A Wellbeing Framework for Schools
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“Happiness is the meaning and the purpose of life, the whole aim and the end of human existence.”

Aristotle

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Foreword

Jenny Fox Eades

Wellbeing is a broad and complex subject - and one that has always been very important to teachers. In recent years there has been renewed interest in children’s wellbeing. Indeed, some argue that schools now focus too much on issues like wellbeing and not enough on their core purpose of helping children to learn. What I think this extraordinarily comprehensive document makes very clear is that it need not be a question of learning OR wellbeing - wellbeing and learning are two sides of a coin and cannot be separated.

Humans learn - it is part of what it means to be human. We are learning from our first breath until our last. And learning helps us to thrive, to grow, to flourish, it is essential to our wellbeing. Learning helps us to achieve wellbeing and achieving wellbeing helps us to learn.

Education certainly does involve learning to read, to write, to speak French, to play the violin, to master quadratic equations. It also involves learning about ourselves and other people and about our communities. Education, whatever the subject matter, helps us to grow and to change. As one teacher says in this document, ‘What does education mean? It means transformation.’

You will find in these pages a wealth of great discussion, good ideas and inspirational practice - to help you to think more deeply about YOUR wellbeing and that of your students, to assist that process of transformation.

And thinking of your own wellbeing can and ought to come first. The Buddhist leader Thich Nhat Hanh has pointed out that anyone in the ‘helping’ professions must first help themselves, before they can help other people. The wellbeing of teachers and headteachers, midday assistants, cleaners, parents and even education academics, is essential to the wellbeing of the rising generation.

A focus on wellbeing does NOT mean that the children we work with need to ‘feel good’ all the time. Life is not like that. Sometimes they will be unhappy. Sometimes they will struggle with their work and relationships. That is normal. Overcoming struggles, learning that unhappiness can pass, are all part of what caring schools help children to experience and learn to understand for themselves.

There are stories from many such caring schools and from many great teachers in these pages. I hope you enjoy them and that they provoke questions and ideas. I hope you learn something that will contribute to YOUR wellbeing - and to the wellbeing of those you work with.

Jenny Fox Eades is a teacher, freelance education advisor and renowned author.
Cover photograph
John Donne School
This weaving represents our school community.
- The children have shared their hopes and dreams.
- The staff have written the ‘gifts’ that they will share.

By weaving these strands together we are saying:
- together we can help you to achieve to be ‘the best you can be’
- you belong to this school community
- you are strongly woven in - you cannot fall out
- we all affect each other
- our successes are shared by us all.

Ruth Moyler, Deputy Head
**Introduction**

### 1.1 Rationale

Pupil wellbeing is at the heart of this document. It is written in light of both personal and professional shared experiences and new bodies of research that confirm the importance of developing both student resilience and competency in order to improve their wellbeing. We acknowledge the excellent practice that has contributed to wellbeing in many schools and, building upon that foundation, envisage the advantages when wellbeing is made central to the way a school operates.

It also comes at a pertinent time; last year, the new Coalition government announced their commitment to wellbeing through their intention to measure the nation’s levels of happiness. From April 2011, the Office of National Statistics undertook a nationwide survey as part of the National Wellbeing project to establish key statistical indicators of how people feel about their quality of life. This data will be used to create a ‘happiness index’, the first of which will be published in 2012.

In addition, supported by a wealth of leading academics and public figures, the significant Action for Happiness movement launched in April 2011, is dedicated to bringing about social change through creating more happiness in the world. If there is to be an emerging happiness and wellbeing zeitgeist, we consider this document to have its place within it and believe that the initiatives and ideas we are championing and supporting have a valuable role in enhancing and developing the wellbeing of children and young people.

Until the end of the twentieth century, the intellectual, academic aspects of student achievement have been emphasised in education. However, over the past twenty-five years, supported by increasing neurological evidence and information, emotional intelligence (Ei) has emerged as one of the most crucial components of emotional adjustment, personal wellbeing, life success and interpersonal relationships. We now also know that a commitment to developing the emotional intelligence of students can in turn further develop their intellectual and academic potential through enhancing attainment and achievement and positively impact class behaviour.

The UK education system has, over the past ten years, seen a huge rise in initiatives that prioritise a focus upon students’ emotional health and wellbeing. This Wellbeing Framework intends to be a supporting tool in the continued development of this valuable work.

However, at a time where public attention is being placed on wellbeing and happiness, the education sector has been subjected to significant cuts and schools are facing huge challenges in being able to afford to maintain a focus on emotional health and wellbeing as a priority. We are in a time of change and reflection, where resourcefulness, resilience, and the capacity to identify and build upon the strengths of our work with children and young people are increasingly important.

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**Southwark: examples of local good practice**

To demonstrate the many different approaches schools may take to develop the wellbeing of staff, pupils and the wider school community we have focused upon one local authority, Southwark. Our consultations and interviews with various school staff and pupils, as well as other relevant experts, have enabled us to gather examples of good practice and evidence of the effectiveness of approaches.

Some of the wellbeing initiatives we have included in this document are now no longer receiving central government funding. Despite this, through our consultations with pupils and staff, it seems that many schools have placed great value on some of these initiatives and hope to be able to maintain their focus and delivery. We hope that this document will enable all schools to share their resources and inspire new ideas.
From our interviews with staff in Southwark we have seen how having a clear school vision, ethos, and identified values play an essential part in promoting the wellbeing of the school community. We have also been guided by the “celebrating strengths” approach advocated by Jennifer Fox Eades, which has been influenced by the positive psychology movement. Her approach informs the ethos of this document.

Eades’ work stresses the importance of building upon people’s strengths so that they flourish and excel. This Wellbeing Framework intends to share and celebrate Southwark schools’ positive and creative practices of wellbeing, inspiring other schools to identify and build upon their own strengths.

“Strengths are capacities to think and feel and behave in certain ways. They represent what is best about us and when we use our strengths we are energised, we sparkle and soar, we achieve the highest goals we are capable of achieving.”


As well as the innate resources and strengths of groups and individuals we are also committed to using solution-focused approaches and in exploring and identifying goals in our work as educators.

1.2 Purpose of the document

- To provide a practical document which inspires and encourages school professionals to attend to the wellbeing of staff and pupils.
- To provide relevant references and information to support both current and developing work on wellbeing in schools through signposting to existing useful resources.
- To provide a rationale for how a focus on wellbeing supports the attainment and achievement of staff and pupils and to support this with examples of inspiring local practice.
- To place wellbeing within an attainable school agenda.
- To celebrate and encourage schools to work from their unique strengths.

1.3 Who is it for?

- All school staff who have a responsibility towards developing and supporting the wellbeing of themselves and their pupils.
- It may be of specific interest to senior school leaders, pastoral staff, SENCos, PSHE, Citizenship, Wellbeing, SEAL and Healthy Schools Co-ordinators and professionals working with schools.
1.4 Defining and understanding wellbeing

It is beyond the scope of this document to explore the semantic complexities surrounding the use of the term *wellbeing*, however it should be acknowledged that whilst the term wellbeing is widely used it is not clearly defined across sectors and services.¹ Universal understanding of the term is compromised through the subjective nature of the term.

The complexity of wellbeing is best described in the Marmot Review (2010) which sets out the different and interacting factors that shape health and wellbeing. These include: material circumstances, the social environment, psychosocial factors, behaviours and biological factors. In turn, these factors are influenced by social position, itself shaped by education, occupation, income, gender, ethnicity and race. All these factors are affected by the sociopolitical, cultural and social context within which they sit.

In our consultations with health and education professionals and children and young people, the question, *What does wellbeing mean to you?*, stimulated a variety of responses (see Appendices for details). However, whilst the responses have greatly varied, they also seem to be most consistent and most represented within the Healthy School’s model of wellbeing which suggests that wellbeing can be broken down into three main areas;

- Emotional wellbeing (including happiness and confidence, and the opposite of depression)
- Psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement)
- Social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying)


These three headings also encompass Children Act 2004 definition of wellbeing. In the light of the Ofsted framework for 2012 (see National Context and Priorities overleaf), together with the findings from the consultation with staff, we are including spiritual wellbeing as well as emotional, psychological and social wellbeing. For this purpose we will be referring to wellbeing in this holistic context and will be discussing factors that may impact any of these four areas of wellbeing.

¹For a detailed discussion on wellbeing discourse and the complexities surrounding its definition and application see Ereaut & Whitting (2008).
1.5 National context and priorities

The Importance of Teaching, The Schools White Paper 2010

“Good schools play a vital role as promoters of health and wellbeing in the local community and have always had good pastoral systems. They understand well the connections between pupils’ physical and mental health, their safety, and their educational achievement. They create an ethos focused on achievement for all, where additional support is offered early to those who need it, and where the right connections are made to health, social care and other professionals who can help pupils overcome whatever barriers to learning are in their way. Good schools work with parents, community organisations and local agencies to create a healthy, safe and respectful environment in school, after school, and on the ways for and from school. Good teachers instil an ethos where aspiration is the best reason for children to avoid harmful behaviour.”


Healthy Lives, Healthy People, The Public Health White Paper 2010

“Improving self-esteem and developing positive social norms throughout the school years should be the focus of local strategies and will be supported by information about effective behavioural interventions for self-esteem.”


The Public Health White Paper outlines a cross-government framework for improving the mental and physical health, wellbeing and resilience of local communities throughout life. The suggested roles of schools as being active promoters of health in childhood and adolescence are referenced in this document.

Children Act 2004

Part 2, section 10 of the Children Act 2004 places wellbeing within five categories.

(a) physical and mental health and emotional well-being;
(b) protection from harm and neglect;
(c) education, training and recreation;
(d) the contribution made by them to society;
(e) social and economic well-being.

Children Act 2004 provides Her Majesty’s Chief Inspector (HMCI) the statutory responsibility to inspect ‘the contribution of schools to the wellbeing of pupils’.

The Schools White Paper 2010 makes a number of detailed references to the importance of pupil wellbeing and schools’ commitment to approaches that develop and enhance this. The links between the wellbeing themes in this document and the Schools White Paper 2010 will be made explicit throughout.
Ofsted: Inspection 2012
Published in March 2011, the main proposals for the new school inspection arrangements state that school inspections will:

- Report on the quality of education provided by the school, give priority to the achievement of its pupils and their behaviour and safety, the quality of teaching and the quality of leadership and management of the school

- Take account of the spiritual, moral, social and cultural development of pupils and the extent to which the education provided enables every pupil to achieve her or his potential, particularly disabled pupils and pupils who have special educational needs

- Give more emphasis to reporting pupils’ behaviour, with particular attention to conduct in lessons and around the school, and each pupil’s safety from bullying and harassment

- Judge the overall effectiveness of the school by giving more weight to the quality of teaching and pupils’ achievement, their behaviour and the impact of leadership and management, including how well the school promotes the spiritual, moral, social and cultural development of pupils.

The new framework brings a greater focus on narrowing the gaps in performance for groups of pupils, the quality of teaching and its impact on the learning and progress of pupils, reading and literacy across the curriculum and behaviour and safety. Although there is no longer a national self evaluation framework, inspectors will expect to see a summary of the strengths and areas for development based on self analysis.

The evidence the school provides needs to show the impact of school activities across the whole school/pupil population, on identified groups and on particular individuals. Under the new framework, inspectors are asking for case studies to be provided as part of the evidence base which provides a good opportunity to give illustrative examples of the work of the school and its impact on individual pupils.

Effective case studies include:

- a baseline analysis of quantitative and qualitative data which identifies the issue or concern

- a description of the action taken or the intervention and the rationale for these particular approaches (research, experience, advice) in teaching and learning/curriculum/support/intervention

- a review of the baseline analysis to show the impact of the intervention.

It is important to reflect qualitative data in the case study, for example pupil voice, the views of parents and staff. If staff professional development has formed part of the action taken, then it would be important to include feedback on how this has changed practice.
1.6 Local Context/Priorities

For a school to develop the health and wellbeing of staff, pupils and the wider school community it will need to consider what the local area has identified as particularly important e.g. plans and priorities set by the local authority, Primary Care Trust, Health and Wellbeing Board.

Southwark: Children and Young People’s Health

In 2009, NHS Southwark published Southwark’s Children and Young People’s Health: The Annual report of the Director of Public Health. It was unique because for the first time it provided an in-depth study of the health issues facing children and young people in Southwark, alongside a breakdown of factors that influence health in the short-term and long-term. The report highlighted the following areas:

- Patterns in early life have a major impact in the health and wellbeing in children as they develop into adulthood. The role schools can play in modelling and establishing these patterns is vital.

- The Index of Wellbeing showed that the overall score of children and young people is amongst the lowest in the country.

- Many children are living in significant material deprivation which impacts on the chances for a long and healthy life.

- There are high rates of obesity in 6-12 year olds which is a pressing problem with significant long term consequences for health.

- Whilst the majority of 6-12 year olds reported being happy, there remains a small but significant number who are unhappy.

- Indicators of healthy lifestyles are of concern with young people in secondary school, with low numbers eating breakfast, fruit or vegetables and high numbers watching three or more hours of TV per day.

- Teenage pregnancy rates are still above the national average and the number of sexually transmitted diseases amongst young people has recently increased.

- Drugs, smoking and alcohol remain risky lifestyle factors for young people, establishing patterns of behaviour which can persist into adulthood.
1.7 Healthy Schools Programme

Central government funding for the National Healthy Schools Programme ended in April 2011 and it has become a ‘school-led’ initiative. Some local authorities still provide professional support, however all schools have access to guidance and online tools and delivery processes in line with the Government-wide Spending Review and the Schools White Paper and Public Health White Paper. Now, participation in ‘Healthy Schools’ is locally determined according to local needs and priorities to support health improvement and the adoption of healthier behaviours in children and young people. In spite of no longer being funded through central government, many schools are choosing to continue with the Healthy Schools Programme as it provides a clear framework from which to approach the development of pupil health and wellbeing.

The aims of the National Healthy Schools programme are to:

• support children and young people in developing healthy behaviours

• help raise pupils’ achievement

• help reduce health inequalities and

• help promote social inclusion

Healthy Schools provides a framework for wellbeing that is divided into the following areas:

• Personal, Social Health Education (including SRE and drug education)

• Healthy Eating

• Physical Activity

• Emotional Health and Wellbeing

The areas should be developed using a whole school approach involving the whole school community i.e. all staff (teaching, non-teaching and support), pupils, parents, governors and where possible members of the local community. In 2006, Ofsted surveyed a number of schools who had engaged with Healthy Schools and were considered to be developing good practice and their findings concluded that: “... the majority of schools were making a valuable contribution to pupils’ health and well-being” and noted that: “The National Healthy Schools Programme was having a positive impact in raising awareness and helping schools put their ideas into practice”.

1.8 Methodology and consultation process

In order to inform the direction and intention of the Wellbeing Framework, we consulted with a number of staff and pupils. The consultations were intended to:

- understand staff and pupil perceptions of wellbeing
- understand what aspects of wellbeing are most important and valuable to them
- understand how they perceive their roles as promoters of wellbeing
- capture examples of inspiring practice on wellbeing in their schools
- inform the development of the Wellbeing Framework.

**Southwark: Pupil Consultation**

A number of small wellbeing focus groups were conducted over five primary schools, involving 46 participants. The consultations were delivered in accordance with time duration and the size of the group using a range of interactive activities to provoke discussion on pupils’ understanding of wellbeing, both personally and within their school. We were unable to arrange any focus groups with secondary school pupils and acknowledge the limitation this poses on the consultation process. Key findings from the consultation with primary school pupils are below.

- Pupils’ views on how they understand wellbeing both personally and within their school vary considerably, however approximately one quarter of pupils identified the social, emotional and physical aspects of wellbeing.
- Pupils consider wellbeing as personal and having an impact on their lives.
- A significant number of pupils identified physical activities as the area of wellbeing they enjoy the most and wished they could do more of it in their schools.
- Almost half of pupils said that unkindness and/or bullying can make them unhappy at school.
- Over one third of pupils said they there is nothing in their schools that makes them unhappy.
- Pupils identified Sex and Relationships and Drugs Education as areas they wanted to learn more about at school.
- Family, friendships and sports are central to the wellbeing of pupils.
Southwark: Staff Consultation
Staff from eight schools agreed to be interviewed to elicit their views on their own wellbeing and the wellbeing of the pupils. Representation came from five primary schools, two secondary academies and one Emotional and Behaviour Difficulties (EBD) school.

In-depth interviews were carried out by telephone and face-to-face. Key findings from the consultations with staff are below.

- The majority of the staff felt that spirituality should be added to the Children Act definition of wellbeing

The main factors that enhanced staff’s wellbeing:
- Working alongside like-minded and supportive staff
- Having good, approachable leadership
- Enjoying teaching and being with pupils
- Having autonomy
- Continuous Professional Development
- Free counselling service

Southwark: Leadership Consultation
We also undertook additional in-depth interviews with headteachers and representatives from Excellence in Southwark (a Southwark local authority support service for school leadership teams) to examine their views on leadership and wellbeing. Key findings from the consultations with staff are below.

- The whole school community sharing the same vision and ethos
- Agreed values that are embedded within the school culture and that the children, all staff, parents and carers understand and work towards
- Working with the strengths of the staff and pupils
- All staff having continuous professional development, performance management and an opportunity for progression
- Simple, clear structures that everybody understands
- Transparency and clarity with pupils, staff and parents/carers

The findings of the consultations will be referred to throughout the document, however full details can be found in the Appendices.
1.9 References and useful resources

Publications

[www.ofsted.gov.uk/resources/framework-for-school-inspection](http://www.ofsted.gov.uk/resources/framework-for-school-inspection)

Jennifer Fox Eades has worked in primary schools in Lincolnshire over the past four years and her book provides an inspirational approach to putting wellbeing at the heart of the life and work of a school, with plenty of practical ideas of how to weave her work into the existing curriculum. The foreword is written by Antony Seldon, a political historian and commentator, Headmaster of Wellington College and co-founder of Action for Happiness.

A very useful manual on solution focused approaches.

This report from the Young Foundation highlights that promoting and influencing happiness is increasingly necessary as in light of recession induced public spending choices, services focused on wellbeing are delivering widespread economic and social benefits, in particular to children.

[https://www.education.gov.uk/publications/eOrderingDownload/CM-7980.pdf](https://www.education.gov.uk/publications/eOrderingDownload/CM-7980.pdf)


Children Act 2004
The Act is now the basis for most official administration considered relevant to children, including a useful definition of wellbeing and outlining the statutory responsibility of schools to contribute to the wellbeing of their pupils.
Websites

www.actionforhappiness.org
Action for Happiness is a movement for social change through building happier societies. The website has wealth of ideas and events related to happiness and wellbeing.

www.education.gov.uk/schools/pupilsupport/pastoralcare/a0075278/healthy-schools
Healthy Schools resources are now available via the Department of Education website.

www.brief.org.uk
Information and training opportunities on solution focused approaches.

www.authentichappiness.org
This website provides useful resources on positive psychology related topics including measuring happiness and building on strengths.

Office for National Statistics. The website includes feedback on the wellbeing debate and information on measuring national wellbeing.

www.strengthslearning.com
This website focuses on strength based education in schools and offers training and resources in the UK.

www.youtube.com/watch?v=iG9CE55wbOY
Sir Ken Robinson making a case for an education system that nurtures creativity.

Southwark resource

www.southwarkpct.nhs.uk/a/1240
Provides access to latest independent report regarding the state of public health in Southwark.
School Ethos

“There is much of value that children need to learn and experience which sits outside the traditional subject disciplines ... children should expect to be given a rich menu of cultural experiences ... there needs to be room in the life of the school for an exploration of wider social issues which contribute to the well-being and engagement of all students.”


A school’s ethos underpins the total experience of being in school. It encompasses the physical, spiritual, moral and emotional environment that cannot be achieved or experienced through the curriculum delivery alone and has an impact on pupils, staff and families. It includes being welcomed, positive relationships, excitement for learning, positive modelling of behaviours from staff to pupils, feeling safe, having a sense of belonging and celebrating staff and pupils achievements. The types of interactions the children and young people will experience while at school, from their relationships with each other to those with all members of staff have a significant contribution to their maturation and state of wellbeing.

Key components of a positive school ethos include:
- Strong leadership with high expectations of pupils and staff
- Staff modelling good practice to peers and pupils
- A commitment to equality and tackling discrimination and promoting inclusion
- An environment where staff and pupils feel safe
- Family involvement
- Opportunities to develop social and emotional competencies
- The views of staff, pupils and families inform school developments
- Community cohesion
- Celebrating successes and aspirations
- Participation in healthy activities
- A clear relationship between ‘taught’ and ‘non-taught’ aspects of learning

The following sections all correlate to and provide information, resources and examples of current inspiring good practice that support a positive school environment and ethos.
“It’s so much fun. That’s what breaks my heart, when I see headteachers being downhearted and talking about the difficulties. I’m thinking - actually, if you just step the other side of the line and say, ‘do you know, it’s the most amazing opportunity in the world to play to your strengths’ - get on and do it and you will find that it works. Research shows that when people focus on the positive you make change much more effectively and quickly.”

