emotions, staff behaviour and emotions and behaviour for learning. There is a wide range of emotions present in a classroom at any time and these directly impact on learning by either encouraging or impeding it.

- 1 Resource sheet 15** shows a range of pupil emotions. Consider the impact of these emotions on learning and record details in column 2.
- Staff intervention can be used to support pupils to effectively manage these emotions. Consider appropriate skills and approaches that can be used in each example and complete column 3.
- As part of core day 1, section 2, staff are asked to consider the different teaching styles they have observed staff using and to describe how pupils respond.

Resource sheet 16 develops the original handout to consider ideas and strategies to promote emotional healthy and well-being. In pairs, where appropriate, select a couple of examples of staff behaviour from each section and discuss and record the relevant:

- *pupil emotional response;*
- *impact on behaviour for learning;*
- *staff emotional response.*

- Implementing emotionally health well-being as a whole-school approach requires a degree of consistency in teaching styles and response. Consider how this can be achieved and record ideas on an activity response sheet (appendix 2) under the following headings:
staff training;
communication;
peer support and coaching;
senior staff support.

Summary

- An understanding of how both pupil and teacher emotions can impact on learning
- The importance of robust and responsive support and monitoring systems
- Systems need to be understood by all members of the school community, who need to be aware of the expectations of their roles and responsibilities so that responses, protocols and procedures are consistently applied.

Solution focused approach

A supportive school context enables staff to respond effectively to consistently poor behaviour. An emotionally healthy school, which values the emotional health and well-being of its members and has in place a social, emotional and behavioural skills programme, will contribute to supporting staff in encouraging behaviour that is conducive to learning. It will also provide an ethos and school culture that will minimise and possibly actually prevent incidents of consistently poor behaviour occurring.

Of course, there will still be issues to address, as demonstrated in the following activity. However, an emotionally healthy school will be best placed to respond, since it will provide a supportive context for members of the school community to develop appropriate resilience skills.

Activity 15

Bouncing back

Audience: School staff as a whole or small self-study groups

Purpose: To illustrate the importance of developing resilience skills in response to difficult situations

In some situations we feel we have failed or have been unable to resolve feelings associated with the issue. In most situations when we have felt under pressure we have managed to move on. One incident rarely prevents us from returning to an issue, place or group. For example, meeting a deadline when there was insufficient time, developing a positive relationship with a pupil with whom there had been some confrontation, or trying to understand a new piece of information or system (O'Connor and Seymour, 1998).

1. Reflect on a scenario where you have experienced 'bouncing back' and then note what skills and competencies you used to overcome the pressure and make progress. For example:
 - *you thought back to a time when you had felt the same and remembered how you overcame the problem;*
 - *you focused on something positive;*
 - *you set yourself small, achievable targets;*
 - *you looked after yourself physically;*
 - *you talked to friends.*
2. Circle in red those skills which arose specifically from internal support or experience. Use a different colour to highlight those which required external support.
3. Finally, consider what support pupils may need if they are to develop resilience.

How can the school offer that support?
4. Record ideas on an activity response sheet for further consideration.

continued

Activity 15

continued

Summary

Resilience and determination involve the ability to:

- 'bounce back' after an experience of upset or failure;
- be flexible and adaptive in our response to a problem;
- process and learn from a difficult experience and use it to support future learning;
- develop rather than be 'paralysed' by upset;
- stick at a task when things are hard.

(adapted from Weare, 2003)

Resilience can and does develop over time if support is given. All members of staff have a responsibility to support pupils and peers by modelling ways in which difficult situations can be managed.

Some factors which are known to build resilience or the ability to deal with difficulty are:

- communication skills;
- having supportive relationships;
- having access to education;
- being part of a community;
- having adequate housing and food;
- having the opportunity to relax and enjoy leisure time;
- operating in an environment where morale is high.

The NHSS document links these risk and resilience factors to Maslow's hierarchy of needs and provides an overview of how these needs may be met in schools (NHSS, 2004: 14).

Maslow's work is appropriate at all stages of emotional health and well-being development as so much of personal development is dependent upon the satisfaction of our basic needs.

Only when the lower order needs are satisfied is it possible for someone to operate 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 ...

(NHSS, 2004: 13)

The following table highlights some key links between a whole-school approach to emotional health and well-being and Maslow's hierarchy. Schools will find this particularly useful when reflecting on their current position in relation to strengths, determining future goals and steps needed to get there.

This table should be read in conjunction with the sections on *What does an emotionally healthy school look like?* (how can we get there? page 18), *Leading an emotionally healthy school* (the role of the senior leadership team, page 21) and appendix 3.

Maslow's levels	Whole-school community	Staff skills	Group and individual
<ul style="list-style-type: none"> • Self-actualisation needs 	<ul style="list-style-type: none"> • Systems to foster responsibility in pupils – prefects, school council, peer mentoring, links with community, work experience • Recognition and sharing of staff strengths and expertise • Opportunities for gifted and talented pupils 	<ul style="list-style-type: none"> • Teaching approaches which encourage pupils to take responsibility for their own learning • Curricular opportunities for emotional language development, e.g. plenaries that include recognition of feelings and confidence during a task/activity 	<ul style="list-style-type: none"> • Increasing opportunities to influence own learning, e.g. awareness of preferred learning styles in independent study and revision • Opportunities to take part in community-linked activities and be given responsibility in school
<ul style="list-style-type: none"> • Self-esteem needs 	<ul style="list-style-type: none"> • Systems to recognise and value achievement of all types • Pupils support systems 	<ul style="list-style-type: none"> • 'Can do' approach to learning • Understanding of different theories and research and links with self-esteem • Autonomy fostered by appropriately differentiated tasks • Recognition of relationship between self-esteem, risk-taking and learning 	<ul style="list-style-type: none"> • Interests and achievements outside school, recognised and valued – opportunities for this in school • Curriculum opportunities for development of self-respect and respect for views of others – tolerance • Strategies for coping when anxious or lacking confidence • Know how to access support or information • Support for individuals with low self-esteem
<ul style="list-style-type: none"> • Social affiliation and belonging 	<ul style="list-style-type: none"> • Induction at Year 7 and for new pupils – buddy systems, for example • Role of school council • Induction and support to new staff and supply staff • Pupil groupings and opportunities for cross-year activities • Links with community 	<ul style="list-style-type: none"> • Curriculum opportunities for development of empathy and self-awareness • Be aware of and sensitive to shy or quieter pupils 	<ul style="list-style-type: none"> • Extra-curricular opportunities for pupils • Interests and achievements outside school recognised and valued – opportunities for this in school
<ul style="list-style-type: none"> • Safety needs 	<ul style="list-style-type: none"> • Secure and effective anti-bullying policy • Counselling available for staff and pupils • Mediation • Clarity in school systems of support, for example, role of tutor 	<ul style="list-style-type: none"> • Recognise signs of anxious and withdrawn pupils and know the appropriate action or response • Teaching approaches which respect the emotional well-being of pupils 	<ul style="list-style-type: none"> • Need to feel able to approach staff and be given opportunity to do so • Understanding that school responses are fair and predictable

