

The **EE**Fective Kent Project  
Making it Work for All:  
Moving from Implementation to Impact





# Evidence Based Training Workshop:

## Thinking in Colour

one school's approach to social and emotional learning



Kate Wilson

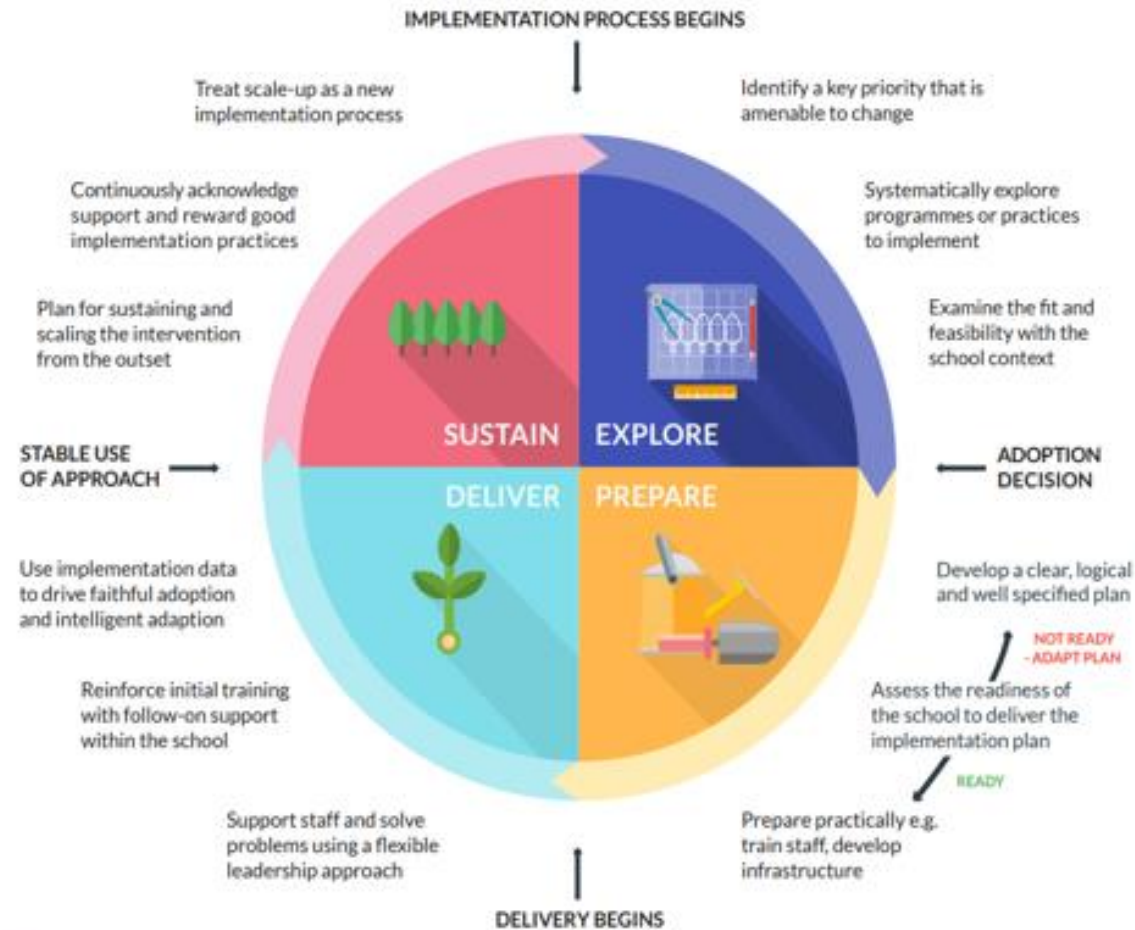
Lynne Lewis

Tim Pye

# Introduction

- Minster-in-Sheppey is a large primary school with approximately 18% of pupils with SEND
- Minster-in-Sheppey joined the SEND and Learning Behaviours Programme in September 2021
- Lynne and Tim led the project and Kate worked alongside them as an ELE