Headteacher, Southwark School Wellbeing Consultation 2011

**Southwark: Recipe for success**

The headteachers that we interviewed all work in schools in some of the most deprived areas of Southwark. They recognise that the basic human needs of the pupils have to be met before the higher levels of learning can be attained. They have come to the conclusion that the best way of leading a school is to address the physical, emotional, spiritual and social wellbeing of their school community.

Placing the focus on wellbeing at the heart of all that they do has created outstanding, happy schools.

Their recipe for success includes:

- Make wellbeing of the whole school community the foundation of the way the school operates
- Have a clear vision and ethos that the staff, pupils and families understand and aspire to
- Have clear principles or values embedded in the school that all of the school community understands and work towards in everything they do
- Work with the strengths of the staff and pupils
- High level of emotional intelligence
- Excellent interpersonal relationships
- Staff role modelling the values
- Excellent support structures in place for staff, pupils and families
- Deep empathy for the families that the school is serving and the situations that they are in
- Meet the physical needs of the pupils, such as food, PE kits, uniforms, clothes
- Value the staff and the pupils and celebrate their successes
- Be vigilant - notice the little things and take action
- Be open to challenge and change - if the values and core principles are deeply embedded the structure is strong enough to sustain healthy challenge
- Have transparent structures in place
- Have a positive work/life balance
- High level of awareness of their own and each other’s strengths
- A positive welcoming environment
- Remember why you are there - to educate the pupils in a way that encourages them to have a love of learning
- Enjoy the process and have fun
Leadership

“Leadership is communicating to people their worth and potential so clearly that they come to see it within themselves. Then, when you communicate their potential and create opportunities to develop and use it you are building a solid foundation”


I. What is it?
School leadership provides the whole school community with direction and motivation, sets a vision for the school and can create an environment in which staff, pupils and parents are able to flourish and contribute to the achievements of the school and development of its culture.

Professor John West Burnham, in his paper School Leadership for Well-being, says:
“There is abundant evidence, drawn largely from studies of high performing organisations, that leadership is a highly significant variable in determining organisational success and contributing to successful schools. Leadership is likely to be a key factor in whether, or how, schools are successful in improving well-being and well-being outcomes.”


“Children need to know we care”
Headteacher, Southwark School Wellbeing Consultation 2011

I. Why is it important?
The coalition government recognise the importance of effective leadership:
‘After the quality of teaching, the quality of school leadership is the most important determinant of pupils’ success. As we make schools more autonomous, taking up a leadership role will become more attractive and more important. As one in four head teachers is due to retire over the next three years, it is vital that we secure the supply of head teachers in the future and give them the training and support they need to succeed.”


But what makes for effective leadership In an educational setting? In business the bottom line is financial - in schools it’s about getting pupils to achieve all they are capable of. Effective leadership in schools is underpinned by clear values including the intention to make a positive difference in the lives of pupils and society. The leading educationalist and author Michael Fullan refers to this commitment as moral purpose.

“Leadership, if it is to be effective, has to have an explicit ‘making a difference’ sense of purpose, use strategies that mobilise many people to tackle tough problems, be held accountable by measured and debatable indicators of success and be ultimately assessed by the extend to which it awakens people’s intrinsic commitment, which is none other than the mobilising of everyone’s sense of moral purpose.”

Headteachers and other leaders interviewed for this publication all had a strong value base, which was reflected in the way they led their schools and prioritised the work of the school. They were committed to addressing pupil wellbeing as part of their strategy to remove barriers to learning and ensure the best possible education (in its broadest sense) as well as the highest standards for pupils. The academic and wellbeing agendas were seen as complementary, or ‘two sides of the same coin’, not competing agendas. They were all committed to making a positive difference in the communities their school served and understood that: “The odds are stacked against young people in our poorest communities; ... schools can and do make a difference.” (Professor A. Harris Inaugural Lecture April 2009). These leaders prioritised wellbeing to ensure the best possible life chances for their pupils which included helping them to achieve the highest standards.

It is now understood that children, like adults, need to be in a positive state to learn effectively. If they are upset, frightened, hungry or worried they revert to a visceral state as is outlined in Maslow’s hierarchy of needs (a theory in psychology, proposed by Abraham Maslow in his 1943 paper A Theory of Human Motivation).

If we focus solely on academic results and targets we may be ignoring the reasons why a child is unable to learn effectively. If we look at the whole child, his or her emotional, social, mental and spiritual wellbeing, we can help that child by addressing the primary need. In a more positive state the child is more likely to learn and thrive and targets are more likely to be achieved.

For children to learn effectively, the whole school community must thrive. Children come from families in the community, so for the children to do well the families need support.

School staff need to feel valued and respected to retain wellbeing. They can then provide a stimulating environment and curriculum where children can mature emotionally.

The wellbeing of everyone involved is important. All are interrelated and influenced by the leadership team and culture of the school.

In his paper on leadership and wellbeing Professor John West-Burnham concludes: “Leadership is fundamental to enhancing the levels of well-being in society. Well-being is a manifestation of social justice, any model of human rights and an entitlement for all - but, at present, it is fragile and elusive for many. Leadership for well-being involves the conscious and deliberate use of a range of behaviours and strategies that are focused on translating principle into practice and securing the concrete manifestations of well-being for all.

1. Inspiring practice

Surrey Square Primary
Having agreed core values for the school these are now embedded within the very fabric of the school, with all the school community understanding them and making them central to the way the school operates. These are some of the ways they have done this:

- Writing a booklet of the core values for parents and carers
- Organising the behaviour systems and staff conduct around the values
- Having the reward system for pupils created around the values
- Having the themes of the values within the curriculum, for example, the PSHE curriculum is developed around these themes.

“*This is an outstanding school because everyone involved in the school shares the same strong values and works together to achieve the same goals*”


John Donne Primary
Every child and member of staff was asked to write their hopes and dreams on a strip of paper. All of these were then woven into a tapestry of hopes and dreams, keeping them safe for the community. This is hanging in the headteacher’s office for all to see as they walk in.

“*an outstanding school which enables pupils from diverse backgrounds to make rapid progress in acquiring basic skills and knowledge, while at the same time equipping them with an impressive range of personal qualities. As a result, pupils leave school as confident and often articulate young citizens, well prepared for the next phase of their education. All this takes place within a very caring, supportive environment, with the school typically being described by parents and carers as a “patient, loving and dynamic place” and “a beacon of light in our community”.*”

Ofsted 2011: John Donne school

Brunswick Primary
Supporting Children’s Emotional Well Being
People Matter is a school resource providing a universal and targeted service. Staff actively listen and in doing so enhance Brunswick Park’s ethos of being a listening school. The school strives to strengthen attachments; the staff encourage children to feel good about themselves; they contribute towards children feeling safe in school and in the process help build children’s resilience. Within this structure children with social, emotional and behavioural difficulties receive targeted support.

The principle of ‘Every Child Matters’, together with the school’s Inclusion and Equal Opportunities Policy, underpin the school’s work and philosophy.

“At the heart of this outstanding school is a real commitment to ensure that every individual really matters.”

Ofsted 2010 Brunswick Park Primary School

“Given that many children in this context walk in in a worried, upset, or fearful state we need to actively get them to do something different to move them into a different state where they can function at a higher level.”

Headteacher, Southwark School Wellbeing Consultation 2011
1. Resources


Each of the above books by Stephen Covey provides a great basis for leaders to work from.


The book uses 50 years of behavioural science to overturn the conventional wisdom about human motivation and offers a more effective path to high performance.

Neil Hawkes - value based education

www.values-education.com/about.php

A helpful website explaining the process and concept of values based education.

VIA Institute on Character

www.viacharacter.org/SURVEYS.aspx

The VIA Survey of Character was developed to scientifically measure a person’s character strengths. There are adult and children’s surveys on-line and both are freely available. Have a go!


A brilliant text to refer back to on the whole nature of being client- (or in a school’s case, child-) centred.


Daniel Goleman explains what we now know about the brain basis of emotional intelligence, in clear and simple terms. This eBook will deepen your understanding of emotional intelligence and enhance your ability for its application.


Good starting points for headteachers thinking about strategic development.

Southwark resource

Excellence in Southwark

nick.wilkins@southwark.gov.uk

This service is free to Southwark schools and provides surveys to schools which look at staff engagement and class climate. They also offer a Myers Briggs survey. The Myers Briggs survey improves self-understanding as well as assisting employees to better understand their own preferences and each other’s. This understanding of one-another promotes improved working relationships.
School Environment

“I think the school environment is absolutely crucial and it’s one of the things schools need to think seriously about. What would they like the experience of someone visiting the school to be?”

Headteacher, Southwark School Wellbeing Consultation 2011

2. What is it?

The school environment consists of the physical, aesthetic and psychosocial elements of the school. The physical and aesthetic environment includes the school building, contents, surrounding grounds and how they look and appeal to the senses, such as proportions, scale, rhythm, light, materials, noise, temperature, odours and colours. The psychosocial environment comprises the feelings, attitudes and values of pupils, staff and parents, together with the school’s procedures for developing and implementing polices, and making decisions.

Local factors can also affect the school environment, including: social, cultural and religious influences of the nearby communities, geography, socioeconomic status of families and the political make up of the local authority.

2. Why is it important?

“Physical factors such as light, colour, noise, smells - tend to be thought of as technical issues that make a building easier to work in but not as having educational significance in themselves. We are beginning to think that there is more to good design than this view implies and to realise that physical elements can improve comfort, wellbeing and hence attitude to learning, ultimately improving achievement”.

Rob Walker, Director of the Centre for Applied Research in Education (CARE), University of East Anglia

A safe, clean and well maintained school with a positive psychosocial climate and culture can increase the health and wellbeing of the whole school community and improve educational standards. A healthy school environment will result in staff and pupils taking pride in their surroundings and feeling valued, creating a climate where all can flourish.
Physical and aesthetic environment

“Careful attention is paid to the physical environment and how space is used to promote learning, while at the same time ensuring that pupils’ safety and well-being are protected. Daily routines promote good order which adds to pupils feeling safe. Hygiene, cleanliness and tidiness in all areas of the schools are given high priority; hazards and clutter are routinely removed to prevent accidents or incidents. Premises and accommodation are maintained to high standards, with any faults or defects being rectified without delay.”


The physical and aesthetic environment of school buildings and school grounds is a key factor in the overall health, wellbeing and safety of the school community. The manner in which a school is designed, maintained, laid out and used can influence the activities, communication, and social interaction of pupils, staff, parents and visitors, have a positive affect on their wellbeing and promote learning. Factors include:

- Classrooms arranged so that staff and pupils can easily move about, resources and materials are clearly accessible, and everyone can see each other at all times.

- A variety of different indoor and outdoor environments and equipment available to spark creativity and imagination both when learning and at play.

- Minimising distractions to pupils e.g. level of noise, lighting, windows, placement of resources etc.

- Displaying and celebrating pupil voice, work and achievements throughout the school.

Psychological environment

“Within the first few seconds you have a sense of how a school operates. I’d go further than that and suggest that in the first few seconds you would have an idea of what the headteacher is like. You can take a look at a school and take a fairly accurate guess at the style of leadership at a school. Headteachers and leaders need to realise that.”

Headteacher, Southwark School Wellbeing Consultation 2011

A school which offers a warm, friendly welcoming environment is often the school where parents and carers want to send their children, staff want to work and professionals and the community enjoy visiting.

Positive relationships should be fostered in all interactions between all members of the school community. This means that adults need to model the behaviours that they expect pupils to show towards them and towards each other in their interactions with both the pupils and each other.

Each person needs to believe the school is there for them, to feel valued, respected and nurtured as an individual, to have a sense of belonging and to experience success and recognition.

“The environment matters a lot. It’s about messages you send to yourself and everybody else. Feedback is very important. You feed back about the welcoming environment. I’ll feed back that to the staff. It then becomes exponential, it’s the whole thing about valuing and modelling.”

Headteacher, Southwark School Wellbeing Consultation 2011
2. Some creative ideas

Be a secret shopper! Go to another school that you don’t know in your area and visit the school as a prospective parent. Notice how easy it is to find, how easy it is to get in, and how welcoming it is. Bring back your experience to your own school and see what changes, if any, need to be made.

Independent research undertaken by 2CV on behalf of the School Food Trust into the impact of dining spaces on pupils has suggested that lunchtime is the key period during the school day which governs whether a child feels “happy” in school or not. Simple things such as changing the layout of the dining room furniture, for instance separate long rows of tables into smaller groups or adding finishing touches such as tablecloths, jugs of water and flowers can all help create a pleasant and relaxing environment. Creating a positive lunchtime experience can also assist in encouraging pupils to take a school lunch in preference to a packed lunch.

Launch a competition to give the dining space a name, like a café or restaurant. Create an art project to decorate the dining space, in keeping with the new name.

Teaching outdoors can provide a stimulating and enriched learning experience for pupils. For example: measuring and shapes in mathematics, light and temperature in science, and investigating environmental change in geography.

Create active play areas - colour coded zoned areas for a range of different team and individual activities e.g. football, basketball skipping, hoops etc.

Put markings in the playground to help children develop movement fluency and coordination e.g. hopscotch, pathways, circles, stepping-stones etc.

Encourage rest and relaxation by creating a quiet seating area within the school grounds. This could also be used as an outdoor classroom.

Run regular surveys with both pupils and staff to identify issues and then set up focus groups to assist in identifying solutions.

Improve the staff room: provide equipment such as a cool water system and fast boil kettles, make the room as pleasurable a space to be in as possible, with magazines, decent cups, and a cushion or two.

Delegate an area to set up a growing club. With good planning even a small space can be transformed using containers, grow bags and hanging baskets.

2. Inspiring practice

**Surrey Square Primary School**

**A tree for parents**

“The school has a tree in the entrance hall that has leaves on it with inspirational messages from parents for the children at the school. The leaves can be got from reception and a new leaf added. This immediately gives out a signal that parents are valued and they have wisdoms to give to the children. A definite feel good factor!”

We also have our lovely new pavilion with a grass roof. That’s about having a vision- a dream. When we started out we didn’t have 1.2 million to build it, then we did. Nobody sits around saying let’s give Surrey Square 1.2 million. We had to put it out there. It’s also a message to the community. Look what we’ve got for our community. We’re worth it. Look what we’ve achieved.”

*Headteacher, Surrey Square Primary School*
“I think it’s important that the first impression people have as they walk in is a positive one, which is what I try to do. It makes them feel comfortable - it makes them feel welcome. The parents and children know me and trust me and say to the children to come to me if they have a problem. That matters because it creates a good atmosphere for the families and the children.”

School Administration Officer, Southwark School Wellbeing Consultation 2011

2. Resources

This report provides examples of good practice which can be replicated by schools to keep children safe and promote their welfare.

www.growingschools.org.uk
Provides support for teachers in using the “outdoor classroom” as a resource across the curriculum for pupils of all ages. Downloadable resources available for early years to KS4.

www.education.gov.uk/schools/pupilsupport/pastoralcare/a0075278/healthy-schools
Download the Healthy Schools Toolkit, which contains school example, information and templates to help schools plan and review health and wellbeing improvements.

www.sustrans.org.uk/resources/in-the-news/active-play-and-travel
Ideas for both parents and schools on active play and travel.

www.schoolfoodtrust.org.uk/schools/projects/improving-kitchen-and-dining-spaces
A selection of case studies for improving kitchen and dining spaces.

www.woodlandtrust.org.uk/en/learning-kids/schools/Pages/stuff-to-do.aspx#.Tmjc95gmw9Q
Ideas and resources on outdoor learning in schools.
Staff wellbeing

“\textit{I love being here.}”

Staff response, Southwark Wellbeing Consultation 2010

3. What is it?
Staff wellbeing is how an individual is emotionally, physically and spiritually resilient in order to be able to maintain motivation and achieve the requirements of working with children and young people both within and beyond the classroom. Staff wellbeing is essential to pupil wellbeing.

The Work Foundation provides the following definition: 
\textit{Work-life balance - having a measure of control over when, where and how you work, leading to being able to enjoy optimal quality of life. Work-life balance is achieved when an individual’s right to a fulfilled life inside and outside of paid work is accepted and respected as the norm, to the mutual benefit of the individual, business and society.}

3. Why is it important?
In a 2007 study undertaken by Birkbeck College, in partnership with Worklife Support, the average levels of teacher wellbeing in schools was found to be linked to pupil attainment and job retention (Briner et al, 2007). How teachers feel on an everyday level is likely to affect their performance as teachers, and consequently the performance of pupils. This evidence was re-iterated from our consultations with staff. It was also apparent that feeling valued for one’s work with children and young people are central to the levels of staff wellbeing individuals experienced.

The current economic climate highlights the need for school leadership to consider the potential financial implications of not supporting staff well-being. The Foresight mental and well being project calculated the cost of work related stress is £13.7 billion pounds annually through 13 million working days lost. In reviews of the stress associated with particular professions, teaching is consistently rated as high stress.

There is no discrete law dealing with directly work-related stress, however the Teachers’ Pay and Conditions (2001) state that all teachers and headteachers are entitled to a satisfactory work/life balance, which helps to combine work with personal interests outside of work. There are a number of laws and regulations which can be used to deal with the causes of work-related stress. For details visit: \url{www.workstress.net/law.htm}

Having an enthusiastic and committed staff team makes all the difference to the pupils’ experience of school. “\textit{I enjoy being with kids. I think they are really funny. We do have a laugh with them as well. They think I’m mad when I say to them - I’m the best-looking Head in the world. They’ve got so used to it. It just makes them feel comfortable.”}

Staff response, Southwark Wellbeing Consultation 2010

There is a wealth of research on what motivates people at work and it is quite clear that past a certain income, money ceases to significantly motivate people involved in cognitive activity. Frederick Herzberg (\textit{The Motivation to Work}, 1959) identified the following factors as having a significant impact on motivation at work:

\begin{itemize}
  \item achievement
  \item advancement
  \item growth
  \item recognition
  \item responsibility
  \item the work itself.
\end{itemize}

\textit{The surprising truth about what motivates us}, by Dan Pink is a fascinating animated talk summarising the research and can be viewed at: \url{www.youtube.com/watch?v=KgGhSOAtAyQ}

"I love being here."
Southwark: Leadership Consultation

In our interviews with headteachers they felt the following are essential for the wellbeing of the staff:

- Training and performance management - staff feeling that they are on a journey in their professional development, and being given the appropriate amount of support
- Having an understanding of good teaching - what is outstanding teaching and learning and having lots and lots of opportunity to practice
- Trust and accountability - getting the balance right. The balance is that they know they are being held but that they are being treated as professionals at the same time
- Involving the whole staff team including support staff - having transparent structures
- Training for support staff in their working hours
- Work life balance
- Flexibility and trust
- An open door policy

3. Some creative ideas

- Ensure all current support systems are promoted to all staff (for example via a staff notice board, mail out, staff newsletter or in the staff handbook).
- Encourage healthy lifestyles for staff by running activities for staff one afternoon. Pupils who have gained sports leaders’ awards could deliver the sessions.
- Provide space for teachers to create their own values and questions around wellbeing. The Philosophy for Children method of enquiry is also a great process to generate thoughts from adults - consider using it in a staff meeting to thrash through a particular issue or topic.
- Make a space in the staff room, or another area, which is a quiet, comfortable ‘work free’ space where staff can unwind, without interruption if required.
- Consider a taster staff INSET on relaxation activities which can be applied to enhancing both personal and school life, for example, mindfulness.
- Allocate a regular time slot to celebrate staff work and success in staff meetings.
- Write thank you notes or send postcards to staff to acknowledge a particular piece of work, detailing its strengths and the positive impact it has had.
- Consider having a Wellbeing Officer at school to lead on and promote initiatives around staff wellbeing.

“The people I work with are dynamic and forward thinking.”