Maslow's levels	Whole-school community	Staff skills	Group and individual
<ul style="list-style-type: none"> • Safety needs <i>continued</i> 	<ul style="list-style-type: none"> • Systems of support for staff, for example, recognition of signs of stress, support systems, organisational reform 	<ul style="list-style-type: none"> • Responses to challenging behaviour firm but not emotionally damaging • Skilled support staff who are trained to support anxious or fearful pupils • Recognise potential supportive role of peers • Recognise staff right to feel safe 	<ul style="list-style-type: none"> • Know that all areas of the school are safe at all times
<ul style="list-style-type: none"> • Physiological needs 	<ul style="list-style-type: none"> • Impact of welcoming and comfortable physical environment • Physical needs of pupils, for example, breakfast clubs and the timings and organisation of breaks and lunch • Lesson length • Physical needs met 	<ul style="list-style-type: none"> • Recognise the impact of physical needs on concentration and learning (air, natural light, movement) • Recognise when pupils are reacting in a very basic emotional way (reptilian responses) and respond appropriately 	<ul style="list-style-type: none"> • Recognise: <ul style="list-style-type: none"> – the physical needs of individuals – curriculum opportunities for development of emotional language – that lack of emotional regulation is not always in the pupil's control; provide support for pupils where the flight or fight response is normal – recognise the cycle of anger: when to contain and when to problem solve

Even in an emotionally healthy school the potential for conflict cannot be overlooked. If conflict arises it is easy to be drawn into a 'conflict spiral' or behaviours which are characterised by the 'flight or fight' type of response, if an understanding of the way people react to pressure or fear is not evident.

A simple version of a conflict spiral is demonstrated here:



Situations can be resolved if the escalation of emotions is recognised and checked early in the process. Sometimes school systems as well as an awareness of the way that emotions impact on behaviour can offer support to staff as well as pupils.

This returns to an issue raised in previous day's training about the importance of both consistency in systems and structures as well as staff being able to model emotionally healthy responses to situations.

The following activity is adapted from a 'T.E.A.M. T.E.A.C.H.' approach.

Activity 16

Taking the fizz out of the pop

Audience: Small self-study group

Purpose: To recognise the importance of keeping calm and reflecting before jumping to a decision

- 1 Take a full, large bottle of fizzy pop. With vigour shake it up, wave it around and even drop it to the floor.

continued

Activity 16

continued

- 2 Then hold it up and ask for a volunteer to remove the lid. Tell participants you want them to consider the options when the top is about to blow.
- 3 Encourage the volunteer to talk through what they feel and see in detail. Prompt them if necessary:
 - Is the bottle hard or soft?
 - Should you leave the pop to settle?
 - Would it be better to take the top off quickly and try to clear the mess up later?
 - Is that ever a good or even acceptable solution?
 - How do you evaluate the risks?
 - Could you pass the pop to someone else who isn't stressed by the situation?
 - Do you spend the time calming the pop when you think you haven't the time?
 - How do you know when the pop is safe?
 - How do you recognise a dangerous situation when the pop looks normal?
- 4 Ask the volunteer what they hear as well as see and feel as the top comes off. The bottle will hiss gently and will become more pliable as pressure is released. Draw the parallel between the bottle and the upset pupil who is unable to articulate what they are feeling.
- 5 Take further feedback on what can be helpful for the pupil, including leaving it to settle before attempting close contact. Stress the importance of remaining calm yourself and considering all the options before making a rash decision which may be more difficult to clear up.

Use an activity response sheet (appendix 2) to note:

- Does the principle behind this describe a familiar situation in school?
- Do staff explore all options and consider the risks of shaking the bottle further?
- Is asking for help to defuse a situation normal practice?
- What guidance is given to staff?
- How is it perceived by staff and pupils if cooling down or settling time is given?

Summary

- Remember to keep calm and thus avoid making hasty decisions. This is more likely to generate an emotionally healthy response.

Here follows an example of an activity that demonstrates how being part of an emotionally healthy school that encourages reflective responses contributes to dealing with consistently poor behaviour effectively.

Activity 17

Intervening in an emotionally healthy way

Audience: Individually or as a small self-study group

Purpose: To illustrate how particular responses can either escalate or de-escalate a particular situation

Consider the scenario.

Kelly has not started her written task despite being asked. She is swinging on her chair and talking loudly to Emma, who is several tables away.

- 1 Using **resource sheet 17**, list the full range of responses open to staff in this situation, dividing them into low, medium and high level interventions.
- 2 Look at the emotions listed on the accompanying sheet, **resource sheet 18**. Put them in the most appropriate box in column 2 (on resource sheet 17), and discuss, if working in a group, the relationship between levels of intervention and the teachers' emotional response. This can be linked with handout 2a from session 2 on core day 1 which considered teaching styles and pupils' responses.
- 3 Now choose one possible intervention from medium interventions and consider the following scenario and questions.

Kelly has not responded to your intervention and is becoming confrontational. You are aware that you are becoming irritated as Kelly is interrupting the flow of your lesson and other pupils are losing focus.

What are the internal or physical signals that tell you that you are becoming emotionally 'wound up'?

How might Kelly know that you are irritated? How might she respond?

How might the rest of the class know that you are irritated? How might they respond?

What is the probable impact on:

- Kelly's learning and behaviour;
 - the other pupils' learning and behaviour;
 - your lesson?
- 4 On reflection, how might you respond and intervene to minimise conflict and ensure that teaching and learning take place effectively?

Summary

Situations can be resolved if the escalation of emotions is recognised and checked early in the process. For staff to be able to respond appropriately to situations which threaten safety and hinder learning, they need:

- to be aware of strategies which can support them when rational behaviour is affected by stressful incidents;
- to recognise when their own behaviour may be contributing to the conflict spiral;
- to understand what options are available to them within the school's systems.

The way we communicate and assimilate language and behaviour in schools is critical to effective teaching and learning and to the daily experience of those involved. The emotional state and development of the learner, and indeed the teacher, can therefore have a significant bearing on effective communication of knowledge and understanding.