# The Implementation Journey



# Overview of the Programme

## SEND/Learning Behaviours Programme Objectives and Activity

Build evidence informed knowledge of learning behaviours & implementation

- Actively engage with reading, resources and gap tasks
- Participate in face-to-face days and online workshops

Deepen understanding of own context

- Explore wider school culture
- Evaluate current expertise and practice of LB & SEND
- Identify area for development in school

Impact positively on outcomes for pupils

- Apply knowledge to construction & delivery of implementation plan
- Collaborate with external Evidence Leader of Education

# What do we mean by learning behaviours?







# Discussion

Thinking about the pieces of the puzzle...

Where have you had successes? How have you achieved this?

Are there areas you would like to prioritise next academic year?



# Considering the evidence



## Special Educational Needs in Mainstream Schools

Primary & Secondary

Five recommendations on special education needs in mainstream schools



## Metacognition and Self-regulated Learning

Primary & Secondary

Seven recommendations for teaching self-regulated learning & metacognition



## Improving Behaviour in Schools

Primary & Secondary

Six recommendations for improving behaviour in schools



## Improving Social and Emotional Learning in Primary Schools

Primary

Six recommendations for improving social and emotional learning in primary schools



## Working with Parents to Support Children's Learning

Primary & Secondary

Four recommendations on working with parents to support their child's learning

# Reflecting on our school practice

Does our school have a climate that is conducive to good implementation?

Does the school leadership team create a clear vision and understanding of expectations when changing practices across the school?

Do staff feel empowered to step forward and take on implementation responsibilities?

How do day-to-day practices affect the motivation and readiness of staff to change?

Are there less effective practices that can be stopped to free up time and resources?

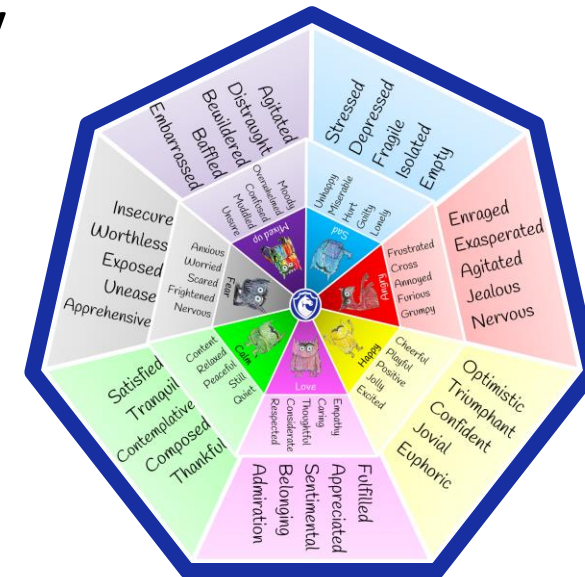
Are there opportunities to make fewer, but more strategic, implementation decisions and pursue these with greater effort?

Is adequate time and care taken when preparing for implementation and do we execute it in a structured and staged manner?

# Minster-in-Sheppey



## Thinking in Colour- A Case Study



# What problem were they looking to solve?

- Pupils were finding it difficult to self-regulate their behaviour, leading to disruptions to learning
- Pupils had limited understanding of their own emotions and their impact on others
- Pupils did not have the vocabulary to express their emotions
- Teachers were using a variety of tools and strategies but there wasn't a consistent approach
- Teachers were referring pupils to Wave 2 and 3 interventions too quickly



# What were the anticipated barriers?

- Teachers were used to referring pupils for intervention outside the classroom to minimise disruption to other children's learning
- Teachers' reluctance to change established practices
- Teachers' concerns about fitting something additional into the teaching day

# How did they overcome the barriers?

- Involved all the staff from the beginning, gathered their views, listened to the challenges
- Developed their hierarchical approach, sharing how the tiers of support interrelated
- A cyclical training, monitoring and feedback cycle
- Involved staff in implementation
- Started with a few agreed actions and provided the resources to support them

# Discussion

When implementing change:

What difficulties have you encountered when getting all staff on board?