Staff response, Southwark Wellbeing Consultation 2010
3. Inspiring practice

Charlotte Sharman Foundation Primary School
Staff Wellbeing Coordinator
Charlotte Sharman Foundation Primary School has an allocated Staff Wellbeing Coordinator whose role is to ensure that staff do not experience stress due to pressures of work at school. She identifies areas which may be factors of stress in the work place through questionnaires and speaking to colleagues and works towards finding ways of reducing this and exploring what might be barriers to work life balance. Part of the support provided to staff to address this is through the Employee Assistance Programme which offers different types of support to staff. The Staff Wellbeing Coordinator monitors and evaluates how successful the school is in achieving the targets they have set by conducting questionnaires every 2 years. She also organises regular social events with staff. Also, a Wellbeing Box is permanently available in the staff room for staff to put their suggestions and concerns in. Last year, a Wellbeing INSET was organised which was extremely successful and will now happen annually.

Beormund School
Back massage and reflexology is currently available to all staff at Beormund once a week. Supporting pupils at Beormund can be physically and emotionally demanding and the opportunity for staff to have access to a relaxation activity which is intended to provide both emotional and physical support communicates to staff, firstly, that their role is valued and understood and secondly, emphasises the importance of staff taking care of their physical health in order to support their emotional health. Since the introduction of the back massage, the number days of staff absence due to back pain and injury has reduced dramatically, to almost zero.

Spa School
Worklife Support
Spa School is a special school for young people with Autism or Aspergers Syndrome and has been part of the Worklife Support Well-being Programme since 2004. For the Headteacher, Simon Eccles, the annual online staff surveys have played a valuable part in identifying what aspects of staff wellbeing mattered most to staff and needed improvement. The information the surveys provide has also allowed Simon to monitor the significant progress the school has made over the past few years.

A big development within the school has been a spacious new staffroom. It has been fitted with comfortable, colourful furniture and has a well-equipped kitchen area. It is also able to accommodate all staff so everyone is able to comfortably attend staff meetings. Working with the young people at Spa School can be physically and emotionally demanding and the thoughtfully designed staff room includes a quiet room for when staff may need time out after a stressful incident. There is also a separate work area with IT facilities which enables the main space to be a place for relaxation and to mix with other staff, building positive, supportive relationships with each other.

Gestures to show how much staff are valued have also become embedded in Spa School, including receiving a phone call home and flowers if a staff member is hurt and a breakfast cooked by the Headteacher on INSET days. The wellbeing surveys also identified that staff felt they were not given enough notice for parents’ evenings and meetings; now calendars are issued to staff at the start of each school year and term, outlining key dates. This has enabled staff to plan ahead more effectively.

For Simon, addressing staff wellbeing has been essential to addressing pupil wellbeing. As he describes, “it is our job to make sure the children are happy here. This is much easier to achieve when our staff are happy too”.
3. Resources

This document outlines legal requirement and non statutory guidance in relation to staff wellbeing. It provides some useful evidence based research on the importance of promoting staff wellbeing at school and also contains come useful case studies.

This contains some very useful pointers for good practice and things to consider when developing staff wellbeing.

**The Teacher Support Network**
http://teachersupport.info/
The Teacher Support Network offers telephone information, support and coaching to teachers. The site also provides a collection of online assessment tools which can be used to measure work-life balance, stress and overall wellbeing which could be useful for staff INSETs on wellbeing or to support one to one supervisions.

[www.workstress.net/law.htm](http://www.workstress.net/law.htm)
This website details the laws and regulations which can be referred to on the subject of work related stress and its causes.

[www.worklifesupport.com/](http://www.worklifesupport.com/)
This site has lots of evidence on the importance of staff wellbeing. It promotes its Employee Assistance and Wellbeing Programmes which schools can buy into and receive a comprehensive support package for all staff.

**Southwark resource: Improving Access to Psychological Therapies (IAPT) services.**
Southwark residents and employees can self-refer to the IAPT Service (Southwark) for help to cope with depression and/or anxiety. The IAPT services are provided by South London and Maudsley NHS Foundation Trust.
Pupil Voice

“I wasn’t always the best of students. But I joined the Student Commission and my perspective of learning changed. I can appreciate it, I can lead it and I can hope others love learning like I do.”

Year 10 pupil, Harris Academy Bermondsey

4. What is it?

Pupil voice is a process of actively involving all children and young people in their education. It is not a prescriptive methodology, but allows schools the opportunity to develop creative and engaging ways of encouraging pupils’ participation in accordance with their strengths and unique characteristics. An effective pupil voice seeks to include the voices of all children and young people and develop their strengths, skills and interests and is much more than just a school council body. It is an inclusive process and ethos which values and responds to pupil opinions and enhances the life of the school.

4. Why is it important?

A successful pupil voice will introduce pupils to democratic processes and encourage roles of responsibility within school. It connects pupils more deeply to their school experience and enables staff to engage with and learn about their pupils beyond the classroom environment, building and strengthening relationships and possibilities. It allows staff to depart from a traditional position of ‘adult knows best’ towards a position of pupils and staff moving forward together. This has exciting, alternative opportunities for sharing policy development with pupils, alongside being a valuable means for collecting data and assessing school effectiveness.

Both Ofsted framework (2005) and the new Ofsted framework (2012) require inspectors to report on the extent to which pupils’ views are sought, to assess what this tells them and to show the extent to which pupils views are used in school improvement. Consulting and involving young people is a key aspect of Every Child Matters (DfES, 2004).

Article 12 in the United Nations Convention on the Rights of the Child requires all children to be actively involved in decision-making within a democratic society. New research published by UNICEF UK in September 2010, based on a three year study of UNICEF UK’s Rights Respecting Schools Award (RRSA)
provides evidence that engaging pupils with democratic processes and responsibilities can reduce exclusions and bullying, improve relationships between staff and pupils, raise attainment and develop more mature, responsible learners.

4. Some creative ideas

- Give a group of pupils some cameras to photograph and highlight areas in the school which may need improving.
- Train some Student Learning Consultants to observe lessons and give feedback to teachers.
- Develop a team of Health Ambassadors who promote healthy messages to staff and pupils. Give them responsibility for leading on assemblies, managing an eye-catching health notice board and seeking views of staff, pupils and parents.
- Give your Schools Council elections a higher profile. Try running them like a general election, either from this country or use this as an opportunity to learn about election processes in other countries. This enables more pupils to be involved than just those standing for election.
- Go beyond simple surveys. Train a group of children and young people on creative methods for consulting with their peers (see the resources section overleaf for more ideas).

4. Inspiring practice

**St. Peter’s CoE Primary School**

**School Council Elections**

St Peter’s School Council is a major decision making body within the school. Two class members are elected at the start of each new school year and candidates of all abilities are encouraged to come forward and stand for election. Election hustings are held, with each child addressing their class and explaining why they think they would make an outstanding School Councillor.

St. Peter’s CoE use this process to help the children to explore how the election process works. Campaign posters are made, and each candidate is encouraged to discuss with other children what they want the School Council to achieve. Election Day has become one of the highlights in the St. Peter’s school calendar. The polling booths used in local council elections are set up and each child has a secret vote on a genuine ballot paper and election officials from Southwark Council are welcomed into the school.

All children and staff have one vote for their respective class members whilst the candidates within Year 6 are voted upon by the whole school community. The newly elected School Councillors are announced and celebrated in a special school assembly and all candidates who bravely stood for election are recognised and applauded. The serious work of the School Council then commences and the representatives meet fortnightly, discussing issues raised by their constituents, and deciding upon future ways of working. Key roles of responsibility are for School Councillors to ensure there is good communication between children and adults and to influence school policies. School Councillors also write and publish a blog where pupils can post their comments and give feedback. Visit the school website for more ideas on inclusive, inspiring practice (www.stpeterswalworth.co.uk).
Harris Academy
Student Commissioners
Harris Student Commissioners were established in October 2008 in order to make learning across the Harris Federation the best it could be through achieving two main objectives. Firstly, to make significant and sustainable changes to teaching and learning. Secondly, to increase levels of student engagement, motivation and learning. The programme was designed to exceed traditional pupil voice, support students to become leaders of their own and their peers’ learning and to have a stake in their organisation and delivery of their education.

Students were invited to become ‘Leaders of Learning’ and work in partnership with teachers to share and understand each other’s perspectives and roles. In addition to clear improvements in pedagogy and student’s engagement in learning, students have also been given the opportunity to build confidence in their abilities and develop important skills for the future, such as leadership, innovation and collaboration.

The Harris Student Commissioners are a wonderful example of meaningful use of pupil voice to improve student engagement, building important student skills and competencies that can be applied to future roles and experiences.

Gloucester Primary School
Children’s Gazette
The School Council at Gloucester Primary were concerned that, as they are at a big school, not everyone always knew about all the wonderful things taking place. Therefore, they decided that their school needed a termly children’s newspaper. In addition, the School Council, believed that the newspaper would give pupils the opportunity to have a say in things which are important to them and that the newspaper would be a good way of celebrating achievements across the school. They thought their peers would be delighted to see their name in print and see it as a reward. That way the newspaper would help to boost morale and increase self-esteem.

Eight very keen volunteers put their names forward to be part of the newspaper committee. They wasted no time in collecting news around the school. They are now known as ‘Gloucester Junior Reporters’ and they take their role very seriously. Below are some of their reflections on their very important job.

“I feel good being on the newspaper committee because it gives other children a voice to speak out. It also helps to improve our school because we know what everyone wants.’’

“I am normally shy but being a reporter gives me confidence. I feel very important and special.”

“It’s good to have a newspaper in the school to let everyone, even the parents know what’s going on. I love doing my job. I love being the editor because it makes me feel I am very smart.’’

“I always feel excited when I go round to the classes. I feel special.”

Gloucester Junior Reporter
4. Resources

www.unicef.org.uk/rrsa
The Rights Respecting Schools Award (RRSA) is a UK-wide initiative which recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. This website contains detailed information about the award, how to get involved and also gives details of the 2010 evaluative study.

A fact sheet summarising the rights under the Convention on the Rights of the Child.

www.schoolcouncils.org
A useful website with various ideas on how to enhance and develop your School Council.

www.studentvoice.co.uk
This is website for the English Secondary Student Association, run by students for students. The site offers advice and resources on how to get involved in current campaigns and may be useful for secondary pupils to find ideas for pupil voice in their own school.


Family Involvement and Support

5. What is it?

Family involvement refers to a child’s parents or carers taking responsibility for their role in their child’s education, working in collaboration with the school to achieve what is best for their child and having the opportunity to share their views and wishes with the school. This includes supporting their child’s education at home and providing them with a stable, caring environment in which to grow and develop. It can also include family members being actively involved in the life of the school, for example, as a school governor, reading support or helping at school events. Schools are able to provide a range of opportunities and initiatives that support and enable family involvement.

5. Why is it important?

“Families have experienced rapid changes and new pressures over the last thirty years. Many families are better off, but many are struggling financially, or have fractured. For most of us, the pace of life has increased, and for some it seems it is at the expense of family and community relationships. International comparative studies have exposed the low wellbeing of children in the UK compared to their peers in comparable countries ... Good parenting is critical for raising children who can thrive as adults and the wellbeing of parents and carers is at the heart of good parenting.”


Every Parent Matters (2007) emphasises that parents or carers should be empowered to influence and shape public services, such as schools. It outlines the influential role that parents or carers play in the development of their child’s learning and confirms that “parental involvement in a child’s schooling between the ages of 7-16 is a more powerful force than family background, size of family and level of parental education” (2008: 8). Every Parent Matters also draws on research that found that most parents or carers believe that the responsibility for their child’s education is shared between parents or carers and schools (ibid).

However, whilst many parents may wish to be more involved in their child’s education, there are a number of barriers, which may prevent this, including negative experiences in their own education, mental health problems, life difficulties, or limited use of English. Therefore, in order for staff and parents to be able to communicate and build relationships, it is important that schools provide accessible activities and opportunities, which promote and welcome family involvement.

“It’s about recognising the pressures they are under, for example going to weddings abroad and funerals. It’s not easy to live here. We have to remember that.

It’s really difficult to live here. Punctuality - well they live in very overcrowded environments. It’s hard to get 5 children up when they’re in the same bedroom.”

Headteacher, Southwark School Wellbeing Consultation 2011
5. Some creative ideas

- Is it mainly mothers who are involved in your school? Set up a weekly club for fathers and their children to do activities together. The Family SEAL resources could support structuring this.

- Does your school have a proportion of parents whose second language is English? Set up a language group for parents to attend where they will not only develop their language skills, but encourage peer support and identify needs.

- Consulting with parents doesn’t always have to be a big event. Communicate via a schools website or notice board. Something as simple as inviting comments on a particular issue or policy through jotting ideas on post it notes and sticking them on the board can be helpful.

- If you want to encourage a group of parents to come into the school for a consultation or information sharing event, plan a small pupil presentation or music event to happen prior to encourage them to attend.

- Be patient building the confidence and trust of working with some parents. Try first an initial home visit, then some follow up support visits, then an invitation to a coffee morning at the school. Take some of their child’s work or certificates with you to show them what they are achieving.

- Have a stack of cards in reception and invite parents to write down any skills or interests they have that they may be interested in using within the school.

- Are you able to organise a crèche for parent events? Looking after small children is sometimes a key reason why parents are unable to attend school events.

- Welcoming, familiar faces can make a huge difference. Staff consultations have shown that meeting and greeting parents at the gate each morning and afternoon can help build positive relationships between staff and parents.

5. Inspiring practice

**Surrey Square School**

**Engaging with parents**

“Our approach is to make things non-threatening and low threshold. We have a community evening every term when we have a safari supper on a massive scale-people love that. We have entertainment with children doing performance of dance or choir. Sometimes we’ve had drummers in. It’s low impact and it’s free. People bring food so it’s a way of contributing. Our community evenings are so massive now we wonder how we can fit everyone in! Even ex pupils come back. They are lovely.

The staff have a morning briefing every day at 8.45 and just before 9.00 we all go downstairs into the playground and greet the children and their parents/carers. There are many, many interactions with parents that take place at that point. We greet parents/carers at the start and the end of the day acknowledging them as important points of contact.”  

Headteacher, Surrey Square Primary school

**Ilderton Primary School**

**Supporting parents support their children’s learning**

Ilderton Primary School is committed to helping parents understand and meet their children’s learning needs. Using a free ICT support service from Rotherhithe Library, they run on-site 10 week ICT workshops for parents. All participants receive certification at the end of the course. Teachers also run in-house maths workshops where parents are invited to learn the maths their children are learning at school to enable them to better support their children at home. Ilderton also teach the RML literacy programme and again, deliver workshops for parents to familiarise them with the programme and how they can best support it. This means that children are able to get consistent support at school and home, and parents feel more empowered and confident to become involved in their child’s learning. Parents have given very positive feedback on the workshops.
Bacon’s College Counselling and Emotional Health Service
Bacon’s College have an established Counselling and Emotional Health Service which is rooted in a whole college approach to emotional and psychological health. Counselling is therefore available to all members of the school community, including parents. Parents can access the service and many parents have had individual consultations with the counsellors about personal and parental issues. When appropriate, the counsellors are able to access and refer to other services which can continue to support parents and families. In addition, there is a programme of talks and discussion evenings for parents run twice a term entitled ‘Walking with Adolescents’. This provides a forum for parents to think together and support each other around the struggles they have as parents of teenagers.

Healthy Eating Parent Workshops
Community Nutritionist, Sonia Sharman has done a number of parent healthy eating workshops with primary schools in Southwark. The workshop aims to help parents understand more about a balanced and healthy diet. They learn about the different food groups and portions and how to read and understand food labels. They also explore, through group exercises, the barriers they may face to eating healthy and being active and work together in coming up with positive solutions. Sonia also uses Change for Life resources, such as a worksheet on eating on a budget, and information on local activities. At the end of the session, parents set a small action plan for themselves with achievable goals for a healthier lifestyle. Follow up workshops may include cook and taste sessions for parents, the impact of fast food and how to make a healthy packed lunch.

In addition to learning more about eating healthier, parents build support networks and make friendships through meeting each other.

For more information, you can contact Sonia Sharma via email: sonia.sharma@southwarkpct.nhs.uk

John Donne Parent Liaison Officer
The school believes that ‘it takes a community to raise a child’, and aims to work alongside parents and carers by involving them in their children’s education and in the full life of our school community. They also aim to support parents in their own continuing education and personal development. Because of this they have a dedicated member of staff who is available to liaise with parents and carers.

The Community Liaison Officer uses a range of strategies to try to ensure all parents are well represented, including fathers, parents who live apart from their children but who still play a part in their lives, as well as working parents. Strategies include:

- Holding termly parent forums with the headteachers.
- Regular meetings with the Friends of John Donne parent/carer committee.
- Weekly parent and carer coffee mornings, where a variety of topics are discussed informally.
- ‘Impact’ workshops, in literacy and numeracy, for parents and carers to understand the new numeracy methods, and how to help their children with their homework.
- Opportunities for parents to learn about the curriculum offered within school and about young children’s learning, both at John Donne and at home.
- Providing information in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- Encouraging parents and carers to contribute their own skills, knowledge and interests to the activities of the school.

As a result parents and carers at John Donne school always have a voice and opportunities to enhance their skills and the education of their children.
5. Useful resources


This report from the Young Foundation highlights that promoting and influencing happiness is increasingly necessary as in light of recession induced public spending choices, services focused on wellbeing are delivering widespread economic and social benefits, in particular to children.


Practical guidance and cases studies on how to involve and develop relationships with parents and/or carers.


This is a useful document from the previous government, which sets out the government’s role in promoting and developing services for parents. It is now available on the Department of Education’s website.

[www.nhs.uk/change4life](http://www.nhs.uk/change4life)

On Change4Life’s website you can find lots of tips, advice and free resources to support parents make healthier choices.

[www.bbc.co.uk/parenting](http://www.bbc.co.uk/parenting)

BBC parenting has a range of information and advice for parents.

[www.blackparentnetwork.com](http://www.blackparentnetwork.com)

Information and advice for black and minority ethnic parents.

[www.disabledparentsnetwork.org.uk](http://www.disabledparentsnetwork.org.uk)

The Disabled Parents Network website provides information and support for parents with disabilities.

[www.gingerbread.org.uk](http://www.gingerbread.org.uk)

Gingerbread is an organisation that provides information and support for lone parents.


Guidance for headteachers and school staff.
Anti-Bullying

6. What is it?
Bullying is a subjective experience and can take many forms. However for the purpose of a shared definition, the Anti Bullying Alliance Statement of Purpose explains bullying as, the intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have harmful effect on the victim.

6. Why is it important?
"Unsurprisingly, pupils who are bullied are more likely to be disengaged from school and do substantially worse in their GCSE’s than their classmates ... Schools should take incidents of prejudice-based bullying especially seriously. It is important that they educate children about the differences between different groups of people and create a culture of respect and understanding."


In the Education White Paper the Coalition Government has emphasised its commitment to supporting schools to tackle bullying. This includes the decision to focus Ofsted inspections more strongly on behaviour and safety, including bullying, as one of four key areas of inspection. Schools statutory duty towards Anti Bullying is located within Children Act 2004.

The government has recently issued new advice to schools to prevent and respond to bullying, Preventing and Tackling Bullying: Advice for School Leaders, staff and Governing Bodies (see resource section overleaf).

There are numerous studies which show the impact bullying can have on individuals. This includes low self worth, increased social isolation, disengagement from school, carrying weapons for self-defence, self-harm and suicide. Research has also found that long after bullying has stopped, adults who were bullied as children have higher levels of depression and low self esteem than other adults.

Evidence suggests an effective way for schools to manage bullying is to embed and enforce consistent anti bullying messages alongside promoting positive behaviour and relationships within an inclusive, whole school ethos. Initiatives such as Social, Emotional Aspects of Learning (SEAL), Healthy Schools, restorative justice, tutor and circle times and peer mentoring all contribute toward establishing this ethos.

6. Some creative ideas

- Use Anti Bullying week not only to raise awareness of bullying and to promote positive messages but also to celebrate the positive relationships and inclusive initiatives pupils and staff have engaged in over the past year.

- Ensure all staff fully understand the school’s Anti-Bullying policy. Deliver a group staff activity where staff discuss bullying scenarios and find responses to them within the policy. This is also a good way to consult with staff on the content of the document and check in with how confident staff actually feel in responding to bullying.

- Issue pupils with cameras and ask them to photograph areas of the school they may not feel safe in. Work with pupils to develop these as safe areas.

- A Local Heroes project. Ask pupils to identify people within their community who have made a contribution to promoting inclusion or feeling safe with their community. Pupils can develop display boards, deliver assemblies, and write letters to individuals asking them to visit their school and help them promote these messages.

- Buddy Bus Stops in the playground will ensure children always have someone to play with and build positive peer relationships.
“Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know this is the right way to behave.”