An emotionally healthy school community:

- recognises and uses different communication styles;
- acknowledges how social and emotional states affect how they convey, receive and process what takes place in the classroom;
- assesses the emotional climate before communicating;
- develops positive approaches to communication to try to ease anxiety, reduce confrontation and build relationships.

Direction can be given to a pupil in a variety of ways. It is the composite of non-verbal and verbal teacher skills that decides whether it will be effective. For example, a quiet voice and anxious face convey that the teacher believes their direction will not be acted upon. Positive language but with a snappy tone or invasion of pupil space will lead to conflict and diminish authority. There is no hard-and-fast rule.

Emotions influence the way staff communicate with pupils and, as a result, staff–pupil relationships. When emotions are allowed to influence behaviour, especially if staff become genuinely irritated or annoyed in the classroom, they risk losing objectivity in the way they manage behaviour that challenges. Effective teachers use the lowest-level response required to elicit a positive outcome. Graduated interventions reduce the risk of confrontation and provide staff with a range of responses from non-verbal cues* to higher-level interventions such as removing pupils from the classroom. It is also important to recognise that higher-level interventions impact on the teacher's emotions as well as the rest of the class.

Here are some examples of techniques using language that help engagement: vocalising key words, specific and general questioning, directed and open tasks, rephrasing questions in different ways, variable tone and pace, and use of appropriate body language.

If the way we communicate and assimilate language and behaviour is made explicit and discussed, it can have a positive effect on emotional health and well-being in the school. The NHSS document describes the importance of supporting staff at all levels. Staff emotional health and well-being also has an impact on career decisions and the school's ability to recruit and retain staff. The NHSS document (2004) suggests activities likely to promote staff emotional health and well-being. Further suggestions and information are contained in *Staff health and well-being* (NHSS, 2002). A successful and healthy school considers all aspects of staff support and deals proactively with high-risk situations. As a general rule, more proaction will necessitate less reaction.

The following table suggests some possibilities for introducing procedures that alleviate stress and promote emotional health and well-being. High-risk situations are the product of contributory events. It is possible to reduce the difficulties by tackling causes strategically and proactively. When reviewing school support and monitoring systems, aim to identify potential threats and opportunities and use these to try to develop positive, proactive procedures wherever possible.

*Core day 2, session 3, provides further guidance on non-verbal communication

Identifying and tackling some high-risk situations

High-risk situation	Examples of possible contributory factors	Examples of possible proactive procedures to help reduce difficulties arising
Pupil-teacher conflict in lessons after lunch, or at end of day	Pupil/teacher tiredness Pupil/teacher affected by events at lunchtime	<ul style="list-style-type: none"> ● Proactive timetabling strategies, possibly including settling time ● School policy on structure of afternoon lessons to reflect teacher and pupil physical and emotional state ● Proactive involvement of colleagues to smooth lesson transition
Long-term supply/cover with more challenging groups	Teacher unfamiliarity with pupil's room, work, etc. Teacher's own commitments Nature of work set Low pupil self-esteem Teacher experiencing challenges with group in other lessons	<ul style="list-style-type: none"> ● Empowerment: photo of class with names; evaluation sheet to be completed by supply teacher, with positives and negatives; sheet to be followed up by senior staff. Records to be kept, and acted on accordingly. ● Support: ensure frequent and active visits to lessons by senior and other available staff. ● Enabling: ready supply of appropriate cover work (use outside help, possibly including websites, other schools, consultants to help establish a bank of work); cover work to be in form pupils can use (eg copy for each pupil); ensure copy of work set sent to senior leadership team for oversight of expectations. ● Enhancement: cover teachers familiar with pupils where possible; additional free periods for preparation/administration/meeting with senior leadership team.

SECTION 6: Summary

This final section highlights some of the practical issues of combining the move towards promoting emotional health and well-being, including pupils' social, emotional and behavioural skills, alongside emotionally healthy school developments and aligning the resultant process to the school's improvement cycle.

Solution-focused approaches help to ensure that tangible and realistic steps are identified, building on the school's current strengths and achievements and examples of evidence-based practice. Whatever the case, schools can approach this task taking account of their particular stage of development and identify the starting point that meets the needs and priorities of the whole-school community from governors through to senior leaders, staff, pupils, and parents/carers. The role of the senior leadership team may be considered in this process. It is important that local behaviour and attendance consultants who will be supporting this work in schools, either as an introduction or as an opportunity to consolidate and develop practice, access the support of other local agencies such as the local healthy schools team. These partnerships will build capacity and capability and the sharing of resources and expertise.

In the context of sustaining the work longer term, partnerships with other agencies are helpful in the spirit of *Every child matters* (DfES Green Paper Sept. 2003). This process ensures that a coherent and coordinated set of services, offered through a multi-professional approach, supports work in schools for all pupils and their parents/carers, alongside more targeted interventions. Pupil performance and well being go hand in hand. Pupils can't learn if they feel unsafe or if health or social problems are allowed to create barriers.

These materials bring together and consolidate learning since the behaviour and attendance strand was introduced in 2003. The behaviour and attendance audit and toolkit units will help schools to plan action with support based on a review of the whole-school community's needs. In addition, previous core day training will underpin the process of a school becoming confident to promote emotional health and well-being in the context of an emotionally healthy school and will help schools to strengthen pupils' social, emotional and behavioural skills to enhance learning.

Other Key Stage 3 Strategy materials complement and assist development activity in schools. It is anticipated that, as the Strategy moves towards flexible packages of school support, more links will be developed between consultants in offering dedicated time to schools on whole-school issues such as this. *The Pedagogy and practice: teaching and learning in secondary schools* pack is particularly useful in this context – a focus on units 18, 19 and 20 will contribute to your planning in developing the appropriate climate for learning in an emotionally healthy school.

In terms of future plans, the behaviour and attendance strand, building on the sound foundations now in place to support universal practice, will be focusing more specifically on understanding the causal factors of poor behaviour and irregular attendance. This will inform targeted work in specific contexts and with specific groups, for example, underachieving boys, pupils with special educational needs and mobile pupils. This will be set within the context of achieving high standards through inclusive practice.

Finally, here are points to consider in the development of a successful, emotionally healthy school community that achieves behaviour for learning and regular attendance:

- Be aware;
- Recognise diversity of needs;
- Act smart;
- Gain support;
- Work together;
- Listen to each other;
- Value contributions;
- Reflect on practice;
- Keep thinking solutions;
- It's OK to say I made a mistake!;
- Focus on achievement.

Resource sheet 1: *What does the term 'emotional health and well-being' mean in this school?*

Emotional literacy

Emotional intelligence

Emotional and social well-being

Emotional and social learning

Mental health

Social and emotional learning

?