How have you overcome this?

Do your staff have a shared understanding of the barriers to learning faced by your pupils and families?

# What did they do?

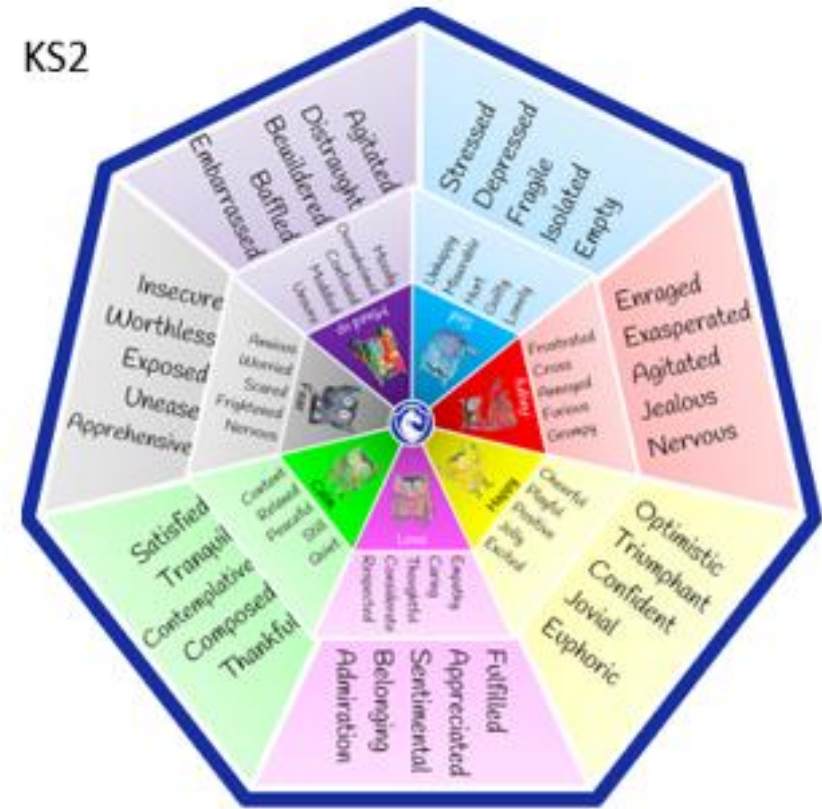
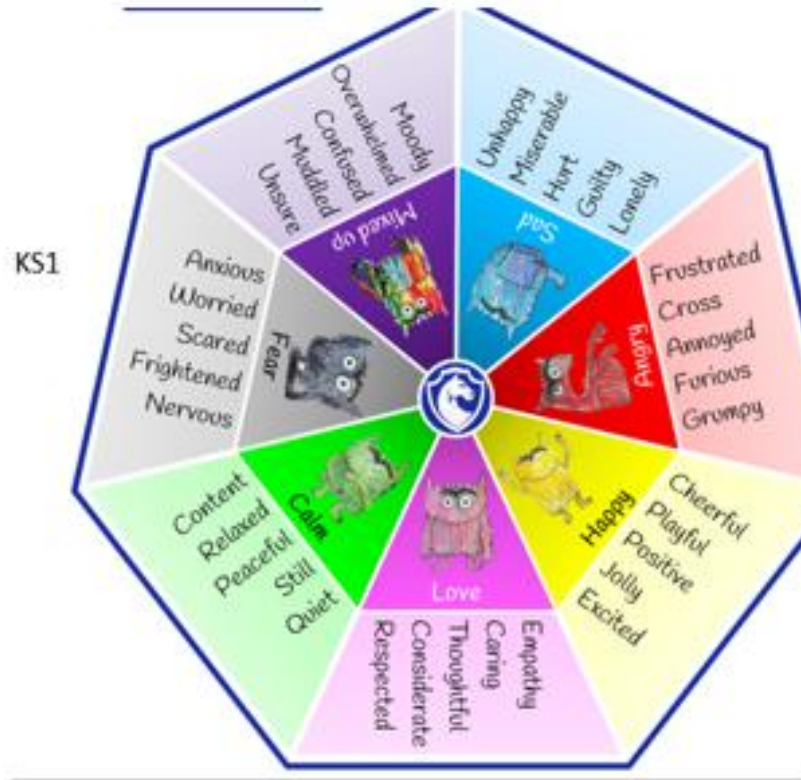