6. Inspiring practice

Brunswick Park Primary School
Listening Friends
For the past three years, Brunswick Park has had a People Matter team to support emotional well being including a universal service for its pupils called ‘The Listening Post’. Any child with a worry can put a letter in the Listening Post Box and ask for a member of the Listening Post Team to listen to them for 10 minutes in a quiet place. In the first instance the Listening Post Team comprised of the Learning Mentor, identified teachers and therapists and a group of Teaching Assistants (TAs) who had undergone accredited training. It was then agreed to train a group of Year 5 children to join the team as Listening Friends.

The trainer and one of the TAs met with the Year 5 pupils to introduce the project find 6 committed volunteers. They then attended 6 training sessions, focusing on: effective communication skills, active listening skills, gender and cultural issues and conflict resolution. Once trained, the Listening Friends talked to the whole school in two assemblies about their role. They have now further developed their role and support younger children during playtimes and at lunchtime.

Although it is still early days, the Listening Friends take their role very seriously and have developed some very valuable support links with their peers. One Listening Friend facilitated a meeting for a group of girls in her class who were having difficulty with their friendships. Their relationship has been much more amicable since then.

Gloucester Primary School
Peer Mediation
Peer Mediators were introduced to Gloucester Primary School three years ago in order to reduce incidents of bullying and to provide opportunities for children to talk to their peers in confidence about a problem without adult intervention. Training is given to the children who wish to become a Peer Mediator and once they have completed the training, an assembly is held at the beginning of the term to introduce the Peer Mediators to the other children. Four children serve as Peer Mediators for one term, which means more children have the opportunity to train and work in the role over the year. It has been a huge success in the school. Below are reflections from some Peer Mediators.

“I like helping others to solve their problem. When people come to us they listen to our advice and they shake hands with each other and promise to walk away, or tell an adult if someone wants to get them in trouble.”

“It’s important to have Peer Mediators, because there is less bullying in the school and it helps children to be friends and not be bad to each other.”

“I like to be a Peer Mediator because I make people feel happy when they talk to me about a problem. I like being part of the team.”
6. Resources
There is a plethora of excellent resources available to advise and inspire schools in enhancing their anti-bullying practices and ethos.

Department for Education. (2011). *Preventing and Tackling Bullying: Advice for School Leaders, staff and Governing Bodies.*
This advice replaces the 2007 Safe to Learn guidance and outlines the government’s current position and approach to tackling and responding to bullying.

www.anti-bullyingalliance.org.uk
The Anti Bullying Alliance provide a wealth of free, downloadable resources. These include pupil questionnaires and anti-bullying policy guidelines. Each year they also provide a resource pack for Anti-bullying Week.

www.bullying.co.uk
Information and support for parents and young people who are experiencing bullying.

www.beatbullying.org
Beatbullying downloadable resources include lesson plans which focus on different forms of bullying. Beatbullying also have a range of programmes which aim to develop peer mentoring and activism to tackle bullying in schools.

www.stonewall.org.uk
Stonewall’s Education for All campaign, helps tackle homophobia and homophobic bullying in schools. Their website provides some excellent resources and their document on challenging homophobic language in schools is very useful and is available to download.

www.kidscape.org.uk
Kidscape is a UK charity established to prevent bullying and child sex abuse. A number of resources, including posters, information booklets and research on the long term effects on bullying are available to download.

This report is the result of surveys based on visits by Her Majesty’s Inspectors (HMI). It highlights the defining features of schools who dealt with bullying effectively and lists features of good practice.

Southwark resource
Southwark Children’s Services
Supporting wellbeing, promoting positive behaviour: Southwark’s anti-bullying toolkit
www.southwark.gov.uk/downloads/download/1161/bullying
Community Cohesion

“...we passionately believe that it is the duty of all schools to address the issues of ‘how we live together’ and ‘dealing with difference’ however controversial and difficult they might sometimes seem.”


7. What is it?

Community cohesion can be defined as working towards a society in which:

- There is a common vision and sense of belonging amongst all communities
- The diversity of people’s backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all
- Strong positive relationships exist and continue to be developed in the work place, in schools and in the wider community


It may also be useful to consider that the term ‘community’ can exist in four domains: the school community, the community within which the school is situated, the UK community and the global community.

A school’s contribution to community cohesion can be grouped under the three following headings:

- Teaching and learning: teaching pupils to understand others, debate and promotion of common values and diversity, challenging prejudice and stereotyping.
- Equity and excellence: removing barriers to access and participation, offering equal opportunities to all pupils to succeed at the highest level possible.
- Engagement and ethos: providing opportunities for all pupils and families to interact with each other.
“Cultural activities including community arts and community-based sports develop local social networks and a sense of belonging.”


7. Why is it important?
The Education Act 2002 section 21(5) as inserted by the Education and Inspections Act 2006 placed a duty on school governing bodies to promote community cohesion from 2007. The current government has removed this duty from schools, however as stated in the National Standards for Headteachers “Schools exist in a distinctive social context, which has a direct impact inside the school. School leadership should commit to engaging with the Internal and external school community to secure equity and entitlement.” Many school leadership teams see the promotion of community cohesion as intrinsic to the work of the school, both to ensure an effective, welcoming and inclusive school and to prepare pupils to be local and global citizens.

Schools build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within a school, enabling all pupils to flourish and thrive alongside each other. However, alongside this focus on promoting equality and diversity, they also have the onus to build a foundation of shared values, encouraging pupils to actively engage with others to understand what they all hold in common.

7. Some creative ideas
- Ask the pupils in your class to map what cultural events are important to them throughout the year and mark them on a large yearly calendar. Invite pupils to talk about them to the class as they occur.
- Have story telling in assemblies and in lessons that focus on stories from different cultures. Reflect and focus on the strengths that each story demonstrates.
- Make links with schools in other parts of the world so pupils can form relationships and learn about other cultures.
- Enrich the curriculum programme through fieldwork, visits and meetings with members of different communities.
- Work with key members of the community, or local voluntary and community groups to develop the range of activities they could offer to your pupils, such as mentoring schemes.
- Consider a pupil-led research project into the types of differences they celebrate, tolerate or find difficult. The findings could be presented at local and/or national events or conferences.
- A school twinning project to another town, either in the UK or abroad, which encourages interaction of pupils of different backgrounds through visits, sports, arts and celebrating religious festivals.
- Make use of the Royal Bank of Scotland’s Community Engagement Programme where they donate employee time and money to help communities improve their environment. Ilderton Primary School recently had their playground painted in wonderful bright colours by a group of enthusiastic volunteers.
7. Inspiring practice

Ilderton Primary
Building Inter-Generation Community Links
Pupils at Ilderton became involved in an inter-generational project with residents at Arundel Court, supported housing for older people. Pupils and residents worked together sharing ideas for regenerating the Bermondsey Blue Market Square. Part of this involved creating the Bermondsey Timeline Art Project, where together they created a historical map of life in Bermondsey. Both pupils and older people agreed that before the inter-generational project began, they had held pre-conceived ideas about their opposite generation and that spending time with each other helped break down these views and build some very positive relationships. Since the project, parents have said that now their children will wave in the street at the Arundel Court residents and that children are more respectful playing in the park next door as they know the residents and understand their lives better.

Surrey Square School
Identity Curriculum: celebrating diversity
Surrey Square school has started to have a curriculum focusing on celebrating diversity and uniqueness.

The Identity curriculum starts in the nursery and covers all aspects of identity, gender, age, cultural heritage, religion, interests, appearance etc. and the pupils look at different things at different stages. It’s a progressive spiral curriculum from nursery to year six. The nursery children learn about themselves, the pupils in reception learn about their families and so on all the way through up to year six where they look at global citizenship, and what it means to be British.

“That’s a real fundamental thing about wellbeing. The uniqueness of me- who am I? What fundamentally more can you do towards someone’s wellbeing than them knowing who they are. I’m British- I was born in England and my cultural heritage is that my parents are from Nigeria. I encourage the staff to be open about their backgrounds, for example my dad’s Jewish, my mum’s ….. It’s a richness, sharing our uniqueness, rather than it being a problem. As we are doing the Identity curriculum year by year our knowledge of the children grows, and they know the school as a place that believes in them and their uniqueness.”

Liz Robinson, Headteacher
Southwark Schools
Twinning schools scheme
Southwark has several schools twinned with schools in Malawi. Recently two teachers went to Malawi for a planning visit and made a video of their visit. At one event, teachers and people from the village had come out to welcome the Southwark teachers and sang and danced. Ruth, one of the teachers, was powerfully moved by the celebration of their visit and, although she didn’t dance, decided that she would go and dance with them. She felt very silly but was doing her best! The Malawi women were delighted and so pleased that she had joined in with their dance.

When showing the video to the pupils in assembly their response has been amazing and has promoted a lot of discussion, not least about meeting people and accepting what they have to offer, rather than what you think you can do. Enjoy what they are offering.

Links with different countries gives the pupils a lot:
- A better understanding of the fact that they are part of something that is much bigger than just where they live and can travel to
- They can communicate with pupils from their twinned school and see the photos of the pupil in Malawi holding their letter. It makes things much more immediate, more real, more possible
- It gives pupils a global focus and an interest that there are others in the world
- A respect for others
- Understanding our differences but also our similarities

Sacred Heart
Goodwill Ambassadors Programme
Southwark SACRE Project in partnership with St Ethelburga’s Centre for Peace and Reconciliation (part of a Youth Refusing Violence Project, funded by the Westhill Youth Award) worked with Year 5 children from Surrey Square Primary School and Year 9 pupils from Sacred Heart School.

The project aimed to explore conflicts within the school community and what reconciliation might look like in everyday situations. The group started by thinking about the nature of conflict and the kinds of conflict which concerned them the most in their school. They moved on to examine the choices available to help improve these situations rather than escalate them. By using Forum Theatre the group were able to firstly share this learning with their peers, opening up a conversation about each person’s own responsibility in contributing to situations of violence and secondly be role models to the rest of the school.

“It was wonderful to see the progression in the participants and how they grew as a group. By thinking about everyday situations in a new light, they took on board the responsibility of being role models and acting for change.”

Candia Crossfield, St Ethelburga’s Centre for Peace and Reconciliation

“The whole programme was a really positive experience for us. The 18 pupils were a real cross-section from their year group and I know from what they have said that they really enjoyed the experience. The whole process of creating, planning and preparing for the final assembly was truly educative and I am sure they gained a great deal from it all!”

Chaplin John at Sacred Heart School
7. Useful resources

www.schoolslinkingnetwork.org.uk
The Schools Linking Network facilitates links between schools in England to help children and young people explore their identity, celebrate diversity and develop dialogue. On this website you will find details of training for staff, case studies and resources.

www.sealgd.org.uk
Seal and the Global Dimension is a new project which provides pathways and appropriate resources for embedding the Global Dimension within the SEAL programme, engaging school pupils in global and development issues. There are a number of resources to download to support teaching about the global community and our role within it.

www.unicef.org.uk/rrsa
Rights Respecting schools and UNICEF school award supports schools in preparing children to live in an increasingly diverse society, by giving children the skills to develop positive relationships both in school and beyond.

www.globalgateway.org.uk
Global Gateway helps schools make international links with partner schools. They also provide CPD opportunities for staff.

The Teachernet website had a comprehensive list of resources and downloads related to community cohesion, including Guidance on the Duty to Promote Community Cohesion (2007), Department for Children, Schools and Families. The website has now been decommissioned and relevant content can be found on the Department for Education website.

www.rbs.com
Visit the Royal Bank of Scotland’s website to find out more information on their Community Engagement Programme.
Healthy activities:
physical activity, healthy eating and emotional health

8. What is it?
Healthy activities are the regular exercise and nourishment of both body and mind. They encompass physical activity, healthy eating and emotional health and wellbeing. All three are interrelated and directly impact on each other.

8. Why is it important?

“These days, ‘modern life’ can mean that we’re a lot less active. With so many opportunities to watch TV or play computer games, and with so much convenience and fast food available, we don’t move about as much, or eat as well as we used to. 9 out of 10 of our kids today could grow up with dangerous amounts of fat in their bodies. This can cause life-threatening diseases like cancer, type 2 diabetes and heart disease.”

Change4Life

“Physical education experiences should be planned and progressive and should act as the foundation stones for lifelong engagement in physical activity and healthy lifestyles. For some young people physical education in school is their only organised and regular engagement with physical activity.”

Association for Physical Education (afPE)

Healthy activities can contribute to the physical, social, emotional and spiritual wellbeing of all children, young people and staff within the school and its community. There are well established links between health, physical activity and wellbeing with evidence showing that participation in physical activities can lead to improved fitness, improved self-efficacy, greater sense of physical competence, greater sense of health and wellbeing, decreases in depression and stress, positive self-concept and self-esteem. Social skills can be improved and encouraged as children and young people participate in team activities. A variety of activities provide greater opportunities for pupils to develop within an activity they enjoy and could be good at. Evidence shows that low confidence, lack of self-esteem, stress, anxiety and negative body image are closely linked to an unwillingness to participate in physical activities, therefore it is critical to work with children and young people to find out what they perceive as barriers to being physically active and to support them in overcoming these barriers.

Similarly, healthy food choices and diet can often be influenced by mood and emotional wellbeing. Evidence shows that overweight children report more negative physical self-perception and self worth than their peers at a healthy weight. There is strong medical evidence supporting the view that the longer a child is overweight, the more he or she is at risk for depression and other mental health disorders (Psychology Today Magazine: May/June 2003). Low self esteem, body image or social mobility can trigger depression, whilst similarly, depression may trigger unhealthy eating and weight gain if a child lacks the energy to exercise or is immobilised by anxiety. Evidence shows that obese children miss more school than children of average weight (ibid).

Schools should ensure that their pupils have the opportunity within the curriculum to learn about a balanced diet and how this can impact on their emotional health, in addition to planned time which provides supportive education, discussion and communication about sensitive issues related to healthy eating, such as self perception and worth, the uniqueness of our bodies and eating disorders.

A holistic approach is integral to children’s social, emotional and spiritual development and educational achievement. It is essential to a child’s progression into adulthood and impacts health and social outcomes in adult life, including obesity and attitudes towards healthier lifestyles.
8. Some creative ideas

- Get your staff to sit with the children at mealtimes, choose from the same food selection, and encourage appropriate social skills at the dining table. This will help your pupils to develop confidence in eating with other people.

- When planning a school menu, start by carrying out a survey with the pupils to get their views and ideas. You could also devise a competition to design a healthy school lunch. Giving the children ownership of a school menu will generate interest in the school meal and have a positive effect on school meal uptake.

- When you introduce new menu ideas hold a tasting event for the children to sample the different flavours and textures. Tasting can take place in the dining room, either by giving children a small taster of the day’s new dish in the queue or setting up a table on the way into the dining room where children can taste the daily special.

- Organise a taste-a-thon in a healthy eating week, when children can taste a variety of different foods. Parents can also be involved especially if the event is arranged at the end of the school day.

- Involve your pupils in growing activities and give them the chance to experience the rewards of growing first-hand. This can also help to develop an understanding of healthy diets, raise awareness of where food comes from and how we rely on plants for food.

- Try a new team sports with a class e.g. kickball, which is a bit like baseball without the gloves and bats. Team sports provide an excellent opportunity to form and develop classroom bonds.

- Provide extracurricular classes that promote physical activity and also appeal to children who are not interested in the regular team sports e.g. hiking, yoga or cycling.

8. Inspiring practice

St. George’s CoE Primary School
A positive lunchtime experience
For pupils at St. George’s CoE Primary School, school lunchtimes are great fun! No one has packed lunches and children and adults spend time eating lunch together. By watching the adults, pupils learn positive table manners and the skills of using and holding the cutlery in the right way.

It is the daily job of a group of Year 5 children to help the lunchtime supervisors to prepare the hall for lunch. They lay the tablecloths, place the cutlery in the right places and put a jug of water and plastic glasses on each table. During the lunchtime, the group has roles as either ushers, to help children fill the seats on each table, or as a server at the salad bar. This has enabled the school to have one continuous sitting which starts with Reception, followed by Year 1, 2, 3 etc. As the children collect their food they are ushered to tables until each seat on every table is taken. There is always a table where the previous class has not taken all the seats and the following year group will automatically sit there which promotes more getting to know you type of conversations.

Adults can sit in the dining hall and will be provided with a free school lunch if they sit and dine with the children. The school does ask that adults sit one adult to a table in order to promote conversations and reinforce table manners with the children by modelling the appropriate behaviour.

The children really enjoy sharing a meal with friends and the staff have noticed that they tend not to rush away from the dining hall to play. One of the comments made by the children about the positive things about their lunch times was:

“Eating with the KS1 children is nice because you get to talk with them and then you get to know them and encourage them to eat all their dinner.”
St. Joseph’s CoE Primary

Peer Massage

All children at St. Joseph’s RC primary school receive training in peer massage delivered by the Massage in Schools Programme (MISP). A MISP trainer delivers six week courses to Years 1 and 2 every September. Other year groups all receive refresher courses at the start of the school year. This programme has had a positive impact on the wellbeing of pupils in a number of ways. Pupils are able to use massage as a calming down technique and regain concentration in the classroom. It has helped build positive relationships amongst pupils and helped them to understand the importance of respecting boundaries and caring for each other. In March of their final year, Year 6 pupils receive another refresher course to provide strategies and techniques to help them relax during their SATs.

And, a number of pupils are reporting that they are doing massage at school but are using it at home to help family members relax! Below are some positive comments from pupils about peer massage:

“It helps me with my writing because massage helps me clear my mind.” (KS1 pupil)

“It helps me feel calmer if I am feeling angry or not having a good day.” (KS1 pupil)

“Peer massage helps you trust people and you need to be able to trust your partner. You have to ask permission which builds trust.” (KS2 pupil)

Riverside Primary School

Relaxation and Yoga Programme

During Key Stage 2 SAT’s week, Year 6 children are invited to Breakfast Club, free of charge, where they have access to a healthy breakfast. Following breakfast, the children have a choice of going to the playground to play games and talk to their friends, or to take part in a relaxation and yoga session run by the school’s Learning Mentor who has attended a two day Relaxation and Yoga for children course which was taught and supervised by qualified yoga instructors. The aims of the Relaxation and Yoga programme are to help children become more aware of feelings and situations associated with tension and relaxation and enable them understand how their bodies may manifest stress. Children are encouraged to practice the skills and techniques they learn and to identify how they might be applied at appropriate times in their lives.

By SATs week, the children are already familiar with some of the basic techniques as the Learning Mentor has taught the techniques within PSHE sessions to support children in managing their emotions, for example, when feeling nervous when visiting a secondary school or taking a test. Before the tests begin, the children are reminded to use the basic relaxation techniques if they feel the need, many of which can be done sitting in their place while papers are given out without any one being aware of what they are doing.

The Breakfast Club was very well attended last year with 95% of Year 6 children participating. Notable benefits include the children arriving on time for school with plenty of time to calm down and gather their thoughts before the tests and better concentration during them. Staff feel that in recent years, the improved SATs results to be reflective of the programme’s effectiveness. Below are some of the comments included in the pupil evaluations and letters of advice to future Year 6 children:

“If you’re scared just do the relaxation technique that Colleen will teach you. You should do it because it really helps you concentrate on your SATs when you’re stressed.”

“Whatever you do, don’t panic. Just stay calm and before you walk in wiggle your toes and feet and count to five in your head.”

“Yoga helps my behaviour because I don’t get wound up.”

“I learned how to be strong inside and how to concentrate very well. How to clam down and how to stay very still - as strong as a mountain and as still as a mountain.”
“There were fantastic parts and dull parts and also the parts where you had to wake up at 4:00am. Looking back I loved every millisecond of it.”

Southwark Young Leader

“After working at the Singapore 2010 Youth Olympic Games it feels as if I have grown up by two years because the responsibility you have whilst working at the Games is on a very large scale. Not only that but you are representing the Youth Olympic Games workforce and also your country.”

Southwark Young Leader

Southwark Schools Sports Partnership
Creating an Olympic London Legacy

On the 5th of August 2010, 31 young people, many from Southwark estates, better known for gangs and knife crime, boarded a plane to represent Great Britain at the Inaugural Youth Olympics in Singapore. Thanks to the dedication and support of Bacon’s College Southwark’s Schools Sport Partnership and the Lambeth Schools Sports Partnership, a London contingent of 16-18 year olds embarked upon the trip of a lifetime joining 5,000 athletes and officials and over 22,000 volunteers in Singapore.

The teenage volunteers aged between 16 and 18 came from Southwark and Lambeth. They went to ten different schools and reflect London’s multi-cultural diversity. What they all had in common is that they are ‘Young Leaders’ who are making a difference in their own communities. Together, they have carried out more than one thousand hours of volunteering; working with, and inspiring younger children to take part in sport. They are idolized by the younger children and are positive role models who offer an alternative to the gangs and drug culture that is also on offer in these London communities. The Young Leaders also organise charity events and in 2010 ran a Festival of Sport for 300 Ernst and Young employees which raised over £3,000 for “Sport Relief”.