Resource sheet 2: *Opportunities to develop emotional health and well-being through the National Curriculum*

Art	Employ a range of methods to convey feelings. Explore themselves and their own experiences. Explore research from a variety of historical, social and cultural contexts.
English	Distinguish tone/undertone/implications and other indicators of the intentions of a speaker. In reading, investigate the way ideas, emotions and values are explored and represented. In writing, assist to analyse and form own view, considering a range of evidence/opinion.
Geography	Realise how attitudes and values have an effect on contemporary social, economic, environmental and political issues. Explore global citizenship. Examine two countries in very different stages of economic development.
History	Explore experiences and range of beliefs and attitudes held by people in the past. Examine social, cultural, religious, ethnic diversity of different societies. Look at history from political, religious, social, cultural, aesthetic and economic perspectives.
ICT	Create good presentations suited to the needs of others. Share experiences and opinions of ICT range of use and discuss its use. Make sense of information and present it in a range of forms.
Maths	Employ alternative ways of overcoming difficulties. Recognise the value of assumption when deducing results. Choose and monitor the effectiveness of problem-solving strategies.
MFL	Develop language skills. Develop cultural awareness. Express/discuss feelings and opinions.
Music	Communicate feelings about music and defend them using expressive vocabulary. Recognise the expressive use of musical elements. Create and develop musical ideas and composing skills.
Physical education	Employ rules and conventions for differing activities. Have clear achievement targets being aware of their actual achievement. Understand how to become involved in activities beneficial to their personal/social health.
RE	Recognise how values are demonstrated through social and global issues. Examine causes of suffering and how they might be overcome.
Science	Examine the emotional changes in adolescence. Explore the likely effects of burning fossil fuels on the environment. Take into account the benefits/drawbacks of scientific developments including those linked to environment, health and quality of life.
Technology	Prioritise actions/reconcile decisions made during a project. Appraise and adapt design ideas. Appreciate the significance of feedback in design systems.

Resource sheet 3: *Social, emotional and behavioural skills*

	Never	Sometimes	Most of the time	Always
Self-awareness				
We know that feelings, thoughts and behaviour refer to different things.				
Our feelings vary in intensity.				
We know that all feelings are acceptable but that not all behaviours are acceptable. Context affects the acceptability of different behaviours.				
Our feelings (and others' feelings) change over time and in response to external events and others' behaviours.				
We can have conflicting feelings.				
Our feelings affect our thoughts and behaviours.				
Our thoughts affect our feelings and behaviours.				
Our feelings can sometimes help us to think but sometimes stop us thinking.				
We know that it is possible to choose not to show our feelings (and sometimes right and sometimes not right to do this) and that we are capable of changing them ourselves.				
We can recognise if a feeling is pleasant or unpleasant.				
We can label and talk about feelings, using shared understandings.				
We can recognise a feeling in ourselves from external and internal cues.				
We can recognise when we feel conflicting emotions.				
Empathy				
We understand that all people can feel the same range of emotions.				
We understand that different people will feel different emotions at different times, even when faced with the same situation.				
We understand that people's feelings change over time and in relation to circumstances and other people's behaviour.				
We understand that our actions affect other people – we can make them feel better or worse.				
We can use cues to guess other people's emotions and to imagine how we would feel if we were them.				
We can take another person's point of view.				
We can distinguish between accidental and deliberate actions.				
We are able to recognise situations in which we may choose not to show our feelings to avoid hurting others (and those where we should not do this).				
We are able to support other people, e.g. by making them feel happy; by using good listening when they share their feelings – demonstrating the skill of active listening.				

Resource sheet 3: *Social, emotional and behavioural skills*

(continued)

	Never	Sometimes	Most of the time	Always
Managing feelings				
We know that our feelings may make us want to behave in a certain way but that we can choose our behaviour.				
We understand the difference between impulsive and thinking behaviour.				
We are able to wait for what we want (delaying gratification).				
We know that we can influence the outcome of events by what we choose to do.				
We know that our thoughts can alter our feelings – in particular our attributions of intentionality.				
We know how to calm down and relax.				
We can talk about and share our feelings.				
We use positive self-talk/visioning (rehearsing events in the mind).				
We can reframe a situation.				
We can use a problem-solving strategy: calming down, thinking of a range of solutions, choosing the one with the best overall consequence, trying it out and evaluating how well it went.				
Self-motivation				
We know what a short- and long-term goal is.				
We know that there are a number of ways to arrive at a goal.				
We consider the consequences of our goals.				
We are able to break down goals into smaller steps.				
We know our own strengths and what conditions and learning styles lead to the best outcomes for us.				
We recognise what is helpful or unhelpful to us in achieving our goal.				
We practise sustained effort and learning.				
We know about learning curves, comfort zones and optimal anxiety levels etc. as they affect our learning.				
We have the ability to anticipate obstacles and plan for them.				
We are prepared to take responsibility where appropriate.				
We are able to recognise excuses and the ways we sometimes try to absolve ourselves of responsibility.				
We are confident enough to take appropriate risks.				
We are flexible in switching goals when necessary.				
We are able to tolerate frustration.				

Resource sheet 3: *Social, emotional and behavioural skills*

(continued)

	Never	Sometimes	Most of the time	Always
We have a range of strategies for 'bouncing back' from mistakes, setbacks and failure.				
We are able to enjoy and celebrate our achievements.				
Social skills				
We take turns.				
We can share.				
We understand and use non-verbal communication effectively.				
We are able to make our communication appropriate to the context.				
We are able to talk about feelings effectively.				
We respond appropriately to others' emotions.				
We know how to be a good listener (using the skills of active listening, e.g. facilitative verbal and non-verbal behaviours).				
We use 'I statements' instead of blame.				
We use assertive language or assertiveness skills.				
We have skills of negotiation with others.				
We understand about groups and recognise 'in' groups and 'out' groups and the effect of these on people. We know how to join and be part of a group.				
We know how to compete fairly (managing aggression and the feelings associated with success and failure and maintaining our own and others' self-esteem and dignity).				
We can make effective use of mediation.				
We can deal respectfully with confrontation and make use of conflict management skills.				
We know how to apologise and make amends (making up with people).				
We know how to be sensitive when giving feedback to others.				

Peter's story

Peter had a bad morning. His five-year-old son had played up really badly. He often wondered how it was that he had few difficulties controlling a class of 30 Year 9 pupils when he found it so hard to get his son to hurry up and get ready for school in the mornings. When he eventually got his son in the car and turned the ignition on it had spluttered and refused to start. It took him about half an hour messing around under the bonnet before they eventually set off. During the entire journey his son moaned about having to go to the childminder's after school.