- Introduced an emotional barometer based on 'The Colour Monster'
- Established active ingredients:
  - Shared consistent language
  - Environment
  - Agreed strategies
- Balanced with autonomy and creativity
- Re-viewed the tiered approach to bring more clarity between tiers

**Training, active involvement, sharing success, listening to challenges**



# A Spectrum of Colour



# A whole school approach

**The Den -**  
Reflection tool to be completed  
with an adult for our children  
with higher profile need



**Office open area -**  
self reflection and activity task



**Library approach -**  
books with  
characters that  
explore their  
emotions



**Bottom corridor - breathing exercise**





# A whole school approach

## What colour are you?



Mrs Lewis feels **happy** if someone kindly opens a door for her!



Mrs Payne **loves** it when a child says 'I can't do it YET, but I will!'

Miss Forster feels a little **mixed up** when she enjoys coming to school but also enjoys staying in bed!



What words have we talked about in class?

Not sure  
Confused

Cross

Quiet

Unhappy  
Tearful  
lonely

Scared  
worried



Mixed Up



Angry



Calm



Happy



Sad



Fear



Love

## Our Emotional Barometer

Our emotion of the week is

Considerate

Our reflection time is every day at

15.10



What is the one thing you'll remember about today?

How did you feel at that time?

How did others feel?

Would you change anything if you did it again?

What did your face/body look like at the time?

'To master your emotions is not to suppress them. It is to process them with diligence, and express them with intelligence.'

## How are you doing today?



### Chapter 6

Michael has no one to talk to, a family busy elsewhere and has fallen out with his friends.



29.09.21

'*annoyed, especially because you can do nothing to solve a problem.*'

We said, kind of tired because you feel like you're going around in circles.

16.09.21

'*a feeling of being worried about something*'

We said that uneasy is a little like being scared of the outcome.

08.09.21

'*intense excitement and happiness.*'

We talked about bursting or exploding with happiness.

# A Tiered Approach



## PSHRE Curriculum, Assemblies

**Class Family Charters**  
**Co-constructed.**  
As a class what do we want to feel?  
In order to have these feelings consistently we will...

**Emotional barometers and tiered feelings vocabulary display.**  
Place photos/names on barometers.  
Teachers make reference to these emotions

**Restorative conversations**  
Use of 5 Gateway questions.  
Informal  
Formal  
Circle time/class conferencing  
Individual or mediation

**Class calming kits**  
Calming strategies shared  
Minster Mindful Moments

**Buddies/ playground mentors**  
**Quiet zone**

**Minster Muscles**  
**Growth Mindset**  
**Wheel of Wellbeing**

**Positive self-talk strategies**  
**Gratitude journals**  
**3 good things**  
**Walk and talk**  
**Wednesday**

Tier 1  
Universal strategies

Our tiered approach to mental health

Minster Primary



Tier 2  
Additional school-based Interventions

### Class-based interventions

- ✓ Understanding Me  
Developing self and social awareness, social regulation
- ✓ Friendship skills group
- ✓ Lego intervention – developing social communication, sharing and turn taking, collaborative problem solving.