In November 2009, the Sports Partnership set over 120 young leaders the challenge of raising awareness of the 2012 Games and the Olympic values across 39 primary schools in Southwark. From this work, an idea of travelling half way round the world to Singapore to get involved in the first ever Youth Games in August 2010 developed into a reality. The Young Leaders tenaciously raised £50,000 in less than four months. This was a staggering amount of money in an economic downturn and most of the young people come from families who could not afford to help fund the trip.

(continued overleaf)
They carried out a series of eye-catching fund raisers such as cycling around all the football stadiums in London and walking the length of the Bakerloo line - above ground not on the tracks! Even more impressively, they earned money by working, week in and week out, in primary schools running after school sports clubs.

All of the 31 young people impressed the National Olympic Committee. They undertook a number of challenging roles, including: staffing the Africa, Europe, Americas and Asian help desks. This entailed solving problems on issues such as transport and living and setting up and providing administrative support for the daily Chief de Mission meetings where all information is relayed to teams and is of paramount importance to the success of the games. It was hard work too. The shifts in the Olympic village ran from 6.30am in the morning, which meant that some young volunteers had to get up at 4.30am to cross the city and be ready for work. The young Londoners with their gregarious South London personalities soon became the talk of their volunteer placements, easily fitting in and becoming popular with members of the international teams of administrators, volunteers and athletes.

It also only took a few days for the young Londoners to impress their supervisors in the International Olympic Committee. The group had no less than four promotions in the first week; three were promoted to team leads and another to the important role of National Olympic Committee Assistant, a post which normally requires a great deal of training. Particularly valued, were the group’s language skills as for many of them, English is their second language. One pupil from Bacon’s College was soon identified as a young man who was more than capable of supporting and translating for the Albania team’s Chief de Mission. He became such an integral part of the team that while off-duty he was often asked to return to the Olympics to support the Albanian team!

The Young Leaders are testimony to the hard work and motivation of both a group of aspirational and inspiring Southwark’s young people and the staff believing in and supporting them. They embodied the ideal of the Olympic movement; to help build a better world through sport, practised in a spirit of peace, excellence, friendship and respect.

“It is my firm belief that if we apply these ideals we can tackle some of London’s most challenging issues by empowering young people to bring about positive change in their communities.”

James Rudd, Schools Sports Coordinator
8. Resources
getset.london2012.com/en/home
Get Set is the official London 2012 education programme. On the website you will find resources, ideas and opportunities inspired by the London 2010 Olympic and Paralympic Games.

www.change4life.com
The Change 4 Life website has a range of tips, recipes and advice for a healthier lifestyle.

www.bhf.org.uk
The British Heart Foundation website has some excellent free resources for schools and parents/carers.

www.schoolfoodtrust.org.uk
The School Food Trust is a national charity and specialist advisor to Government on school meals, children’s food and related skills. The website provides information, advice and a range of resources including a template school food policy.

www.food.gov.uk/scotland/scotnut/scotteachtools/competencies/
The Food Standards Agency have produced Food Competencies for Young People (aged 5 up) that can help young people to choose, cook and eat safe, healthy food.

www.foodinschools.org
The Food in Schools programme provides valuable guidance and resources for anyone working in or with a school on food related activities throughout the school day.

www.foodafactoflife.org.uk
A website with downloadable resources for teachers on healthy eating in schools. This site is split into two sections, one for children aged 5-7 years and the other section for children aged 8-11 years.

The book looks at imaginative ways of approaching physical education in school together with incorporating within all other areas of the curriculum.

Southwark resource
webfronter.com/southwark/dance/index.shtml
Visit this site for a huge amount of primary resources on how to support teaching and learning through dance and movement. To find out more, or access support for your school, please contact Philippa Beagley, Dance Consultant, Southwark Education Arts team.
Philippa.Beagley@southwark.gov.uk
**The Arts**

“Engagement with the arts from an early age has a profound impact on improving happiness and wellbeing and gives children a key to increase their knowledge of the arts, a curiosity to explore and to develop taste and realise a talent that will last for the rest of their lives.”


9. **Why is it important?**

“Children should expect to be given a rich menu of cultural experiences. ...... We will support access to live theatre, encourage the appreciation of the visual and plastic arts and work with our great museums and libraries to support their educational mission.”

*Department for Education. (2010). The Importance of Teaching: The Schools White Paper 2010. 4.31 p 46*

Engagement with the arts can contribute to the physical, social, emotional and spiritual wellbeing of all children, young people and staff within the school and its community. For example:

- Dance can be a good aerobic exercise and furthers poise, balance, musicality and co-ordination.

- Examining art forms provides pupils with an opportunity to develop their critical thinking by considering what a piece of art is about and how it makes them feel, together with extending their communication skills by expressing their views and observations.

- Watching, studying and participating in the arts can inspire pupils to be creative in their own ways, explore and take risks, develop artistic skills, build confidence and a sense of achievement.

- Transforming learning into an artistic project engages children who may not respond favourably to more traditional forms of teaching and learning.

- Group art activities, such as choir, orchestra, theatre performance and mural paintings can instil a sense of connectedness, consideration of others, listening skills, healthy awareness of the feelings and needs of others and a common delight in the performance or art work that the group have collectively created.

**9. What is it?**

*Britannica Online, defines art as:*

> “the use of skill and imagination in the creation of aesthetic objects, environments, or experiences that can be shared with others.”

The arts include theatre, dance, music, visual arts, literature and culinary arts. All are an important part of culture and provide a means for people to creatively express their ideas, emotions, and beliefs, together with celebrating their achievements.
9. Some creative ideas

- Work creatively with themes, stories and literature. For example, ask the pupils to visually create the landscape or street the story is set in, get them to role play key characters in the story and hot seat them.

- Start a school choir for parents and teachers.

- Get involved in the Sing Up: Help Kids Find Their Voice Schools Awards Programme (details overleaf).

- Work with an artist or group of artists to create an area or celebrate an event within the school grounds i.e. relaxation corner, mural depicting achievements within the school community.

“...The children valuing the arts and going to work in the arts industry is also very important. They wouldn't be able to do that if they hadn't had some grounding in it, especially with design. Local employers will now give precedence to arts students, because of the way that they have learned to innovate. All that is very important. It's a visual language.”

Joe Rea, Excellence in Southwark

9. Inspiring practice

**Excellence in Southwark**

Southwark has a rich heritage of the arts and the Excellence in Southwark (EIS) team partner with the Southbank and the Southwark music service to provide a huge programme of enrichment.

- Each year there are 600 children performing Shakespeare at the Globe theatre and 1000 children at the Queen Elizabeth Hall and the Royal Festival hall, singing, dancing and playing musical instruments.

- There is a large gospel programme with about 800 children taking part. There are also gospel singers who go around schools and teach gospel singing ensuring that they get expert vocal training. In addition there is another big performance of a mass choir at the Royal Festival Hall known as the Southwark Splash. The EIS is working in partnership with the South Bank celebrating the festival of Britain.

- EIS is also in partnership with the Centre for Language in Primary Education (CLPE) creating an anthology of children's poetry, which will publish poetry from 20-30 schools in Southwark.

- The EIS run a visual arts project where a team of practicing painters and a potter go into schools and work with whole classes.

“...Why is it so important? It gives them an avenue in which to express themselves. It gives them a way of looking, a way of seeing, a way of appreciating their environment. The spin off is that in the future they are valuing good architecture, good buildings, good everything about their environment.”

Joe Rea, Excellence in Southwark
Denise Barber - Southwark Music Service

Singing days

The Southwark Music Service recently commissioned a singing leader to come in to a school to work with the children, the teachers and the parents too. Each group performed at the end of the day, with the parents and the teachers singing to the children. The children were so excited by that. It is an excellent model and works really well.

Bredinghurst School

Celebrating strengths

“One of our pupils’ major issues is around self esteem, and as staff we are always looking for ways to try and change their attitudes about themselves into something more positive. One of our year nine pupils came to us from a mainstream provision, and his attitude about himself was “I’m rubbish”. He said that he was stupid, and showed this in a classroom setting by trashing his work because it wasn’t perfect and refusing to try any new work. This was particularly noticeable in Maths and English. He was virtually phobic about putting pen to paper.

However, he did like to do one thing, and that was to sing. By chance, one of our enrichment activities in the half term before Christmas was a singing one. This child said that he didn’t think that he had a very good voice but he like to sing. A member of staff also joined the singing group, and told pupils that her voice was terrible, but that she too liked to sing. Billy didn’t believe her until he heard her voice, and then he patted her hand, and every week did his best to encourage not just the member of staff, but also the other pupils in the class.

Aside from staff finding this boy all over the school warbling “Joy to the world”, to staff amazement Billy started to be more confident and try to do things. The maths teacher was totally stunned to hear this child berate another pupil who was unsure about new work, and said that it didn’t matter about making mistakes; it was fun to try new things.

At the school Christmas lunch, Billy gave a pep talk to the other singers, including the very nervous member of staff, and then sang his heart out.”

Headteacher, Bredinghurst School

9. Resources

Creative Partnerships

www.creative-partnerships.com

An organisation which brings together artists of different genres and backgrounds to work in schools and inspire pupils through the arts.

Sing Up

www.singup.org

Sing Up’s mission is for every school in England to become a singing school, which puts singing at the heart of school life. Visit their website to find out about their award scheme for schools, teacher training and download free songs and resources.

www.randomactsofkindness.org

This website has some inspiring arts and crafts lesson plans to develop acts of kindness through creativity.

Southwark resources

Excellence in Southwark

joerea410@btinternet.com

Contact Joe Rea.

Southwark Music Services

www.southwarkmusicservice.org.uk/what-people-say.html

www.southwarkmusicservice.org.uk/news-events.html

denbarber@aol.com

Contact Denise Barber

webfronter.com/southwark/dance

This is a wonderful site that captures a range of dance projects in Southwark Primary Schools. It is full of downloadable lesson plans that enhance curriculum learning through dance.

Splash website

http://seefurtherfestival.org/events/view/through-stars-and-beyond-southwark-splash-2010
Spirituality

“An appreciation of the spiritual side to life is very clearly part of being human. If we accept the premise that education should be about enabling our young people to acquire the skills to live full human lives, then spirituality should be part of their educational experience.”


10. What is it?

Ofsted has offered guidance for schools on encouraging pupils’ spiritual development and provided the following definition:

“Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil’s ‘spirit’. Some people may call it the development of a pupil’s ‘soul’; others as the development of ‘personality’ or ‘character’.”


Rebecca Nye, in her book Children and spirituality: what is it?: why does it matter?, has these words to say:

- Delighting in all things
- Being absorbed in the present moment
- Not too attached to ‘self’ and eager to explore boundaries of ‘beyond’ and ‘other’
- Searching for meaning
- Discovering purpose
- Open to more

Perhaps another way of understanding the role of spirituality in the context of wellbeing is to explore the concept of Intelligences.

Spiritual Intelligence (SQ) is one of the four intelligences, IQ is Mental Intelligence; PQ is Physical Intelligence, EQ is Emotional Intelligence. A lot is known and written about IQ and EQ in the educational field but now Spiritual Intelligence is becoming more mainstream in scientific inquiry and philosophical and psychological discussion.

“Spiritual Intelligence represents our drive for meaning and our connection with the infinite.”


Covey speaks of Spiritual Intelligence being the compass that guides us, helping us to discern true principles that are part of our conscience, our highest moral authority. For a school this could be the importance of having core principles that everyone is working towards, for example the values of enjoyment, compassion, responsibility, community and respect. Embedding the values deeply into the consciousness of the school community ensures that the pupils, staff and community all have principles to work towards, both for themselves as individuals and for the community as a whole.
“Spirituality is about being open to a higher consciousness, a connection, but not necessarily to God or Allah. It doesn’t have to be through religion, it can be through love of life, music, writings, poetry, art and nature.”

Penny Smith-Orr, Sacre consultant for Southwark

10. Why is it important?
Humans have an innate capacity to have moving and transformative spiritual experiences, be it through encountering nature, witnessing an act of moral beauty (Morris: 2009), watching a sporting event or perhaps experiencing death.

Hay and Nye’s (2006) research on the spirituality of children shows that children have a spiritual dimension to their thinking or experience which lessens as they become older, primarily due to a fear of their experiences being de-validated or made fun of.

However, providing an environment where spiritual experiences, beliefs or thoughts can be shared is central to developing the wellbeing of children and young people. When we experience, for example an act of moral beauty, we may experience significant physical sensations, for example, butterflies in the stomach or a deep sense of calm. However we also experience this cognitively and emotionally, which motivates our wish to connect with others (Morris: 2009).

Encouraging opportunities which stimulate awe and wonder in children will in turn inspire them to connect better with those around them, their community and world. Through being encouraged to explore and consider crucial questions about their existence and experiences, children are able to assemble authentic moral foundations from which they will make choices, find joy, meaning and motivation in life, in turn enabling them to flourish and grow towards their potential. This is the essence of education.

10. Some creative ideas
- Play calm, beautiful music and give the children drawing materials to draw whatever comes into their minds.
- Make time at the beginning of lessons to allow the pupils to settle and centre themselves and allow time at the end of the lesson for quiet reflection.
- Use a lesson for your pupils to go on a silent walk in the school grounds. Give them space and time to really notice their surroundings. This could lead to an interesting piece of reflective homework.
- Allocate a silent space/room in school which allows strong silence and deliberate stillness.
- Free dancing or free running is a great example to use for discussion and experience with your pupils to explore how being totally absorbed in an activity can produce spiritual awareness.
- Create a calm, reflective environment through ritual. For example, by lighting a candle at the beginning of a session, and using sound from a Tibetan bowl to signal the beginning and end of an activity.
10. Inspiring practice

Ilderton Primary Peace Garden

Ilderton Primary School has a Peace Garden at the heart of their school. Here, in a dedicated and tranquil outside space, pupils are able to grow plants and vegetables. They have the opportunity to learn and wonder about the wildlife that they encourage to live in their garden and understand how to respectfully nurture and take care of it. The Peace Garden also provides a huge opportunity to enhance what the children learn in the classroom: one class has completed some mini-beasts artworks of animals they see in the Peace Garden and children also use the garden to learn about science and nutrition. Pupils from each year group are currently painting individual tiles to collate into a beautiful mural to put on one wall of the Peace Garden. It provides a wonderful opportunity to extend children’s learning and provoke curiosity and enquiry about the natural environment and their role within it.

John Donne School Spiral of Lights

This is a class activity that was facilitated by Jenny Fox Eades at John Donne school in the winter months using the theme of light. The activity recognises the importance of having a theme that is relevant to many religions and that many faiths have stories about light in a time of darkness.

The process involves slow, meditative walking. A candle is placed in the middle of a circle. Each child holds a night light candle, takes it to the central candle, lights their candle and places it in the circle, and then goes and sits down. The children help to grow a circle of candlelight.

10. Resources


A document to support an understanding of pupils’ spiritual, moral, social and cultural development, to help schools planning their provision and in evaluating its effectiveness.


www.childrenspirituality.org

The Association for Children’s Spirituality seeks to promote and support research and practice in relation to children’s spirituality within education and wider contexts of children’s care and wellbeing.

See the mindfulness section of this framework for websites and contacts for mindfulness in schools.
II. What is it?

The internationally accepted definition of sustainable development is, ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’ (Bruntland Commission, 1987).

In May 2010, David Cameron pledged to make this government the ‘greenest government ever’ and announced far-reaching plans to protect the natural environment, tackle climate change and promote sustainability. Schools have a significant role to play in the government’s commitment to sustainable development for the future, which includes encouraging schools to take responsibility for their part in this vision through making their own judgments on how sustainable development should be reflected in their ethos, daily life and education on sustainability.

Sustainable Schools

The previous government developed schools’ role in helping pupils understand and evaluate their impact on the planet. They introduced Sustainable Schools and set a target for every school to be a sustainable school by 2020. The current government recommends the framework as good practice to schools.

A sustainable school aims to prepare pupils for a lifetime of sustainable living, through its teaching, ethos and daily sustainable activities. The National Framework for Sustainable Schools comprised of three inter related themes:

- A commitment to care: care for oneself, each other and the environment
- An integrated approach: developing sustainable practice through the curriculum, ethos and work with the local community
- A selection of sustainability themes: ‘doorways’ through which schools can develop their sustainability practice. These are food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local wellbeing and global dimension

“Now I tell others about being green and am able to talk to people about it. I take it outside of school.”

Green Team member, St Joseph’s CoE Primary
“Don’t blow it - good planets are hard to find.”

Quoted in Time

1. Why is it important?
As places of learning, schools have an important role to play enabling pupils to understand our impact upon the planet. Through modelling good practice, schools can inspire pupils to learn more about the environment and take action over issues that resonate with them. Sustainable Schools has the potential to be very empowering for children and young people to take voice to and responsibility for issues that matter to them. It greatly supports wellbeing, in terms of educating pupils on issues of sustainable living and healthier lifestyles, encouraging them to understand their choices and the opportunities for social and emotional development inherent within sustainable initiatives and practice.

There are also wonderful opportunities to enhance core curriculum subjects through engaging with sustainable schools, see the next column and the resource section for some ideas.

In addition, the Climate Change Act 2008 aims to encourage the transition to a low-carbon economy in the UK through significant reductions in greenhouse gas emissions by 2020. Carbon emissions in the school sector arise from energy use in schools, procurement of goods and services by schools, and school travel. There is therefore a lot schools can do to reduce their own emissions and increase sustainable practice.

1. Some creative ideas
- Recycling for schools is free. Rubbish collections are not, so get recycling and save money. If you recycle enough to reduce your rubbish by one bin per week, you could save £500 per year.
- Join in with local initiatives to save energy and save money for your school e.g. Southwark’s ‘Big Switch Off’. See the resource section for information.
- Have a school competition to develop a school Eco-Code.
- Engage your students with sustainability by becoming an Eco-School and setting up a school Eco-Schools team led by students.
- Why not hold a ‘no-power’ hour and challenge your students to not use any electricity or gas for an hour or even a whole day?
- Involve your students in a waste, water or energy audit of your school to identify opportunities to save resources.
- Get involved with one of the many environmental themed days such as World Environment Day.
- Make the most of the great outdoors with your teaching - for example get growing or visit an outdoor education centre.
- Ask the students to research renewable power options for your school and how viable they are.
- Link up with a school in another country to find out what they are doing to be green.
- Encourage your students to walk, cycle or scoot to school through Walk on Wednesdays (WoW) or Walk to School Week.
Eco-Schools in Southwark
Eco Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. It is complementary to the Sustainable Schools framework and many schools find it a straightforward way of starting to think about making their school sustainable.

Southwark now has 113 registered Eco-Schools, 76 schools have the Bronze award, 28 hold the Silver award and we now have 6 Green Flag Eco-Schools (the highest award). This means that practically all Southwark schools are engaged with Eco-Schools and working to improve sustainability.

A big well done to Cathedral Primary School, James Allen’s Girls School, St Anthony’s RC Primary School and St George’s Cathedral Catholic Primary School who have all gained their Green Flags within the past year - tripling the number of Green Flag Eco-Schools in Southwark from 2 to 6 over the past year.

School support details can be found in the following resource section.

St. Joseph’s CoE Primary Green Team
Supported by Eco Schools, an international award programme that guides schools on developing sustainable practices, some pupils are now members of the Green Team, the school’s environmental group. They meet twice a term to discuss what sustainable activities they can help all school members participate in. In 2010, they made Christmas decorations using only recycled materials (including a recycled Christmas tree!), participated in a drama about the global impact of Christmas and had a recycled Easter bonnet competition. Projects for 2011 included working hard as Carbon Detectives in coming up with practical ways to save energy and carbon in school and setting up bird tables to attract new bird life into the school. They also invited sustainable companies into school to help them look at different and safe ways to produce alternative renewable energy. At the moment they are doing some fun work with Pump House Education Centre.

When asked why they think other schools should get more involved with sustainable activities, one Green Team member said, “Schools need to do this to make the world a better place to be. It’s like a snowball and we must start at school”.

One Green Team member described the impact they think Eco Schools is having upon their school, “It helps us to be happier and healthier in school and this makes the school to be a happier place to be.”
Peckham Park Primary School
Peckham Low Carbon Zone Project
A range of energy efficiency improvements have been implemented to help the school reduce CO2 emissions and save money. New boilers and heating controls have resulted in savings of over 30 tonnes CO2 per year. Staff and students have also been learning how to create a sustainable school through the ‘low carbon classroom’ project delivered by the London Wildlife Trust. Pupils learned more about food miles and where our food comes from, took part in a zero waste lunch challenge, and were inspired to build their own vegetable garden in the school playground.