Things didn't get much better when Peter got to school. It had been raining in the night and his classroom roof had sprung a leak. There was water all over his desk. Some of the pupils' work had been ruined. He knew this would get the day off to a bad start. After registration he had the weaker science group. They were a real handful. He had hoped to have everything ready for the group but now this wasn't possible.

The class came in for the science lesson. He felt poorly prepared and had the beginning of a headache. He explained about the leak but some of the pupils were upset. He asked the class to get into their small groups. After the usual disturbance, they were ready to start.

Then he noticed Sam. She was sitting on an empty table and had quite obviously not bothered to move. He walked towards Sam. She was looking at him with a blank stare and seemed to be saying 'You can't make me move.' Before he had even thought about what to do he had launched in and heard himself saying 'Get into your group or you'll be sorry.' He was shouting, too.

Sam wasn't usually too much of a problem. She didn't always concentrate in class but she usually did what she was told with a little extra prompting. But today she got up, swore at him, threw her work on the floor and stormed out.

Resource sheet 4: *Teachers' emotions and behaviour*

(continued)

Ideas for starting lessons calmly

- 1 Be alert to the signs of tension and stress – then do one of the following.
 - Take a few deep, calm breaths, counting to three as you breathe in. Hold it for a count of three and then breathe out for three. Do this several times.
 - Tighten and then relax the muscles in your body in sequence.
 - Identify a place where you feel very calm and relaxed. Visualise it.
 - Say positive things to yourself in your head.
 - Think of your own relaxation technique and practise it.
- 2 Consider the routines at the beginning of the lesson, for example, beginning activities that allow the time for you to get yourself organised.
- 3 Have a routine phrase or expression to encourage pupils to prepare for learning.
- 4 Have a planned script for dealing with a pupil who is not ready to start the lesson. Use the least intrusive strategy first, from this list:
 - whole-class reminder or proximal praise (praising a pupil who has shown they are ready);
 - starting the lesson by tactically ignoring one learner and settling the rest of the class to work before talking privately to them;
 - using a script that involves non-confrontational language and offers a choice: 'Remember our rules ...' 'You can sit here next to me or ...';
 - assume that the child is going to make a sensible choice by turning away and resuming the lesson. Have this conversation individually with the child if possible.

Ideas for calming down

- Tell yourself to STOP!
- Give your thinking brain time.
- Tell yourself you can handle this!
- Say to yourself 'be calm ... be calm'.
- Walk away.
- Count backwards from 10, 20, 50.
- Tell someone else how you feel.
- Breathe deeply in and out five times.
- Tense and relax your muscles.
- Take some exercise.
- Go into a deserted place and shout.
- Feel your pulse.
- Picture yourself dealing with the situation calmly and strongly.

Resource sheet 5: *What does an emotionally healthy school look like?*

Climate	Characteristics	Emotional/feelings experiences	Motivational steps
Undemanding and leading to apathy and frustration	Overprotective Permissive structure Low expectations Restrictive culture Undemanding Praise for easy work Pity Over-dependent on external rewards	poor attendance, dismissive	
Undemanding and stifling	Low expectations Forced learning Reliant on sanctions Oppressive structure Personal blame 'Plastic' praise Focus on what is wrong Controlling/bullying	bored	
Causing anxiety and blocking motivational learning	'Prove yourself' climate Uncertainty/ inconsistency Chaotic structure Mean with praise/ contaminated praise More interest in results/ own agenda than welfare Threats Over-pressurised	afraid uncertain	
Motivating and maximising learning	Trust Autonomy Creative/humour Responsive Individuals valued Self-improvement Clarity of purpose and goals Consistency Personal success Encouragement and genuine praise	determined positive	

Resource sheet 6: *Pupil involvement in whole-school improvement*

Principles of participation	Standards	Evidence	Action required
<p>There is a clear and visible commitment to involving pupils in a route map of how to make it happen.</p>	<ul style="list-style-type: none"> ● The way in which children and young people participate is clearly laid out in all policies. ● A governor and member of the school's senior management team are identified as champion and monitor. ● The contribution of participation to emotional and social development, reducing bullying, developing key skills, raising attainment and raising achievement is recognised and understood. 		
<p>Pupil involvement is valued.</p>	<ul style="list-style-type: none"> ● Pupils and the whole-school community recognise the importance of participation, the contribution it makes to education, inclusion and health targets and all working in partnership to develop a supportive culture and environment. ● Links to the taught curriculum (particularly PSHE and Citizenship and pastoral support) and other relevant processes (such as personal education planning) are recorded and reported, and accreditation is sought where applicable, for example, Millennium Volunteers. 		
<p>There is equality of opportunity for pupils to be involved.</p>	<ul style="list-style-type: none"> ● A wide range of activities is established and pupils are encouraged, supported and enabled to access participation opportunities. ● These activities include identifying issues and areas of development as well as contributing to solutions. ● They start where children and young people are at and often require explicit and creative targeting of those who may not normally volunteer or be nominated to participate. ● Extra support is offered where necessary for pupils to access opportunities. 		

Resource sheet 6: *Pupil involvement in whole-school improvement*
(continued)

Principles of participation	Standards	Evidence	Action required
<p>Pupil participation and involvement are continually evaluated and reviewed.</p>	<ul style="list-style-type: none"> ● Pupils are given explicit feedback about how their views and ideas have been listened to, what action has been taken in response, and next steps. This is particularly important where decisions go against the wishes and ideas of pupils. ● Adults and pupils in school start at a level at which they feel confident and are able to build on by celebrating successes, valuing and learning from mistakes and maintaining creativity and motivation. ● Opportunities for reflection and evaluation are integral to the work. 		
<p>Quality standards are in place.</p>	<ul style="list-style-type: none"> ● Pupils and staff receive training and support to develop their skills and confidence in organising, facilitating and participating in the full range of activities. 		