### ELSA

- Emotional Literacy Support Assistant 1:1 sessions
- ✓ Recognising emotions
  - ✓ Developing social skills
  - ✓ Friendship skills
  - ✓ Anger management
  - ✓ Loss/bereavement

### Pastoral Support Assistant

- ✓ Drawing and talking 1:1 sessions to support pupils experiencing emotional difficulties
- ✓ Nurture Breakfast Club
- ✓ Lunchtime wellbeing club
- ✓ Mentoring

Tier 3  
Outside agency support

**CAMHS**  
**Children and Adolescent Mental Health Service**  
NHS assess and treat young people with emotional, behaviour or mental health difficulties

**ELFT Emotional Wellbeing Team**  
Meet with parents for weekly sessions of support as individual or groups to support their children with behaviour difficulties or mild anxiety

**School Health Kent**  
School or parental referrals for emotional health.

**Other agency support**  
e.g.  
Child's Vision  
Holding on Letting go



Educator,  
Endowment  
Foundation



# Well-being for staff...



## Minster Primary

*'To be the best that we can be'*



Staff Wellbeing

**Dear All**

We have nearly made it to the end of Term 1 and it has been lovely to have some sense of normality in school compared to recent times. Having said that it's also been an exhausting term and we know many of you have been soldiering on full to the brim with Lemsip, strepsils and bronchial mix.

As always we couldn't have asked for anymore from you and do hope that you enjoy a well earned rest over half term. Remember that it is important to make time for your own wellbeing. It is also important to maintain a balance between home and school life, so do take time away from your emails, planning and marking.

**Best Wishes**

Michelle, Lynne, Tim and Lynsey

**World Mental Health Day**

The theme for this year's World Mental Health Day on 10<sup>th</sup> October is 'mental health in an unequal world', asking us to think about the issues that cause mental health inequality both locally and globally. Stigma and discrimination towards those with mental health issues is one key reason for these inequalities. Almost **9 out of 10** people with mental health problems say that the stigma surrounding mental health has a negative impact on their education, work and personal lives. The stigma around mental health can make it more difficult for those having difficulties to seek help.

As a school we are committed to supporting staff's mental and emotional wellbeing. We would advocate the important of seeking professional help and guidance and as previously shared do have a contract with support line, a service offering free support to all staff.

**What types of problems can Support Line help me with?**

- ✓ Stress related issues
- ✓ Difficulties in personal, work or family relationships
- ✓ Loss or bereavement
- ✓ Depression or anxiety
- ✓ Drink or drug issues
- ✓ Problems with money or debt

**Is the service really confidential?**  
Yes the service is really confidential.


**Do I have to tell my manager?**  
No - you do not have to tell your manager anything. However if you feel that your situation is impacting heavily on your work, you may decide to inform your manager.

Support Line is available between 8.30am and 5.00pm on weekdays.

**Tel: 03000 411411**

Email: [supportline@cantium.solutions](mailto:supportline@cantium.solutions)

Web: [cantium.solutions/hrselect](http://cantium.solutions/hrselect)



## Headspace


Headspace is an everyday mindfulness app for everyone.

**It provides:**

- ✓ Hundreds of guided meditations on everything from stress and focus to the workplace.
- ✓ Sleepcasts, sleep sounds, and sleep music to help create the conditions for a better night's rest.
- ✓ Inspiring videos, quick workouts, group meditations, and much more.

Those in education can join Headspace free for a year.


To access a free subscription go to: <https://www.headspace.com/educators>  
Click onto the 'Select School Location' drop-down tab and select United Kingdom. You will then need to fill in school details and some of your own.  
In order to verify yourself you will be asked to upload a picture of your ID badge or payslip. Verification can take up to a day but you will receive an email to let you know that you can start using the app



**Podcast**

Dr Rangan Chatterjee podcast 'Feel Better Love More' covers a range of wellbeing topics including: power of mindfulness, the stress cycle, mastering you immunity and the power of silence and is now the Number 1 health podcast. 'I want to empower you to become the architect of your own health. Because when you feel better, you live more.'