Support with school sustainability from Southwark Council
New Low Carbon Schools Programme
Southwark Council began working intensively with 20 Southwark schools on a carbon reduction service. Due to the success of the scheme in 2010, there were a further 20 places offered on the second phase of the project.

The service involves:
- a professional energy survey of the school, worth £1,000
- support for the school to implement carbon reduction and energy saving measures including potential match funding from the council
- activities and events to encourage school staff and pupils to save energy through behaviour change

On average, the carbon reduction measures identified via the audits conducted in 2010 will produce annual savings for each school of over £6,000 once the measures are installed. All measures have a payback period of less than five years, which can be effectively halved where match funding is available. The audits conducted so far have identified opportunities for reducing emissions by more than 650 tonnes of CO2 per year, with a reduction in the total baseline CO2 emissions at each school of 20%.

All schools can access support and advice on making their school more sustainable and how to gain awards such as Eco-Schools.

Contact Kevin Williams, Sustainable Learning Officer: 0207 525 5753
Kevin.williams@southwark.gov.uk
11. Resources

www.keepbritaintidy.org/ecoschools

Eco Schools is an international award programme that supports schools develop a framework to help embed sustainable principles and practice in school life. The website has lots of information for schools, including how to get involved, competition and case studies of inspiring practice.

www.fee-international.org/en

The Foundation for environmental Education (FEE) aims to promote sustainable development through environmental education and runs five programmes: Eco Schools, Young Reporters, Learning about Forests, Blue Flag and Green Key.

www.globaldimension.org.uk

This site has a wealth of information on teaching the global dimension in schools, including the opportunity to browse for resources by curriculum subject. There are over 650 resources with links to suppliers.

http://www.globaldimension.org.uk/resources/item/?r=1554

A useful curriculum planning guide for schools.

www.think-global.org.uk

Think Global is a membership based charity that works to educate the public on global issues. The site has a section devoted to schools which includes information on curriculum and policy development.

www.actionrenewables.org

This site is packed with information and activity sheets for all key stages, although there is more available for primary schools - a great resource.

www.captainsplosh.co.uk

This is Anglian Water’s educational website and is a fantastic resource for primary schools. There is a very good downloadable education pack for Key Stage 2 teachers. There are also downloadable songs and videos to use in the classroom. The interactive student site is great for children to explore and learn more about water.

www.sustainable-schools-alliance.org.uk

The Sustainable Schools Alliance aims to provide support to all schools in the UK to enable them to put sustainability at the heart of what they do. Its Working Group is composed of NCB, SEEd and Think Global. They link agendas around education for sustainable development, development education and health and wellbeing. The site has a wealth of information and useful links to explore.

www.ncb.org.uk/sustainable-lifestyles/one-step-one-world

The National Children’s Bureau has developed the One Step One World Challenge that aims to engage children and young people in learning about talking action in sustainable living. This document is an engaging Leader Pack for the Challenge, which provides information and practical ideas for staff.
www.se-ed.co.uk/sites/default/files/resources/Sustainable_Schools_Framework%20poster.pdf
A poster of the National Framework of Sustainable schools.

www.se-ed.co.uk/sites/default/files/resources/Framework%20Resource.pdf
A useful introduction and guide to Sustainable Schools.

clients.squareeye.net/uploads/dea/documents/s_dev_global_dim.pdf
Guidance on developing the global dimension into the school curriculum.

Top Tips on how to help schools become more sustainable, including a Top Tips to reduce energy and water use in schools.

**Southwark resources**

www.southwark.gov.uk/thenbigswitchoff
This initiative is full of ideas to reduce carbon emissions within the home and local community.

www.southwark.gov.uk/environmentaleducation
Our advice and support sheets have been designed specifically for Southwark schools to help them to become more sustainable, find out about opportunities on their doorstep and to ensure that the benefits contribute towards raising school achievement.
**Transition**

12. **What is it?**

This document is referring to transition in the context of progressing from Year 6 to Year 7, therefore the transition from primary to secondary school. We acknowledge, however that moving from reception to Year 1, from Year 11 to 12, from school to college or university, or starting a new school at any stage, are all significant transitions for children and young people in an educational context. Whilst it is beyond the scope of this document to address all these educational stages individually, we hope that the reflections, information and considerations for Year 6 to Year 7 will also have a relevance that is applicable to wider contexts.

Transition is a highly significant change for a child from primary to secondary school, not only in relation to a child’s educational and social development but as time of change for the whole family. Researchers have explored in depth what pupils require to enable them to evolve effectively into secondary education. Galton and Ruddock (1999) identified ‘five bridges’ that have to be crossed simultaneously during this period. It is important that pupils cross each bridge successfully; this can be greatly supported by well-planned and erudite interventions by Year 6 and Year 7 teachers and support staff. Each of the five bridges requires a particular support.

They are a useful framework to consider when planning a transition programme and can be summarised as follows:

1. **bureaucratic bridge**
   - Formal liaison between schools

2. **social and emotional bridge**
   - Developing links between peer groups of pupils and parents/carers, prior to and immediately after transfer

3. **curriculum bridge**
   - Year 6 and Year 7 teachers sharing plans of the curriculum content to be taught prior to and post transition

4. **pedagogy bridge**
   - Developing a shared understanding of how pupils are taught, not just what they are taught

5. **management of learning bridge**
   - Considers how each pupil and their families can be empowered to handle the transition and enunciate their needs.

12. **Why is it important?**

Transition can be an exiting, anxious and challenging time for pupils. Transfer from primary to secondary school is responsible for a drop in academic performance in the first year of secondary school (Measor 2005: 11) and there is evidence that children who do not make a successful transition are more likely to become disassociated from school, have poor attendance and generate difficulties and disruptions at school (ibid). However, academic performance and achievement are not the only significant issues. Transition coincides with the changes incurred through becoming an adolescent. Beginning secondary school is therefore entangled with transition to teenage life, which complicates it not only for pupil, but also for schools.
Southwark Transition Consultation
During the Summer, Winter and Spring terms 2010/11 a consultation was delivered by Southwark Children’s Services in collaboration with Health Education Partnership Ltd. It was undertaken with 918 Southwark pupils regarding their perceptions and experiences of transition.

The aims of the consultation were to:
- better understand the perceptions Year 6 pupils have of moving onto secondary school;
- better understand connections and disparities between pupil perceptions and actual experiences of transition;
- enable pupils to identify what resources and interventions would support them throughout transition; and
- inform future resources and approaches which will support pupils, parent/carers and teachers throughout the transition process.

First phase: Year 6 key findings
The first phase of the consultation took place over the Summer Term 2010. 561 children from nineteen schools participated in the consultation.

- 39% of pupils imagined that they would be feeling nervous and scared on their first day of secondary school. 26% of boys identified this in contrast to 54% of girls.
- 30% of pupils said that a perfect day at secondary school meant having good friendships with their peers. 40% of girls identified this in contrast to 20% of boys.
- 29% of boys identified playing in a sports team as part of a perfect day at secondary school, in contrast to 8% of girls.
- When considering what a classmate is looking forward to about the start of secondary school, 64% of pupils identified making new friends. Learning new subjects was ranked second by 34% of pupils, with playing sports third, identified by 13% of pupils.
- When considering what a classmate is feeling nervous about starting secondary school, 63% of pupils identified being bullied as a primary concern. Being alone and not making friends held concern for 51% of pupils.
- 25% of pupils identified positive behaviour towards others as central to enabling them to settle in and enjoy secondary school.

Second phase: Year 7 key findings
The second phase of the consultation took place in the Winter and Spring Terms 2010/11 with Year 7 pupils in order to:
- understand the extent to which their perceptions matched their actual experience of starting secondary school;
- find out what they found useful to support this experience; and
- identify any additional support required.

A total of 357 Year 7 pupils participated in the consultation.

- Girls had significantly greater anxiety about starting secondary school than boys.
- Over one fifth of students said that they thought they would get bullied when they started secondary school. 1% (4 students) said that they were bullied when they started secondary school.
- Twice the percentage of girls over boys imagined making new friends.
- 40% of students said they made new friends during the first few days.
- 29% of students said that they enjoyed starting secondary school.
- 38% of girls said new friendships were helpful to them, in contrast to 19% of boys.
- 29% of students identified a wish to have had an older mentor to have helped them settle in.
12. Some creative ideas

- Ask Year 6 pupils to draw around their hand and cut it out. When talking through all the different sources of support at secondary school, ask pupils to write a different source of support on each finger (Measor: 2005).

- Encourage pupils to problem solve together; for example, have a transition ‘worry box’ in the Year 6 classroom and use circle time to read out any worries and discuss as a whole class.

- Invite Year 7 pupils to visit your primary school and speak to Year 6 pupils sharing their experiences of secondary school and answering any questions or worries they might have.

- Set Year 7 pupils a group project or competition of designing a map of their school. New pupils can then use this to help them find their way around.

- Invite older pupils into assemblies and classes to encourage new Year 7 pupils to join an after school club. Some schools make one after school club per week compulsory to ensure that pupils are included in school life in some way.

- Train some Year 9 or 10 pupils as peer mentors with the specific role of helping Year 7’s settling in and running inclusive activities for them. They can gain AQA accreditation or a leadership award for the role.

- Run a series of events for new parents throughout the first term to encourage them to get involved in the school and form positive relationships with other parents and staff. Give them the information well in advance.

- Run a half termly consultation activity with Year 7 pupils to get a sense of their experiences. This can be done through a quick draw or write exercise, confidential questionnaire or whole class discussion.

12. Resources


A useful research document on the potential and impact and barriers of a successful transition.


This is an excellent book consisting of very useful ideas and resources to support transition.


www.youngpeopleinfocus.org.uk/parentingteenagers/move/transitions.htm

This is a booklet for schools to help them produce information for parents in relation to transition. It comes with a CD full of resources and information sheets. Email info@tsa.uk.com for details.


Downloadable from www.ofsted.gov.uk.

www.upgrade7.com

Transport for London have worked in partnership with a number of London boroughs and created a variety of transition resources, including lesson plans and travel guides. Schools can access from their own borough (if participating in the scheme) or alternatively a neighbouring borough.
“Good schools will be active promoters of health in childhood and adolescence, because healthy children with high self-esteem learn and behave better at school. Within the current non-statutory personal, social and health education (PSHE) framework, schools will provide age-appropriate teaching on relationships and sexual health, substance misuse, diet, physical activity and some mental health issues.”

Children can benefit enormously from high-quality Personal Social Health and Economic (PSHE) education. Good PSHE supports individual young people to make safe and informed choices."


13. What is it?

PSHE education is a planned, developmental programme of learning designed to help learners develop the knowledge, understanding and skills they need to manage their lives, now and in the future. It is currently a non-statutory part of the curriculum. Schools may deliver PSHE under a variety of subject names, such as Life Skills.

The main components of effective PSHE delivery are:

- Sex and Relationships Education (SRE)
- Drugs Education
- Personal wellbeing and safety
- Economic wellbeing and financial capability
- Careers Education

In July 2011 the Department for Education launched a review of PSHE education to look at the quality of teaching of PSHE in schools, together with its content. The outcomes of the review are expected after March 2012.

The Qualifications and Curriculum Development Agency (QDCA) set out recommended programmes of study for schools. Following the Government’s education reforms the QCDA and its website will close at the end of March 2012.

The following programmes of study are now available on the Department for Education website.

**Primary schools**

- Frameworks for PSHE for key stages 1 and 2

**Secondary schools**

Two interrelated programmes of study for both key stages 3 and 4: one for personal wellbeing and one for economic wellbeing and financial capability.

- Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning.

- Economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

Access details for all of the above programmes are included under resources at end of this section.
13. Why is it important?

“In outstanding schools, the curriculum is flexible, relevant and engages pupils’ interest. It is also used to promote safeguarding, not least through teaching pupils how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others’ safety. Personal, social and health education (PSHE) plays a crucial part in teaching children and young people to recognise dangers and harmful situations and to know the preventative actions they can take to keep themselves safe. It can be a popular subject, seen as relevant to everyday life, with some aspects taught in specific sessions, such as sex and relationships education, and others taught across the curriculum. Effective PSHE programmes can also be tailored to local circumstances, for example where particular concerns in the neighbourhood have been identified.”


PSHE addresses real life concerns that could impact children and young people, their families and their communities, and engages with the social and economic realities of their lives, experiences and attitudes. Most schools choose to teach it because they find their pupils benefit from learning how to lead healthy lifestyles, manage their feelings, build positive relationships and become financially capable. It therefore supports the development and health and wellbeing of the whole child, alongside their welfare and safety. Developing empathy and the ability to work with others helps children and young people to form and maintain good relationships, build their sense of personal identity, confidence, self esteem and better enjoy and manage their lives.

Commerce and industry are now emphasising the need for our emerging workforce to have transferable personal and social skills, in addition to a good GSCE and A-Level grades, such as the ability to work collaboratively in groups, problem solving and excellent communication skills. PSHE provides the opportunity for pupils to develop these. PSHE education aspires to increase children’s and young people’s independence and ability to, in due course, take responsibility for themselves in their future life roles through gaining an understanding of their choices and what influences their decisions. The skills developed within PSHE underpin other learning and it is therefore a function of all subjects and curriculum areas.

13. Some creative ideas

- Develop pupil confidence in participating in class through a Feel Good Box. Invite pupils to write a positive comment about how another child has contributed to a particular lesson or unit (it’s best to prepare name slips in advance and think through which child writes about whom). Hand out the slips so they can glue them in their own Feel Good Book and collect positive comments about themselves.

- Develop a School Leavers Yearbook to help deliver PSHE. It is a motivating and meaningful project that showcases and celebrates pupils’ achievements and provides opportunity for peer tributes and to celebrate diversity through an exploration of the differences and similarities between pupils in your school.

- A Thinking Tree classroom display is a great visual way to assess, or consolidate, PSHE learning. Give each child a leaf which they can personalise and write something they have learnt or valued from the lesson or unit and then place them on the tree’s branches.

- Create a drama with the pupils about the subject area they are exploring. Allow them to choose and create the characters, write the story and develop the plot. Pupils appoint a director and producer and people to play the parts. The remainder of the class watches, can stop the action, step in and take over at any point and continue with the story.
13. Some considerations

Planning the programme
When planning a school’s PSHE programme it may help to consider:

- learning opportunities across the curriculum, for example, when teaching nutrition in science, the teacher will also need to address issues around self esteem and body image
- specific lessons with separate curriculum time
- explicit opportunities in other curriculum subjects
- whole school and extended timetable activities
- specific projects
- information, support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

These opportunities, wherever they occur, should be planned, coordinated, assessed, monitored and evaluated. It is important to involve children and young people in this process, influencing provision from the start as well as having a say in how learning develops.

Visiting speakers
Often, a school’s planned programme of PSHE delivery will involve visiting speakers from an external agency or the local community. Whenever a school engages with visiting speakers, it is advisable that the school should make relevant policies (such as PSHE, Confidentiality and Safeguarding) clear it prior to the visit. This helps to ensure that the visitor is aware of the school ethos and how incidents are responded to, should any occur. It is more effective if sessions are jointly planned, delivered and evaluated by the teacher and the visitor. The visitor’s contribution will therefore be incorporated into the programme for PSHE and not used in isolation from it. In order to develop evaluative skills, it is also important that visiting speakers provide opportunity for pupils to question, debate and develop awareness of presenting issues within a balanced context. Often this can be helped by providing a variety of perspectives and experiences in order to help pupils better understand their own position and decisions.

Responsive not reactive
Through PSHE, pupils have the opportunity to engage with and respond to current events and issues within their local community. It is essential, however, that the programme is responsive and not reactive. It can be tempting to react to current high media profile issues such as knife crime and drug use by bringing in a visiting speaker or showing an emotive film, as a knee jerk reaction to the issue.

Safeguarding and confidentiality
The issues discussed in PSHE education will hold different degrees of relevance and resonance to different pupils. It is possible that the nature of the subject and altered learning environment will sometimes lead to pupils to be more open and disclose personal experiences as part of the discussion and learning process. They need to be fully aware of key policies and procedures relevant to PSHE, such as safeguarding and confidentiality. Providing a safe learning environment where teachers feel confident in supporting an exploration of potentially sensitive topics in a way that is safe, respectful, informed and considerate of the feelings of others, is essential. One way of achieving this is to frame PSHE lessons within agreed, yet dynamic, ‘ground rules’ or ‘ways of working’ in a way which allows them to be reflected upon and embedded within the lesson frame. See the resources section for both the sample lesson outline and the Effective Learning Methods document. It is also important to have established sources of further information and support available and made known to pupils, both within and outside of school.
Staff training
The staff consultation that informed this document, evidences that PSHE delivery is more effective if it is taught by staff who believe in the subject and who are genuinely passionate about its purpose. A number of staff identified that they felt uncomfortable delivering PSHE as some of the topics went beyond their ‘teaching comfort zone’ and felt that they had not been adequately trained, thus impacting the quality of delivery and pupils’ engagement with the topics. Staff need to feel supported through access to regular training on PSHE topics in order to build confidence, teaching ability and value its purpose and potential. Visit the PSHE Association website for further details on staff CPD opportunities (see resource section).

Challenging prejudice
Pupils may express views which are prejudiced and in conflict with school ethos and policies. There is a balance to be achieved between a teacher’s duty to challenge prejudicial views and an individual’s right to holding their view. This is best done in a non-confrontational way by challenging the statement and not the individual making it. Helping the young person reconsider their views without putting them in an awkward position or forcing them into a position from which they cannot backtrack is a gentler form of challenge.

Assessment
The subjective learning nature of PSHE can make it more challenging to assess, however it also invites wonderful opportunity for creative assessment methods, including peer assessment, self-reflection and personal goal setting.

Section 4 of this document provides some ideas and resources for assessment methods.

“Within the National Curriculum, PSHE remains a non-statutory subject and this does not appear to have diminished the view of senior leaders that PSHE is an important part of a children’s education.”

*How important is PSHE education?* Headspace Autumn 2010: 3
## 13. Resources

- **www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe**
The programmes of study for PSHE for Key Stages 1 and 2 developed by the QCDA. The link also provides access to detailed information and ideas on assessing pupil progress.

- **www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee**
The programmes of study for PSHE for Key Stages 3 and 4, together with the attainment target level descriptions.

- **www.pshe-association.org.uk**
This is an excellent site for ideas, guidance and inspiration on PSHE delivery. Many of the resources are free, however an annual membership of £35.00 for individuals or £100 for schools is also available for access to further resources, up to date guidance and debates. Below are links to aspects of PSHE which we have referenced in this document, however, we really recommend taking some time to explore this site.

  - **www.pshe-association.org.uk/uploads/media/27/7321.pdf**
  *Using ‘visitors’ in the classroom to support PSHE education*

  - **www.pshe-association.org.uk/uploads/media/27/7322.pdf**
  *Visiting the classroom*

  - **www.pshe-association.org.uk/uploads/media/27/7429.pdf**
  *PSHE: Assessing for Learning*

  - **www.pshe-association.org.uk/uploads/media/27/7432.pdf**
  *Ten Principles of PSHE education*

  - **www.pshe-association.org.uk/uploads/media/17/6819.pdf**
  *Effective safety education: a briefing paper for all those involve in helping children and young people stay safe*

- **www.ncb.org.uk**
The National Children’s Bureau website has a variety of useful free resources relation to PSHE delivery.

  - **http://partner.ncb.org.uk/dotpdf/open_access_2/posa_final_lores.pdf**
  *Positive Guidance on Aspects of Personal, Social & Health Education*

- **www.pfeg.org**
The Personal Finance Education Group is full of information and ideas on financial capability, including teachers’ resources and details and guidance on curriculum and policy.

- **www.ncb.org.uk/sef/home.aspx**
The Sex Education Forum website provides professionals with information to enable the provision of good quality sex and relationships education including excellent factsheets and resources on curriculum design, planning and delivery and staff training opportunities.

- **www.ncb.org.uk**
www.ncb.org.uk/search-results?q=are+you+getting+it+right+toolkit
Are you getting it right? A toolkit for consulting young people on sex and relationships education.

www.ncb.org.uk/search-results?q=PSHE+resources+for+primary+school+age+children
Resource List: Primary

www.ncb.org.uk/search-results?q=resource+list+secondary
Resource List: Secondary

www.ncb.org.uk/search-results?q=resource+list+special+needs
Resource List: Special needs & Disability

www.ncb.org.uk/search-results?q=resource+list+parents
Resource List: Parents & carers

www.ncb.org.uk/search-results?q=external+visitors+and+sre
External visitors and sex and relationships education

www.ncb.org.uk/search-results?q=Effective+learning+methods
Effective learning methods: Approaches to teaching about sex and relationships within PSHE and Citizenship

www.drugeducationforum.com
The Drug Education Forum provides up to date and relevant information and guidance to support drugs education in schools and settings.