Resource sheet 7: *Where are we now?*

Statement	Current situation 10 = Very evident 1 = Not in evidence - - - - - - - - - 10
Emotional health and well-being is promoted in our school.	- - - - - - - - - 10
It is part of the 'caught' and 'taught' curriculum.	- - - - - - - - - 10
Staff understand what is meant by this term.	- - - - - - - - - 10
We believe this is one of the school's priorities in relation to teaching and learning. We have identified this area of work explicitly.	- - - - - - - - - 10
Staff recognise social, emotional and behavioural skills.	- - - - - - - - - 10
We have identified trends and issues relating to these skills in different year groups and subject areas.	- - - - - - - - - 10
These skills are taught in a way which matches pupils' needs.	- - - - - - - - - 10
We have evidence that social emotional and behavioural skills are taught.	- - - - - - - - - 10
We are addressing staff training needs in this area.	- - - - - - - - - 10
We know how the teaching of these skills will impact on the curriculum.	- - - - - - - - - 10

Resource sheet 8: *Whole-school approach (National Healthy School Standard)*

Whole-school approach										
	Leadership, management and managing change	Policy development	Curriculum planning and resourcing including working with external agencies	Teaching and learning	School culture and environment	Giving pupils a voice	Provision of pupils' support services	Staff professional development needs, health and welfare	Partnerships with parents/carers and local communities	Assessing, recording and reporting pupils' achievements
Criteria for emotional health and well-being (including bullying)										
Opportunities are provided for pupils' views to inform policy and practice.							Peer support services are established within the school, such as peer counselling or peer mediation.			
The school has 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 support agencies.		Effective mechanisms for consulting whole school on policy development are established, e.g. school council, staff and parent forums.								
The school openly addresses issues of emotional health and well-being by enabling pupils to understand what they are feeling and by building their confidence to learn.			Opportunities for pupils to discuss their feelings are built into the whole curriculum, including PSHE and subject areas.							
The school identifies and supports the emotional health needs of staff.					Comfortable and appropriate spaces are provided for staff in non-contact time.					

Resource sheet 9: Emotional health and well-being (National Healthy School Standard)

Emotional health and well-being (including bullying)				
Emotional health and well-being criteria	Opportunities are provided for pupils' views to inform policy and practice.	The school has 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 support agencies.	The school openly addresses issues of emotional health and well-being by enabling pupils to understand what they are feeling and by building their confidence to learn.	The school identifies and supports the emotional health needs of staff.
Value responses	The school is a 'listening school' where each pupil's contribution to the school is valued and recognised.			
Aspects of whole-school approach managing change				
Leadership, management and managing change				
Policy development				
Curriculum planning and resourcing including working with external agencies				
Teaching and learning				

Resource sheet 9: Emotional health and well-being (National Healthy School Standard)
(continued)

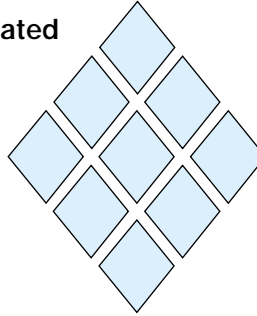
Emotional health and well-being (including bullying) aspects of whole-school approach managing change continued						
School culture and environment	Appropriate and effective mechanisms for ensuring pupil's views are heard are in place, e.g. pupil forums/council.					
Giving pupils a voice						
Provision of pupils' support services						
Staff professional development, health and welfare						
Partnerships with parents/carers and local communities						
Assessing, recording and reporting pupils' achievements						

Resource sheet 10: *Fostering emotional health and well-being within the school setting*

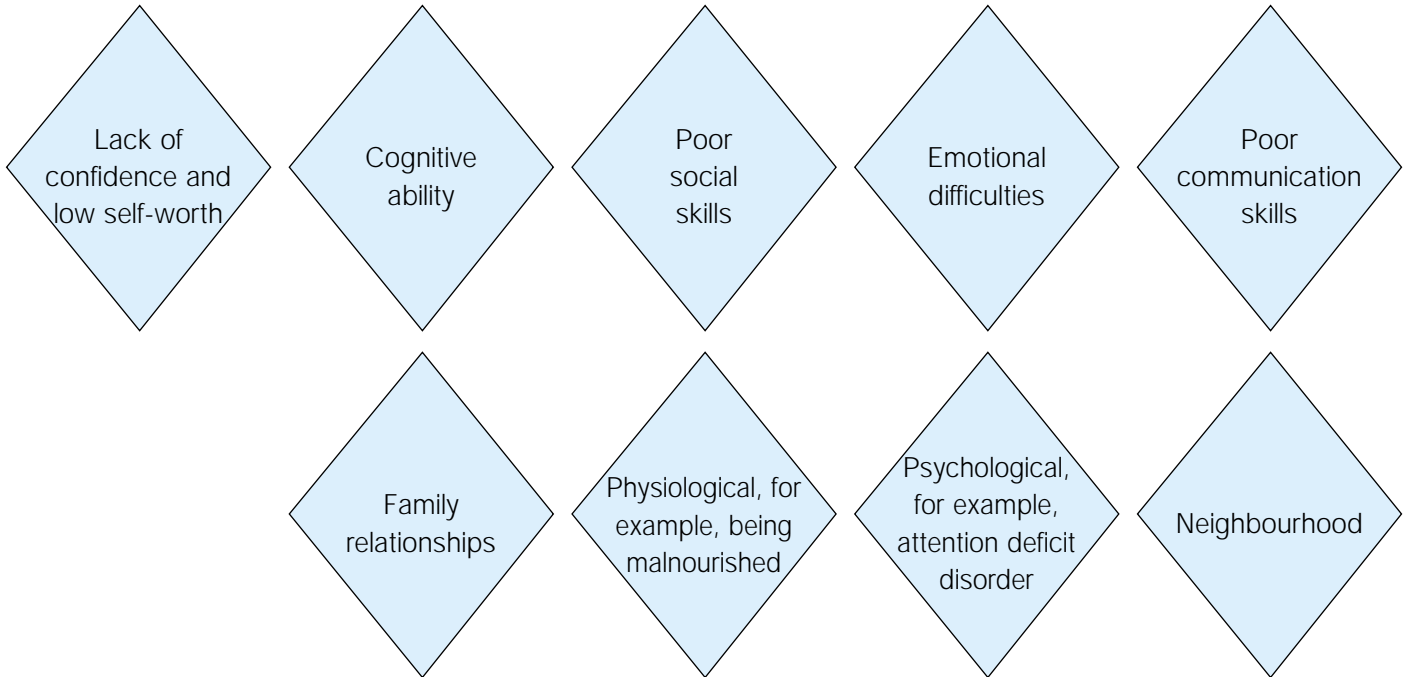
Range of needs	Desirable experiences	In school this might look like	Current situation 1 = Not in evidence 10 = Very evident - - - - - - - - - 10
Physiological or survival needs	<ul style="list-style-type: none"> ● Warmth ● Food ● Shelter ● Seeing, hearing and taking part in what's going on ● Safe physical exploration ● Getting to know your own body and its strengths and limits 	<ul style="list-style-type: none"> ● Comfortable classrooms 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 	- - - - - - - - - 10
Safety needs	<ul style="list-style-type: none"> ● Having boundaries ● Having basic needs met ● Knowing you are in safe hands 	<ul style="list-style-type: none"> ● Secure, risk-assessed sites ● Consistent, caring supervision ● Simple, clearly explained rules ● Clear policies and procedures for tackling bullying 	- - - - - - - - - 10
Love, affection and belonging	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Positive relationships and interactions with staff and peers ● Diversity and difference are 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 ● Opportunities for group work ● Peer support programmes 	- - - - - - - - - 10