Click on the icon to find out more



**Book**

Live Well Every Day: Your plan for a happy body and mind - Dr Alex George


Dr Alex is on a mission to empower us to make our own health choices, take positive control and feel equipped and inspired to make those small changes today that energise and future-proof for life. 'Health and happiness come from the cumulative effects of many small and positive daily changes to our lifestyle. It's about building sustainable and healthy habits - taking small and purposeful steps to a healthy future. By the end of The book, I hope my readers have developed their own "bespoke health toolkit" to be used across every aspect of their lives, and to make long-lasting and meaningful change.'



**Get Your Mind Plan**

Mind plan is a simple online resource. By answering 5 simple questions you are linked to personalised tips to support your wellbeing.

Click the icon to take the quiz



**Education Support**


Free and confidential emotional support for teachers and education staff

<https://www.education-support.org.uk/get-help/help-for-you/helpline/>

**08000 562 561**

**The building blocks of good mental wellbeing**

A 12 minute read -



Click on the icon to find out more

Teachers and education staff can create healthy habits and a lifestyle that supports your mental wellbeing through a few simple steps taken at your own pace.

Wellbeing Newsletter October 2021



# ...and parents



## Minster Primary

'To be the best that we can be'

**The Island Learning Trust**

**Pupil and Parent Wellbeing**

**Dear All**

As Term 1 is drawing to an end, we would just like to share how lovely the term has been, our *Minster Magic* Pupils have returned to school after the summer holidays and shown that they are all striving to be **the best learner, best friend** and best citizen.

As a school we are committed to supporting and developing the whole child and recognise that emotional health and wellbeing are essential elements which need to be supported across our school culture and curriculum.

This year we intend to build upon ideas already shared with our families such as: The Wheel of Wellbeing, whilst introducing others including our new 'Emotional Barometer' and our nurture room 'The Den'.

We also hope to be able to use our 'Wellbeing Newsletters' as a means of sharing and sign posting families to resources which support and promote wellbeing and emotional health.

Kind Regards

Mrs Lewis & Mrs Jeffery




### Emotional Barometers

Last year our Foundation staff undertook learning linked to the book 'The Colour Monster' by Anna Llenas. One day, *Colour Monster* wakes up feeling very confused. His emotions are all over the place: he feels angry, happy, calm, sad and scared all at once! To help him, a little girl shows him what each feeling means through colour.

This book proved a real hit with our pupils and enabled them to explore and develop their understanding of their own and others' emotions. Recognising the importance of supporting our pupils to talk and understand their emotions we have introduced emotional barometers into each classroom. The barometers have been designed to promote language progression with new language being introduced at each Key Stage. Pupils and staff will use the barometer frequently to enable each class to develop their self-awareness and provide opportunities to explore and express their thoughts and feelings.

**Five reasons why talking about our emotions is important**

- 1. Understanding the reason behind your emotion**  
As humans, we have emotions so we can make connections with the people around us and figure out what makes us feel good and what doesn't.
- 2. To help you feel more in control**  
If you are feeling angry, anxious or worried a lot it can have an impact on friendships, family relationships, schoolwork and our overall feelings of happiness.
- 3. Negative emotions can lead to negative thoughts**  
If we struggle to recognise when we are feeling unhappy, this can then lead to unhappy thoughts.
- 4. It means we can ask for help**  
Sometimes when we are feeling down, we need help from those around us - parents/carers, teachers or a friend
- 5. It helps you to be a better friend**  
Once you are skilled at recognising your own emotions, managing them and communicating them to others, you can help others do the same!



### Introducing the Den

Our new Pastoral Support Assistant, Mrs Faulkner and our Emotional Literacy Support Assistant, Mrs Kistruck, are developing a new nurture room called: 'The Den'.

The Den is a safe, nurturing environment for all children across the school who need extra social and emotional support transitioning into school in the mornings as well as throughout the school day if they are finding the environment challenging or need to talk to someone in confidence. We provide a good positive start to the day with breakfast while the children enjoy the calmness and security that The Den provides as well as a social environment to build friendships with all age groups.