Drugs: Guidance for Schools

www.healtheducationpartnership.com/pshe.aspx
The website has a variety of useful free resources including a lesson plan for establishing ‘ways of working’ with a class or group.

www.cegnet.co.uk
The Careers Education Support Programme provides information, advice and guidance for teachers looking for support and professional development in careers education.

www.londonscb.gov.uk
This is the London Safeguarding Children Board’s website where you can download an up to date edition of the London Child Protection Procedures.

www.health-for-life.org.uk
The Health for Life series of teaching materials for primary and secondary schools. Lessons explore essential issues including self esteem, gangs, relationships, emotional literacy, personal safety, medicines and drugs and sexual health.

www.strengthsgym.co.uk
Strengths Gym provides an educational course that enables students and teachers to work together to learn about, recognise, build upon, and use their strengths more in the classroom, at home, and in life.
Social, Emotional Aspects of Learning (SEAL)

14. What is it?
SEAL has its roots in a growing evidence base from the United States which showed the impact social and emotional learning (SEL) has on a range of areas, including school achievement and preventative work on mental health and behaviour issues. Programmes were developing in the US which focused upon developing learners’ effective competencies, often described as emotional intelligence of literacy, strongly influenced by writers such as Daniel Goleman. Primary SEAL was launched first in 2005 and has subsequently been followed by Secondary and Family SEAL. Resources and guidance for working with small groups has also been developed.

PSHE is related to, but is not synonymous with SEAL. SEAL contributes to personal development by promoting social and emotional aspects of learning and focuses upon developing the following attributes and attitudes: empathy, motivation, social skills, managing feelings and self-awareness. It provides a framework and ideas for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom. SEAL embodies a whole school ethos and commitment to enhancing the social and emotional skills of both staff and pupils. PSHE education provides an invaluable contribution to developing these skills. SEAL in turn provides a framework that supports PSHE education. Some primary schools will refer to the primary SEAL schemes of work to support them deliver PSHE, however it is worth noting that the SEAL curriculum does not cover all aspects of PSHE. There is not a specific secondary SEAL curriculum, although resources have been developed for Years 7 to 9 which could compliment PSHE delivery.

14. Why is it important?
SEAL is however much more than a set of resources. It has the potential to provide a framework for schools to develop the emotional and social skills of pupils, staff and parents, which, as this document has set forth previously, can impact a spectrum of areas, including increased confidence, resilience and adaptation to change, aspirations and achievements. SEAL’s focus and impact on developing positive behaviours for learning, also has the capacity to support all school initiatives, be it curriculum subjects or aspects of school life beyond the curriculum. However, UK research evidences that for SEAL to be meaningful and effective, it needs to be incorporated into schools’ priorities and curriculum planning. It should build upon recognised good practice and be understood as a unifying framework which underpins a school’s ethos and aspirations rather than as an additional initiative.
14. Some creative ideas

- Invite staff to share and celebrate great lesson plans, activities or projects which embed SEAL. Collate them and have a copy in each classroom to inspire and support staff to build upon their ideas.

- Have a whole school focus on one SEAL theme per half term. This enables all staff to approach and reinforce their work from a shared standpoint. Engage pupils with researching and presenting on the theme both within their curriculum subjects and through leading on assemblies and school displays.

- If your school is new to SEAL, build it gradually. Consider a SEAL week, where form tutors are provided with a SEAL activity pack to do one activity during tutor time with their class. Run some interactive SEAL activities for staff during a staff meeting to show how the ideas can be incorporated into and enrich their subject areas.

- If you have a SEAL ethos already embedded within your school, initiatives such as SEAL and the Global Dimension, Mindfulness in Schools or Philosophy for Children may extend and develop your good work.

- Certain subjects, such as drama, P.E. and the humanities are particularly conducive to SEAL. Invite teachers from other departments to observe or co-teach lessons in these subject areas to generate ideas for how they may be able to embed SEAL into their areas.

- Clips from shows like The Apprentice work wonderfully to encourage pupils to reflect on the SEAL outcomes!

“I wish SEAL had been around when I was at school. I have had a lot of professional development on SEAL and it has really helped me to do my job better, working with young people who are vulnerable and have very challenging behaviour. But SEAL has also helped me on a personal level and helped me improve my interaction with colleagues too. If I’d had the benefit of SEAL, I wouldn’t have got into so much trouble myself at school.”

Learning mentor, Southwark Secondary Pupil Referral Unit
14. Resources


The former National Strategies website was closed and archived in June 2011. The original site contained a plethora of both theoretical and practical resources about primary, secondary and family SEAL. The above links provide access to some of these resources and we recommend saving anything you find interesting or useful. Below is a list of helpful introductory guidance documents.

- *Excellence & Enjoyment: social and emotional aspects of learning: Primary SEAL guidance document*

- *Social & Emotional Aspects of learning for secondary schools (SEAL): guidance document*

- *Excellence & Enjoyment: social and emotional aspects of learning: Family SEAL*

- *The social and emotional aspects of learning skills and outcomes*

- *Links between PSHE and citizenship and SEAL (Key stages 3 & 4)*

- *Relationship of SEAL with other initiatives*

www.education.gov.uk/search/results?q=SEAL

The Department of Education website also has a selection of documents on SEAL available to access.


https://www.education.gov.uk/publications/eOrderingDownload/DFE-RB049.pdf

www.sealgd.org.uk

SEAL and the Global Dimension is a new project that intends to embed pathways and resources for the Global Dimension with SEAL, engaging school pupils in global development issues. They have a wealth of excellent lesson plans and resources available.

www.P4C.com

P4C.com is an online resource for primary schools. There are a number of free resources relating Philosophy for Children enquiries to different subject areas, including SEAL and PSHE. There is also opportunity to subscribe for greater access.
15. What is it?
Philosophy for Children (P4C) offers a creative approach to expand pupil’s learning through the exploration of ideas. It is a structured session that starts with a stimulus, for example a poem, film clip or piece of art which stimulates pupils’ questions. They then democratically decide which question they would like to further explore and wonder about. A group discussion follows which is guided by pupils’ thoughts and ideas. Explanation of their reasons for agreeing or disagreeing with each other is encouraged.

15. Why is it important?
P4C helps teachers to build a ‘community of enquiry’ within their classrooms where pupils generate and investigate their own questions. Pupils learn that both their ideas and the ideas of their peers have value and they can grow in confidence to ask questions and learn through the process of discussion and exploration. It can be used to support teaching and learning in any subject area. Research suggests that P4C can enhance learning and attainment. It also supports a number of school initiatives, such as Gifted and Talented (G&T), Personal Learning and Thinking Skills (PLTS) and Social, Emotional Aspects of Learning (SEAL).

15. Some creative ideas
- Think back to what stimulated your imagination when you were growing up. The chances are they would be a great stimulus to use in P4C too.
- A good warm up activity is to invite each pupil to write a question they have on the top of a piece of card. Move the cards around the room, so others can write answers to the question. There will be some wonderfully insightful answers.
- Instead of hands up, try palms up. It’s a subtler way of pupils letting others know they have something to say, but still very visible in a circle.
- Invite pupils to bring in their own stimulus. That way you’ll be sure to be discussing something which matters to them.
- Try the P4C method in staff meetings to consult upon an issue.
- Run an extra curricular philosophy club which will enable pupils who are really interested in philosophical processes and topics to develop their skills even further.
“P4C is an inspiring teaching method suitable for all subjects and ages.”
Gifted and Talented Coordinator, Bacon’s College

15. Inspiring practice

**Philosophy for Children in Southwark**
Pauline Hinchcliffe has worked hard promoting P4C to Southwark Schools, with positive results. Southwark is now one of London’s leading boroughs in delivering P4C in schools and a significant number of schools have now ensured that all their staff have received the Level 1 P4C training. Last year Pauline worked alongside the Institute of Education on a P4C impact research project in which 12 primary schools took part.

Teachers have noticed how P4C enhances the quality of teaching and has developed class cohesion and attitudes towards peers through the respectful language P4C promotes. It is also a wonderful tool for approaching discussion around difficult subjects, such as bereavement and loss. It can provide an opportunity for children who do not necessarily excel at literacy to formulate their ideas and express themselves freely. One primary school noticed that a dyslexic child shone in their P4C time.

Pauline organises P4C training for schools throughout the school year, including courses for headteachers. As Pauline says, “The children in Southwark matter and it is important to develop our skills for them”.

For more information on P4C please contact Pauline Hinchcliffe at: Pauline.Hinchcliffe@southwark.gov.uk

**Bacon’s College**
As Gifted and Talented Coordinator at Bacon’s College, Ian Booth was looking for ways of further extending pupils in lessons which both enhanced teaching and the pupils’ reflective capabilities. At the same time, the school was looking for a way to support a new intake, which did not appear to be as emotionally mature as in previous years. The response from staff to this initiative was incredibly positive. Four staff initially trained on the Level 1 SAPERE course and were so inspired they persuaded twenty other staff members to give up two Saturdays in order to also complete the training!

The trained teachers are currently delivering P4C in lessons and tutor time. Ian’s aim is to reach a stage where P4C can be used as a tool for all tutor sessions for one hour on Monday mornings and followed up during the rest of the week.

Staff have noticed that since implementing P4C, pupils have improved in their capacity to both ask and answer questions. There is less cussing and negative responses to ideas that do not match their own, which in turn has led to increased pupil confidence in voicing opinions or ideas without fear of being ridiculed.
“You have to look outside yourself, not just out of the box, but beyond it.”

Bredinghurst Year 9 pupil, reflecting on the importance of philosophy

Bredinghurst School
Bespoke philosophy

Bredinghurst has incorporated weekly philosophy classes into their curriculum. These classes arose from an identified need to improve students’ ability to communicate, supported by current research which suggested that better communication leads to better thinking and understanding. Sandra Hayes, the school’s Art teacher, with a personal passion for philosophy, began to develop ideas and lesson plans. Her focus was not on literacy, which many of the students find difficult, but to present philosophical ideas through different mediums such as song lyrics, proverbs and sayings, relevant to students, which could be listened to, thought about and spoken about. Each class is centred around a quotation or song lyric, often one which students have themselves brought to the class. Students have debated questions such as, is somewhere nowhere?, because I’m worth it and is precious time slipping away? They draw or write a collage of their ideas and thoughts to capture their discussion and progress.

Sandra has been teaching philosophy for the past three years now and has noticed a number of changes within her students. Teachers are reporting that one student with a selective mute diagnosis now talks regularly in other classes. Students are asking Sandra meaningful questions, which in her thirty-five year career, she has never been asked to consider before. Students are developing their own sense of enquiry and will often ask their peers, how do you know that? Many students are showing a much greater interest in their role within the world and their community. As one student said, “Philosophy is what is happening in the real world; we have to think about other people”. Another, “When you think, you change things for the better good”.

Sandra describes why she considers including philosophy within the school curriculum to be so important, “What does education mean? It means transformation. Philosophy is step towards this. If you can get a child to communicate you are transforming their life. This has to be the purpose of every teacher”.

Sandra is very happy to be contacted to share more about her work with philosophy. Her email address is: shayes@bredinghurst.southwark.sch.uk.

15. Resources

www.sapere.org.uk
www.philosophy4children.co.uk

There are currently three levels of P4C courses validated by the Society for Advancing Philosophical Enquiry and Reflection in Education (SAPERE) with analogous handbooks published as a guide for each level. For more information on P4C and SAPERE courses visit either of these websites

http://thephilosophyman.com

Sign up to this site to receive great free resources and ideas to support your classroom enquiries.
“In our busy lives we constantly have our head full of thoughts about the future or about the past - what are we going to do next or what are we going to become or how well or badly we just did. This means we’re often not that aware of what is around us, and what happening in the here and now. So there’s likely to be a lot good stuff that we miss.”

www.actionforhappiness.org
16. Why is it important?

The past few years has seen a rise in research projects on the effect mindful practice can have on teenagers, which show positive correlations between mindfulness and emotional literacy and resilience. Research has shown that pupils may benefit in a number of ways. For some, lessons in mindfulness have helped pupils relax and be calm, manage exam stress and improve sleeping patterns. Other pupils have reported improved anger management or being able to better cope with difficult relationships and the changes occurring in their lives. Some young people have reported an improved performance in sports.

Adult Mindfulness courses are now taught all over the world and Mindfulness has since become a proven application in the treatment of a whole range of anxiety and stress disorders. The Mental Health Foundation launched its Be Mindful Campaign in 2010 to raise public awareness of the impact Mindfulness can have upon health and wellbeing.

Developing Mindfulness techniques and skills in pupils has the capacity and potential to build very firm foundations for developing wellbeing work in schools and life opportunities beyond. The .b curriculum can support and compliment PSHE and SEAL, as well as providing key skills to generate focus and concentration in curriculum subjects. It teaches valuable skills and techniques which can be learnt and applied to the often complicated and full lives of children and young people.

"Whenever I need to calm down to need to focus, I use mindfulness techniques as it does actually calm you down and help you focus and concentrate."

Pupil, Mindfulness Project

www.healtheducationpartnership.com
Can provide advice and support to bring this exciting initiative to children and young people in your school and give the opportunity to be involved in some exciting research on mindfulness in schools. Rebecca Greenslade, wellbeing adviser, was part of the first group of educators in the UK to be trained in the .b curriculum.

www.mindfulnessinschools.org
Visit this site to find out more about the Mindfulness in Schools Project. There is access to research, pupil testimonies on Mindfulness and the .b curriculum is available to download.

www.bemindful.co.uk
The Mental Health Foundation launched a Be Mindful Campaign last year to draw public attention to the health benefits of Mindfulness. The site provides extensive information on Mindfulness.

www.oxfordmindfulness.org
The Oxford Mindfulness Centre is a UK based charity which aims to prevent depression and enhance human potential through Mindfulness. This site has a wealth of information on Mindfulness, including research into its benefits and impact.

www.susankaisergreenland.com
Author of The Mindful Child, Susan Kaiser Greenland has established the Inner Kids Foundation which teaches Mindfulness skills to children in deprived schools and neighbourhoods in Los Angeles. Visit her inspiring website for an overview of the programme and recent research on Mindfulness and Children.

www.actionforhappiness.org
Action for Happiness has some great tips for mindfulness meditation and a number of useful links to find out more.
Assessment

What is it?
Assessment occurs at all stages of the learning process. In classrooms where the established Assessment for Learning model is practiced, teachers will work with their pupils from the outset of a unit to ensure they understand what they are expected to learn and to identify what the student may already know, feel and think about the topic. As the unit progresses, teacher and pupils work collaboratively in assessing their knowledge, how it can be extended and what they may need to improve.

Assessing wellbeing presents particular challenges as it is the assessment of context specific subjectivities. In this section, we are providing some assessment tools to generate thought and ideas, which can be applied within specific and general contexts and adapted to be used by children, staff and parents in both taught and non-taught areas of wellbeing.

Why is important?
Ongoing assessment invites pupils to be actively involved in their own learning, to develop their skills in evaluating the success for their work, understand targets for improvement and to be able to take responsibility for their own progress. It enables staff working with children to gauge their stages of development and identify the strengths to build upon, alongside areas that may need nourishment and guidance. In addition, assessment provides opportunity to celebrate, in fun and memorable ways, the identified successes of children and staff, in turn building confidence and motivation to continue to work hard and succeed in the future.
Some Creative Ideas for Assessing

**Using Scales**

Using scales to evaluate progress allows staff to understand where a child currently sees himself or herself, identify the resources and skills they have used to get there and understand where the child would prefer to see himself or herself in the future. Scales recognise achievements, movement, change and intended actions. They are also excellent tools to use in staff meetings or performance reviews. The tools in this section all incorporate using scales and are richly enhanced by open-ended questions. Below are some examples of enhanced questioning (BRIEF 2003: 10 -11).

- What is it that tells you that things are at that point of the scale and not at 0?
- What has helped you get from a 3 to where you are now?
- What will tell you that you have moved one point up on the scale?
- How will you know that you’re a ten?
- What point will be ‘good enough’ for you and how will you know you are there?

Introducing pupils to scaling and open questions also enables them to constructively assess and support the progress of their peers.

**The Wellbeing Wheel**

Opposite is an example of a *Wellbeing Wheel*. It is a very adaptable tool as the headings can be changed to suit the contexts of learning and evaluation. Using scaling questions alongside can give greater insight into the pupil’s current understanding of their circumstances or learning. Pupils can colour in sections, or mark with an X and join up the X’s to make a map and identify areas of confidence and awareness alongside areas they wish to develop.

The *Wellbeing Wheel* can be introduced at the start of a unit or school term, and pupils can be invited to complete a second wheel upon completion in order to map and understand their own progress and strengths. It is a very useful tool for teachers and tutors, or pastoral staff to use with pupils in need of more targeted support.

Staff may wish to develop questions to prompt and encourage thought about a particular heading.
Do you feel ..... ?

This is me today

Key
1 I feel good about this area
2 I have no real worries about this area
3 I am not happy about some things in this area
4 There are things that I need to sort out in this area
5 I really need help to sort this area
**The Happiness Line Measure (HLM)**

Developed by the inspirational headteacher at The Bethlem & Maudsley Hospital School, John Ivens, the Happiness Line Measure intended to move children away from a focus on what is wrong, to a focus on what is right. It is concerned with judging happiness within a particular context, i.e. a school, and to understand what is personally valuable to pupils and what might make them happy. The results of the HLM do provide numbers which can be used to record and provide data, however the process is very important. And like the Wellbeing Wheel, its value is greatly enhanced by sensitive, open-ended questioning. It can also be adapted for review of particular units of learning or areas of wellbeing. The HLM can be adapted to use with either an individual child, group or class of children.

Below is the most up to date version of the instructions for using HLM.

**How to use**

Although simple in administration, the Happiness Line Measure yields a variety of rich quantitative and qualitative information from three marks made on the same pencil-drawn line. The HLM is an adaptation of the Salmon Line ‘a simple technique that invites people to mark out [a] line before trying to verbalise things’ (Salmon 1995: 83). The Salmon Line is an aid to visualising a construct; its meaning and the opposite represented by the two ends of the line.

In common with the ‘self-anchoring’ Cantril’s Ladder, the HLM has end points representing the child’s ‘assumptions, perceptions, goals and values’ (Cantril 1965: 22) but focuses on a given construct ‘Happiness-Unhappiness’ and explores its meaning to the child in a particular context such as school.

Quantitative information from the HLM includes the child’s perceptions of his or her:

- Happiest and unhappiest experiences, compared to the happiest and unhappiest children in the peer group.
- Happiness Range in comparison to that of the peer group.
- Current level of happiness.
  - in the context of the range of happiness experienced by the peer group (Current Group-Referenced Happiness) and
  - in relation to his or her personal range of happiness (Current Self-Referenced Happiness).

Qualitative information from the HLM arises from the opportunity to explore:

- The child’s personal constructs around his or her happiness; what makes him or her happy or unhappy and what makes others happy or unhappy in the shared context.
- What it would be like to be happier (hopes) or unhappier (fears) than has been personally experienced.
- What would have to happen next for him or her to feel happier in the context.

**Administration**

Keeping to the specific instructions is not critical when working with individuals, as it is important to respond to the child and to support them with additional prompts that are tailored to their needs.

However, if using the HLM as a group measure, for instance as the baseline and follow-up for an intervention, then the same instructions should be used for everyone.
The Happiness Line Measure

Scoring Transparency
Materials required are the Happiness Line Measure, a pencil and the HLM Scoring Key. Place the Happiness Line Measure in front of the child and say:

_This line will help us to look at what it’s like to be you, in your class/school/relevant context. What would it be like (pointing to the ‘happy’ face) to be the ‘happiest’ child in the class?_

(consider using ‘why ... ‘, ‘what ... ‘ and ‘how ... ‘ questions as prompts)

Record the child’s responses next to the ‘happy’ face (this is not necessary when using the HLM as a group measure). Repeat with the ‘sad’ face:

_What would it be like (pointing to the ‘sad’ face) to be the ‘unhappiest’ child in the class?_

Record the child’s responses next to the ‘sad’ face (this is not necessary when using the HLM as a group measure). Then say:

_Where is the nearest (indicate the line, moving towards the ‘happy’ face) that you have got to being the happiest child in the class? (hand the child the pencil) Put a mark there._

_Where is the nearest (indicate the line, moving towards the ‘sad’ face) that you have got to being the unhappiest child in the class? Put a mark there._

_What was going on when you were happiest? (Point to the child’s mark closest to the ‘happy’ face. Write down the child’s responses next to the mark.)_

_What was going on when you were at your unhappiest? (Point to the child’s mark closest to the ‘sad’ face. Write down the child’s responses next to the mark.)_

_Where are you this week? Put a mark there. (for Current Group and Self-Referenced Happiness)_

(Pointing to a point just above this mark) _What would be different if I came next week and your week had been a little bit happier? (Write down the child’s responses next to the mark.)_

**Scoring**

1. Place the Scoring Key over the top of the completed HLM.

2. Match up the ends of the line with the tallest vertical line on the left hand side of the template. This position of the transparency on the line is Scoring Point 1.