Resource sheet 11: *Causes and triggers of poor behaviour*

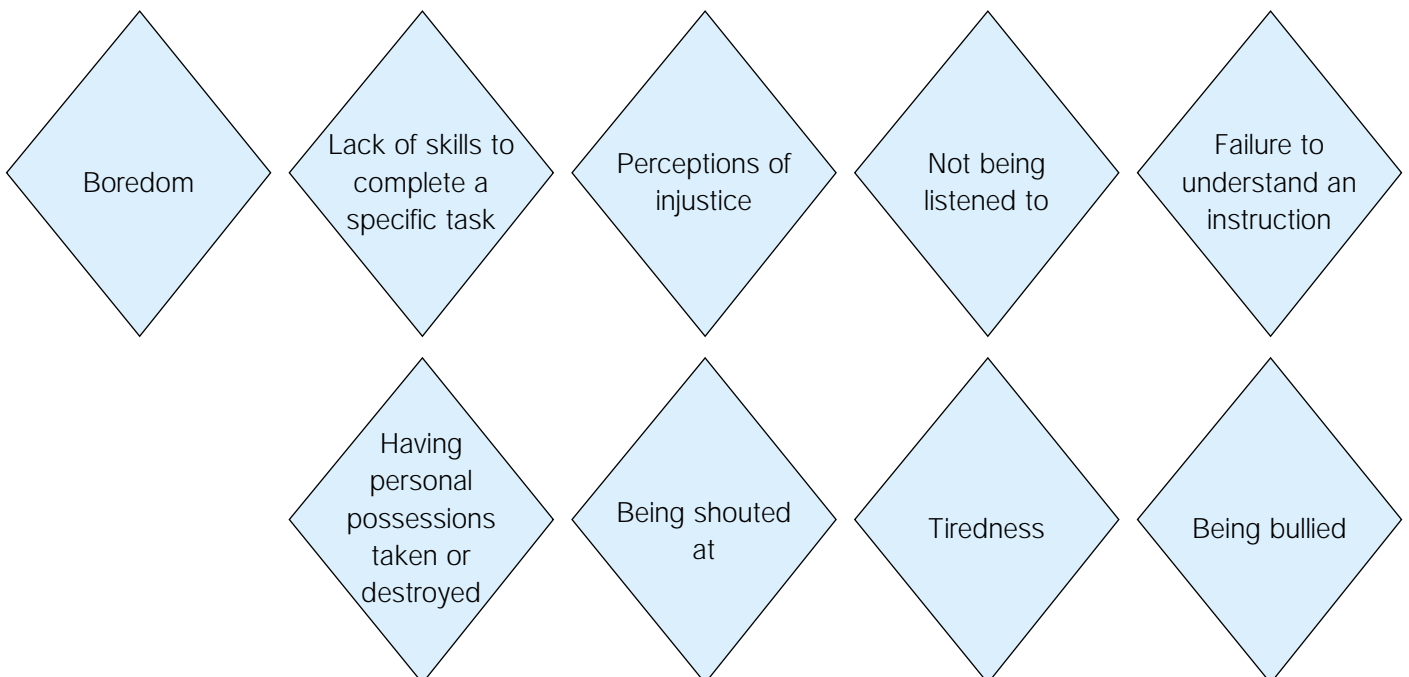
To prioritise statements as illustrated



Long term causes of poor behaviour



Short term triggers of poor behaviour



Resource sheet 12: *Responding to poor behaviour*

Examples of poor behaviour demonstrated by identified pupil	Long term causal factor	Short term trigger	Appropriate school response
Persistently calling out in class, snatching other pupils' equipment, reluctance to join in the lesson	Attention-seeking behaviour due to parent/carer neglect	Lack of skills to complete a specific task	Individual programme of support to address behaviour and learning skills

Resource sheet 13: *Characteristics of an assertive teacher*

1 Circle the characteristics you think you model confidently.

leadership	reliability	listen to pupils
confidence	set clear boundaries	value pupils' opinions
open and direct	states expectations both academic and behavioural	good model of behaviour, for example, polite
decisive	fair and consistent	humour – but with pupils, not at them
high expectations	raise both achievement and effort	dependable

2 Tick the necessary skills you have in order to achieve the listed characteristics:

- well-prepared
- pre-planned
- a good communicator
- a good listener
- rational detachment
- alertness
- a challenger
- a finisher

Resource sheet 14: *Dealing with confrontation*

		Teacher	
		High emotion Low rationale	Low emotion High rationale
Pupil	High emotion Low rationale	Conflict between teacher and pupil. For example, a teacher has already asked a pupil on four occasions to stop tapping their pen. During the last lesson the same behaviour took place. The pupil taps again for the fifth time. Teacher snatches the pen and shouts loudly at the pupil.	Teacher manages the situation.
	Low emotion High rationale	Pupil is in charge of the situation.	Behaviour for learning modelled by teacher and pupil.

Resource sheet 15: Staff behaviour and impact on learning 1

Pupil emotions	Impact on learning	Teacher skills/approaches
Feeling excited		
Feeling anxious		Reassuring, including, positive language, non-verbal gestures, welcoming, etc
Feeling content		
Feeling frustrated		
Feeling proud	Adds to motivation	Appropriate praise
Feeling valued		
Feeling scared	Inability to focus	
Feeling safe	Willing to take risks, to participate, etc	
Feeling lonely		
Feeling in control		
Feeling angry		

Resource sheet 16: *Staff behaviour and impact on learning 2*

Staff behaviour	Pupil emotional response	Impact on behaviour for learning	Staff emotional response
<ul style="list-style-type: none"> ● Passive ● Inconsistent ● Boundaries inconsistent ● Inconsistent in implementing school policy, e.g. rules, attendance ● Reactive to behaviour ● Poor time management and organisation ● Lack of routines 	<ul style="list-style-type: none"> ● Feels withdrawn ● Feels frustrated ● Feels angry ● Feels unsafe 	<ul style="list-style-type: none"> ● Pupils manipulate adults ● Pupils push boundaries ● Pupils have no respect for the teacher 	
<ul style="list-style-type: none"> ● Sets clear boundaries ● States expectations, both academic and behavioural ● Fair and consistent ● Listens to pupils ● Values pupils' opinions ● Good model of behaviour, e.g. polite ● Humour ● Praises both achievement and effort ● Takes risks 	<ul style="list-style-type: none"> ● Feels safe ● Feels confident ● Feels valued ● Feels content 		<ul style="list-style-type: none"> ● Feels safe ● Feels confident ● Feels valued ● Feels content
<ul style="list-style-type: none"> ● Aggressive responses to pupils ● Inflexible ● Poor listening ● Inconsistent and unfair ● Expects misbehaviour ● Labels pupils ● Confrontational ● Sarcastic with pupils ● Does not take risks 	<ul style="list-style-type: none"> ● Feels withdrawn ● Feels frustrated ● Feels angry ● Feels unsafe ● Feels scared ● Feels devalued 		