3. On the Scoring Sheet, record in boxes 1 and 2 the numbers on the 1-10 scale shown on the transparency which are closest to the child’s highest (1. Happiest) and lowest (2. Unhappiest) marks on their line.

4. The Happiest and Unhappiest scores, added together, give a score for the Happiness Range which is entered into the third box on the Scoring Sheet.

5. Record as score 4, the Current Group - Referenced Happiness score, the number on the template closest to the child’s current happiness point.

6. To record the Current Self-Referenced Happiness (score 5) you will first need to move the position of the transparency from Scoring Point 1 to Scoring Point 2. Move the transparency to the left and up, across the young person’s line until their Unhappiest mark’ intersects, the bottom sad face to sad face line and their happiest mark intersects the top happy face to happy face line. This is Scoring Point 2. Record the number that is now closest to the young person’s current happiness mark.
Figure 1.1 Example of a scored Happiness Line Measure

<table>
<thead>
<tr>
<th>Child’s name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered by:</td>
<td>Score:</td>
</tr>
<tr>
<td>1. Happiest (highest mark made by child on the line)</td>
<td>10</td>
</tr>
<tr>
<td>2. Unhappiest (lowest line made by the child on the line)</td>
<td>7</td>
</tr>
<tr>
<td>3. Happiness Range (1+2)</td>
<td>17</td>
</tr>
<tr>
<td>4. Current Group-Referenced Happiness (Child’s current happiness mark at Scoring Point 1)</td>
<td>8</td>
</tr>
<tr>
<td>4. Current Self-Referenced Happiness (Child’s current happiness mark at Scoring Point 2)</td>
<td>3</td>
</tr>
</tbody>
</table>

Record 1) to 4) scores with the full length of the line within the template before moving the line so that the child’s topmost and bottommost marks lie on the topmost and bottommost lines of the template and record 5)
Interpretation
The child’s word descriptions at both poles give an insight into the context-related meaning of happiness for him or her. The happiest and unhappiest descriptions show the best and worst context related experiences for the child. Any gap above his or her happiest point and below the unhappiest represents the imagined and the possible but, as yet unexperienced; the representation of unknown hopes and fears.

The Current ... Happiness point locates the child’s experience of happiness in the present or near present and allows the possibility of thinking about how it can improve; what would be different about him or her or what would be different about the context.

Consider where the child’s Happiness Range is (happiest + unhappiest -) in relation to the full line. Is it nearer one end or another; happier than others or unhappier than others? Is the child’s range nearly as long as the full line or is it only a small section? Why might this be?

How does the child compare his or her current experience with others? Where Current Self-Referenced Happiness is greater than Current Group-Referenced Happiness this suggests that the child perceives his or her experience more positively than most.

Where Current Group-Referenced Happiness is greater than Current Self-Referenced Happiness it suggests that the child perceives his or her current experience more negatively than most. This might be typical for a child that is being bullied, for instance.

During follow-up interviews with the child the following issues can be explored:
- Did they improve/deteriorate as they expected? Why? How? What happened? What did he or she do?
- Did their highest and lowest points change? What happened?
- If things got worse, how did they manage?
Celebration

Celebrating successes of the pupils and the staff is core to the process of wellbeing. It is easy to get bogged down by the seriousness of the topics covered (e.g. PSHE) and to miss the delight in increasing self-awareness and personal growth. Many schools have reward systems in place that encourage and celebrate the achievements of children and young people and these are an important part of the celebration. However, it is often in the little things, a smile, an acknowledgement and a kind word that will light up a child’s day, knowing that the teacher has recognised their achievement and worth.

Some Creative Ideas for Celebrating

- Invite pupils to design their own Achievement Books of Folders in Art. Here they can keep certificates, and record positive comments from staff and peers. Provide Secondary pupils with Portfolios of Achievement where they can collect certificates and evidence of great work to boost their confidence and take to interviews.

- Have a team of positive pupils responsible for promoting and celebrating the success of their peers. Their responsibilities could include learning in assemblies, designing certificates or a success notice board and writing a regular newsletter dedicated to celebration.

- Re-enact how different historical periods or cultures celebrate - that way your pupils are learning at the same time as celebrating!

- Send staff a reward postcard home too!

Resources

The current Assessment for Learning Strategy.

www.pshe-association.org.uk
This is an excellent site for ideas, guidance and inspiration on PSHE delivery, including comprehensive assessment tools. Many of the resources are free, however an annual membership of £35.00 is also available for further access to further resources, up to date guidance and debates.

www.health-for-life.org.uk
The Health for Life series of teaching materials for primary and secondary schools. Each session includes an opportunity for reflection and the classroom based action research tools can also be used for assessment simply by revisiting the pupils initial data.
A number of small wellbeing focus groups were conducted over five primary schools, involving 46 participants. The consultations were delivered in accordance with time duration and the size of the group using a range of interactive activities to provoke discussion on pupil’s understanding of wellbeing, both personally and within their school. The key findings of the consultation can be found in the Methodology and consultation process section of this document. The full results are below.

### What does wellbeing mean to you?

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of responses (43)</th>
<th>Response percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping healthy and fit</td>
<td>10</td>
<td>23.2%</td>
</tr>
<tr>
<td>Good friendships</td>
<td>10</td>
<td>23.2%</td>
</tr>
<tr>
<td>Different emotions/feelings</td>
<td>10</td>
<td>23.2%</td>
</tr>
<tr>
<td>Safety</td>
<td>6</td>
<td>14.0%</td>
</tr>
<tr>
<td>Being supported/encouraged</td>
<td>4</td>
<td>9.3%</td>
</tr>
<tr>
<td>Eating well</td>
<td>4</td>
<td>9.3%</td>
</tr>
<tr>
<td>Looking after yourself</td>
<td>4</td>
<td>9.3%</td>
</tr>
<tr>
<td>Doing what is best for yourself</td>
<td>3</td>
<td>7.0%</td>
</tr>
<tr>
<td>Achieving</td>
<td>3</td>
<td>7.0%</td>
</tr>
<tr>
<td>Avoiding drugs/alcohol</td>
<td>2</td>
<td>4.7%</td>
</tr>
<tr>
<td>Growing up</td>
<td>2</td>
<td>4.7%</td>
</tr>
<tr>
<td>Behaving well</td>
<td>2</td>
<td>4.7%</td>
</tr>
<tr>
<td>Doing things well</td>
<td>2</td>
<td>4.7%</td>
</tr>
<tr>
<td>Your attitude/actions towards others</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>Feeling good about yourself</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>Team work</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>Likes and dislikes</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>Having fun</td>
<td>1</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
**What kind of things does your school do for your wellbeing?**

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of responses (43)</th>
<th>Response percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun activities/trips</td>
<td>10</td>
<td>23.2%</td>
</tr>
<tr>
<td>Help and support</td>
<td>10</td>
<td>23.2%</td>
</tr>
<tr>
<td>Healthy school dinners</td>
<td>9</td>
<td>20.9%</td>
</tr>
<tr>
<td>Lots of PE./fitness</td>
<td>8</td>
<td>18.6%</td>
</tr>
<tr>
<td>Is a safe place</td>
<td>6</td>
<td>14.0%</td>
</tr>
<tr>
<td>Teaches us</td>
<td>4</td>
<td>9.3%</td>
</tr>
<tr>
<td>Friendships</td>
<td>3</td>
<td>7.0%</td>
</tr>
<tr>
<td>Leaflets</td>
<td>2</td>
<td>4.7%</td>
</tr>
<tr>
<td>Manages behaviour</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>Group work</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>Praise and encouragement</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>CCTV cameras</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>Anti-bullying policy</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>Competitions</td>
<td>1</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

**How could your school do more for your wellbeing?**

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of responses (39)</th>
<th>Response percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More sports/PE.</td>
<td>14</td>
<td>35.9%</td>
</tr>
<tr>
<td>Help more with transition*</td>
<td>12</td>
<td>30.8%</td>
</tr>
<tr>
<td>Help with bullying</td>
<td>4</td>
<td>10.3%</td>
</tr>
<tr>
<td>Healthy dinners</td>
<td>4</td>
<td>10.3%</td>
</tr>
<tr>
<td>Friendships</td>
<td>3</td>
<td>7.7%</td>
</tr>
<tr>
<td>More variety</td>
<td>3</td>
<td>7.7%</td>
</tr>
<tr>
<td>Active trips</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>There is nothing more</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>Help with maths</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>A school day on future dreams</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>Encouragement to respect difference</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>A school friendship club</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>If the staff are friends</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>More trust</td>
<td>1</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

*including meeting Year 7 teachers, older pupils and visiting schools*
### What makes you happy about at school?

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of responses (15)</th>
<th>Response percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td>9</td>
<td>60.0%</td>
</tr>
<tr>
<td>Friends</td>
<td>4</td>
<td>26.7%</td>
</tr>
<tr>
<td>Family</td>
<td>2</td>
<td>13.3%</td>
</tr>
<tr>
<td>Junk food</td>
<td>1</td>
<td>6.7%</td>
</tr>
<tr>
<td>Being healthy</td>
<td>1</td>
<td>6.7%</td>
</tr>
<tr>
<td>School trips</td>
<td>1</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

### What do you get unhappy about at school?

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of responses (36)</th>
<th>Response percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peers being unkind/bullying*</td>
<td>17</td>
<td>47.2%</td>
</tr>
<tr>
<td>Nothing</td>
<td>10</td>
<td>27.7%</td>
</tr>
<tr>
<td>Not enough P.E.</td>
<td>5</td>
<td>13.9%</td>
</tr>
<tr>
<td>When the good food is gone at lunchtime</td>
<td>5</td>
<td>13.9%</td>
</tr>
<tr>
<td>Being lonely at playtime</td>
<td>5</td>
<td>13.9%</td>
</tr>
<tr>
<td>Getting the blame unfairly</td>
<td>5</td>
<td>13.9%</td>
</tr>
<tr>
<td>Difficult school work</td>
<td>4</td>
<td>11.1%</td>
</tr>
<tr>
<td>Too few lunchtime sports</td>
<td>2</td>
<td>5.6%</td>
</tr>
<tr>
<td>No variety of vegetables</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>The football pitch is too small</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Not being allowed to cycle to school</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Tests</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>People keeping secrets from me</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Missing a school trip</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Holiday clubs are expensive</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>My effort not being appreciated</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Nothing</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Getting up early</td>
<td>1</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

*some responses directly referred to dirty looks, pulling faces, nasty comments and not being supported by classmates*
### School learning?

<table>
<thead>
<tr>
<th>Which of these do you learn about at school?</th>
<th>Topic</th>
<th>Which of these do you want to learn more about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Sex and Relationships Education</td>
<td>46 + 29</td>
</tr>
<tr>
<td>6</td>
<td>Drugs Education</td>
<td>19 + 13</td>
</tr>
<tr>
<td>19</td>
<td>Being safe</td>
<td>14 - 5</td>
</tr>
<tr>
<td>6</td>
<td>Positive relationships</td>
<td>12 + 6</td>
</tr>
<tr>
<td>9</td>
<td>Mental health</td>
<td>10 + 1</td>
</tr>
<tr>
<td>12</td>
<td>Diet and nutrition</td>
<td>8 - 4</td>
</tr>
<tr>
<td>9</td>
<td>Managing money</td>
<td>7 - 2</td>
</tr>
<tr>
<td>4</td>
<td>Loss and/or grief</td>
<td>13 + 9</td>
</tr>
<tr>
<td>6</td>
<td>Talking about feelings and emotions</td>
<td>8 + 4</td>
</tr>
<tr>
<td>19</td>
<td>Bullying</td>
<td>9 - 10</td>
</tr>
<tr>
<td>7</td>
<td>How to get involved in things you enjoy</td>
<td>13 + 6</td>
</tr>
<tr>
<td>4</td>
<td>Family life</td>
<td>6 + 2</td>
</tr>
<tr>
<td>3</td>
<td>Parenting</td>
<td>12 + 9</td>
</tr>
<tr>
<td>8</td>
<td>Fitness and exercise</td>
<td>11 + 3</td>
</tr>
<tr>
<td>5</td>
<td>Self esteem and confidence</td>
<td>9 + 3</td>
</tr>
<tr>
<td>7</td>
<td>Body image</td>
<td>11 + 4</td>
</tr>
<tr>
<td>5</td>
<td>Being assertive</td>
<td>10 + 5</td>
</tr>
<tr>
<td>5</td>
<td>Coping with stress</td>
<td>8 + 3</td>
</tr>
<tr>
<td>2</td>
<td>Anger management</td>
<td>2 0</td>
</tr>
<tr>
<td>5</td>
<td>Where to go for support</td>
<td>5 0</td>
</tr>
<tr>
<td>10</td>
<td>Doing exams</td>
<td>8 - 2</td>
</tr>
<tr>
<td>0</td>
<td>Anything else?</td>
<td>0 0</td>
</tr>
</tbody>
</table>
# How healthy do you feel?

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of responses (33)</th>
<th>Response percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t (0)</td>
<td>3</td>
<td>9.1%</td>
</tr>
<tr>
<td>A bit (1)</td>
<td>3</td>
<td>9.1%</td>
</tr>
<tr>
<td>Okay (2)</td>
<td>12</td>
<td>36.4%</td>
</tr>
<tr>
<td>Pretty good (3)</td>
<td>10</td>
<td>30.3%</td>
</tr>
<tr>
<td>Brilliant (4)</td>
<td>5</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

# Rank the picture cards in order of what is most important to you.

<table>
<thead>
<tr>
<th>1. (most)</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
<th>9. (least)</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td>family</td>
<td>family</td>
<td>family</td>
<td>family</td>
<td>family</td>
<td>family</td>
<td>family</td>
<td>family</td>
</tr>
</tbody>
</table>
Appendix 2: Staff Consultations

Telephone interviews with 8 respondents. Five Primary schools, two Secondary Academies and one EBD secondary school:

**Question 1:**
Part 2, section 10 of the Children’s Act 2004 places wellbeing within five categories:

a) physical and mental health and emotional wellbeing;

b) protection from harm and neglect;

c) education, training and recreation;

d) the contribution made by them to society;

e) social and economic wellbeing

**Do these categories reflect your understanding of wellbeing? If not, what would you include/remove/emphasise?**

Responses:
- Two respondents said that they felt it covered all areas.
- Five respondents said that they would add spiritual wellbeing. One included ‘inner peace’.
- One respondent said to add moral wellbeing.
- One respondent wanted more specific reference to literacy and communication and building of sustainable relationships.

**Question 2A:**
What does your school do to develop pupil wellbeing?

Responses, primary:
- Good communication between staff. Regular meetings where we can flag up concerns
- Good communication between staff and senior management
- Specific staff members allocated to support children - PDC, wellbeing officers and learning mentors
- Special rooms for children to go to for time out
- Anti-bullying policies
- Child protection training
- Interpreters
- Clubs before and after school
- Choirs, music lessons, performances, music exams,
- Medals for going to library and reading six books
- Eco school, healthy school.
- Healthy eating and tuck shop
- Community involvement
- Parental involvement
- Athlete running classes-inspires children
- No school rules but seven values
- School council and pupil voice
- SEAL
Question 2A:
What does your school do to develop pupil wellbeing?
Responses- secondary academies and EBD school
- National and hidden curriculum
- Modelling positive behaviour and modelling emotional competency
- Range of physical activities in and out of the curriculum e.g. Duke of Edinburgh award
- Activities in the playground before and after school
- Health assemblies
- Citizenship programmes
- Healthy eating
- SEAL
- Safeguarding/child protection/anti bullying procedures
- Healthy communication between staff and pupils
- Good Connexions service
- Contact with parents
- Celebration of successes
- Supporting changes in bad behaviour and praising the good
- Strong student voice
- Regular collective worship

Question 2B:
Could they do more?
Responses- primary
- Work with parents
- Ensuring wellbeing initiatives go through the whole school

Responses-secondary academies and EBD school:
- ’Modelling Christ like behaviour’. Making modelling positive behaviour central to the school ethos, so the students can take it home with them where they face negativity.
- Extend the school day
- More links with business- so our children are not demonised and can go on to get employed
- More speech and language therapy
- Solid links with parents-not parenting classes

Question 3A:
What does your school do to develop staff wellbeing?
Responses-primary, secondary academies and EBD school
- Wellbeing officer - box for staff to put in wellbeing concerns/suggestions
- Staff social activities such as champagne speed dating, massage, going to restaurant, birthday celebrations
- Good staff communication within the school
- Extra time given to staff if requested
- Good caring approachable leadership team
- Free counselling service
- Wellbeing hotline
- CPD
- Coaching mentors
- INSET outside school premises
- Inspirational guest speakers

Question 3B:
Could they do more?
Responses-primary
- Reduce workload
- More teaching assistants
- More funding
- Less time filling forms and more time with the pupils
- Encouraging staff to attend school events

Responses-secondary academies and EBD school
- Better coordination between pastoral and curriculum programmes
Question 4
What do you think pupils feel happy about at school?
Responses-primary, secondary academies, EBD school
- They know that they will always be heard and action taken if needed
- They feel safe in school
- Several schools refer to pupils feeling safer in school than on the streets or at home:
  - The staff
  - Being with peers
  - Meeting friends
  - Playtimes and lunchtimes
  - Achievement and success
  - Reward systems
  - Parental involvement in school activities
  - Learning new things
  - Choir, sports, clubs
  - Before and after school clubs
  - School trips
  - Extended school day

Question 6
What do you think pupils are unhappy about at school?
Responses-primary
- School council ask for things that cannot be supplied due to lack of finance for example water fountain out of order
- School dinners
- Would like more clubs
- Playground too small

Responses-secondary academies and EBD school
- Inequality of parental involvement creates jealousy-for example money for school events-uniforms
- Bullying
- Negative issues with friends
- Negative comments and criticisms that make them feel inadequate and disadvantaged

Question 5
What are you happy about at school?
Responses-primary, secondary academies, EBD school
- Being part of a happy team
- Staff passionate about giving the best opportunities for pupils
- Multicultural evenings
- Good leadership
- Being autonomous (Academy)
- Committed to the same vision
- Good liaison with parents
- Enjoy inclusion
- Teaching the children
- Giving children new experiences they wouldn’t get at home (nursery)
- Enjoyment
- Meeting friends at work

Question 7
What are you unhappy about in school?
Responses-primary
- Lack of money
- Workload
- Pressure to reach government targets

Responses-secondary academies and EBD school
- Pulled in different directions between pastoral staff and curriculum
- Low expectations of staff of pupils
- Lack of achievement and progression
Question 8
Please say which of the following the school currently provides for pupils
Responses-primary
All provided except:
- Body image x all schools
- Parenting x 2
- Managing money x 2
- Coping with stress x 1
- How to get involved with things you enjoy x 1

Responses-secondary academies and EBD school
All provided except:
- Drug education x 1
- Mental health x 3
- Family life x 1
- Body image x 2
- Being assertive x 1
- Doing exams x 1
- Loss and grief x 1
- Fitness and exercise x 1
- Stress x 1
- Where to go for support x 1

Additions
- Faith themes in mass
- Ethics and philosophy

Question 9
Do you have any examples of good practice developing pupil or staff wellbeing in your school that you would like to share?
- Wellbeing officer for staff. Charlotte Sharman school
- Community events- carnival. Robert Browning school
- Singing events- Robert Browning school
- Sports clubs. City of London Academy
- Parent liaison. John Donne school
- Learning mentor. John Donne school
- Reward systems. John Donne School

Question 10
What support do you need to enhance wellbeing in your school?
Responses-primary
- Nothing comes to mind
- Signposting, networking to outside speakers, agencies- anyone that can help
- Parenting workshops, parent gym
- More time to coordinate PSHE throughout the whole school.
- Time to go and observe and support teachers
- Man power
- Knowing sources of funding available

Responses-secondary academies and EBD school
- Ed Psychologist
- Literacy
- Links with external agencies
- Post 16 support
- CPD
- Whole school approach making wellbeing central to the ethos of the school