Resource sheet 17: *Intervening in an emotionally healthy way 1*

Intervention level	Possible intervention	Teacher emotional response
<p style="text-align: center;">L O W</p>	<ul style="list-style-type: none"> ● Agreed non-verbal signal ● ● ● ● ● 	<ul style="list-style-type: none"> ● calm
<p style="text-align: center;">M E D I U M</p>	<ul style="list-style-type: none"> ● Moving closer and reminding of expectations ● ● ● ● 	<ul style="list-style-type: none"> ● anxious
<p style="text-align: center;">H I G H</p>	<ul style="list-style-type: none"> ● ● ● ● ● ● 	

Resource sheet 18: *Intervening in an emotionally healthy way 2*

Calm	Out of control
Annoyed	Irritated
Relieved	Angry
Anxious	Pleased
Frustrated	In control
Demotivated	Skilled

Activity response sheet

Please use this sheet to keep a record of your training.

Section:	Activities studied:
Date:	Staff present:
Report on the activities:	

Next steps

Please use this sheet to help plan follow-up to the training.

Section:	Task:
What do you need to do now?	
Who else in the school needs to be involved?	
What are the resource implications?	
What are the risks?	
What are the benefits?	

What does an emotionally healthy school look like?

Values	How is this experienced by pupils?/pupil perspective	How is this experienced by staff?/staff perspective	How is this experienced by parents/carers? or other stakeholders?	What might this look like? What examples might be found?
A clear moral purpose	<p>Has principles that all members of the school community have agreed to live and work by. Has rights, responsibilities and roles like that of peer mentor or prefect that enhance understanding of what it is to live in, and contribute to a harmonious community</p> <p>Has a learning experience in which every individual's need is met and there is a commitment to excellence for all</p>	<p>Contributing to the identification of values Explaining to pupils the importance of those values. Identifying, accepting and consistently implementing roles and responsibilities designed to embed those values in practice</p> <p>Has rights – like the right to be listened to that contribute to a sense of personal and professional development and self-esteem</p>	<p>Contributing to the identification of values; understanding how those values will be promoted by the school, supporting the school by embodying and modelling those values</p> <p>Has rights – like the right to be listened to that contribute to their sense of social involvement, personal development and self-esteem</p>	<ul style="list-style-type: none"> ● Opportunities for all to debate issues and learn from experiences ● Active and visible spiritual, moral, social and cultural development ● Active and high status PSHE and Citizenship ● Opportunities for all to be listened to ● Policy which recognises the needs of all
Valuing diversity	<p>A curriculum designed to promote a positive view of difference (gender, creed, race, sexual orientation)</p>	<p>Having strengths and expertise in the various aspects of school life identified and celebrated</p>	<p>Participation in school organised activities designed to celebrate cultural difference</p>	<ul style="list-style-type: none"> ● Opportunities to be involved in and experience a range of drama, storytelling, creative activities, music ● Positive relationships ● Rewards and recognition of achievement at all levels
Equality	<p>The rewarding of all, equally and fairly for achievements and the regular celebration of those achievements in assemblies and presentation evenings</p>	<p>Provision of structured opportunities for taking responsibility for outcomes</p>	<p>Through differentiated communication designed to give significant information in a readily accessible way</p>	<ul style="list-style-type: none"> ● Rewards systems ● Positive intervention for all ● Opportunities for all involved in the community to learn ● Flexible but consistent rules
Mutual respect	<p>A learning environment free from bullying and in which active listening is prized</p>	<p>Through consistent adherence to classroom and general behaviour protocols by all pupils</p>	<p>Consistently being consulted and listened to in relation to the particular needs of their pupils and through participation in strategies designed to promote positive behaviour and self-esteem as rewarding</p>	<ul style="list-style-type: none"> ● Positive interactions ● Activities which highlight regard between groups ● Well-recognised and used support systems

What does an emotionally healthy school look like?

(continued)

Values	How is this experienced by pupils?/pupil perspective	How is this experienced by staff?/staff perspective	How is this experienced by parents/carers? or other stakeholders?	What might this look like? What examples might be found?
Developing the potential and autonomy of all	Pedagogies that promote individual and social construction of learning and empower learners by helping them to reflect on their learning and how it has occurred	A collegiate culture in which good practice is identified, shared and celebrated	By personal relations with teaching staff that encourage a shared solution-focused approach to difficulties	<ul style="list-style-type: none"> ● Staff and pupils able to ask for what they want ● All able to make mistakes without fear of recrimination ● Systems which recognise achievement as well as attainment
Learning as life enhancing	Assessment of individual learning needs through testing, monitoring and regular interaction with teachers and peers	The development of coaching and network structures to develop and disseminate good practice	Opportunities provided for the development of skills in areas such as sport and IT	<ul style="list-style-type: none"> ● Learning evident as enjoyable ● Variety of experiences ● Pupils and staff able to point to areas of development
Collaboration	Participation in forums such as class and school councils empowered to organise pupil-led activities like charity fund raising and influential in promoting school development to meet pupil needs	Engagement in focus groups designed to reflect on and develop teaching and learning, or the climate for learning or emotional well-being of the school	Engagement in focus groups designed to reflect on and develop teaching and learning and the role of the school within the local community	<ul style="list-style-type: none"> ● Pupils take part in activities in and beyond the classroom ● All are willing to express an opinion and feelings
Emotional and physical well-being	Having boundaries established through clear and simple behaviour protocols. Having basic needs met and being supported by others through consistent caring supervision. Learning about and developing social and emotional competencies	Being actively valued by having opportunities to comment as 'critical friend' on aspects of the school. Environment/climate for learning through mechanisms such as the self-review and audit. Being supported in identifying and meeting professional development needs	Participating in courses designed to support parenting and behaviour for learning skills. Being actively valued by having opportunities to comment as 'critical friend' on aspects of the school environment/climate for learning through mechanisms like the self-review and audit	<ul style="list-style-type: none"> ● Secure and safe school site ● Caring supervision ● Low incidence of aggressive behaviours or bullying

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