With the active use of the Mood Board, they are beginning to understand the range of emotions they are experiencing and we encourage them with positive thoughts and speech to boost their self-esteem. There are no time restrictions to staying in The Den. Until a child is calm and feels safe, listened to and understood, they will be unable to transition positively back into class to work. These are just some of the positive thoughts of children that we welcome.

**Quotes from pupils using the Den.**

The den is an amazing place where I could get away from my struggles on the playground, as well as helping me calm down in the mornings.




The den is really good because it can make me run away from my emotions.

I love the Den because it makes me calm down.

It's kind of like a escape and a really quiet and calm place.

I find the den wasn't here I'd have panic attacks

**Pictures from inside the Den.**

### The Wheel of Wellbeing

Our wellbeing is made up of three areas:

**Physical** **Emotional** **Social**

These three areas work together, they form our general wellbeing and shape the quality of our lives. If one of these areas is neglected, it has an impact on our general wellbeing.

The Wheel of Wellbeing is a framework made up of 6 themes that underpin our physical, social and emotional health and wellbeing.

**Body** - Be active  
**Mind** - Keep learning  
**Spirit** - Give  
**People** - Connect  
**Place** - take notice  
**Planet** - care




### Wellbeing Assemblies

This term we have been holding weekly wellbeing assemblies linked to the 'Wheel of Wellbeing'. The aim of these assemblies is to share ideas with our pupils linked to developing their wellbeing. This term we have focused on the idea of positive self-talk. Positive self-talk is a strategy which builds self-esteem and positive thinking. It can also help to combat negative thoughts. Often children will say to themselves that they can't do something. Positive self-talk is a way of flipping this by making pupils feel that they can.

I get better every single day.

### Trees or Flowers of Gratitude

We have introduced this simple mindfulness activity to our pupils. It has been shown that regularly thinking about small things we are grateful for can have a positive impact. This activity asks pupils to draw or make a flower or tree then regularly make a note of things that pupils are grateful for. Research shows that gratitude practice decreased stress and negative thinking and increases happiness.

### Kooth

A resource for pupils in Year 6 Kooth offers emotional and mental health support for children and young people aged between 11 - 24 years and is available up to 10 pm every day.

Kooth is an anonymous site which helps children and young people to feel safe and confident in exploring their concerns and seeking professional support. Access to Kooth is immediate. There is no need for a referral, no waiting lists and the service is available 24/7.

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

### World Mental Health Day

The theme for this year's World Mental Health Day on 10<sup>th</sup> October was 'mental health in an unequal world', asking us to think about the issues that cause mental health inequality both locally and globally.

Stigma and discrimination towards those with mental health issues is one key reason for these inequalities. Almost **9 out of 10** people with mental health problems say that the stigma surrounding mental health has a negative impact on their education, work and personal lives.

This week's assembly will explore the idea of mental health. The Anna Freud Centre have produced this resource to support this day.

[20 WELLBEING TIPS](#)

# How did they monitor success of the project?

- Planned review points throughout the year
- Frequent, varied monitoring activities
- Communicated findings regularly, shared successes, made adjustments
- Involved other leaders
- Review with ELE



# What is the impact?

- More consistency across school
- Strong vision evident across the school – social and emotional well-being at the heart
- Impact on vocabulary development and writing
- Very strong foundation in Reception
- Reduction in out of class interventions
- Improvement in learning behaviours, improved outcomes for SEND pupils

# What is the impact?

- The school's Ofsted report (9/10 March 2022) says:
- There is a well-planned curriculum for pupils' personal, social and health education (PSHE) in place. Behaviour within the school is calm, and pupils are highly motivated in their learning. Pupils told inspectors that adults at the school would always resolve any playground conflict quickly and supportively.



# What next?

- The approach is becoming embedded
- They have build a toolkit of resources for staff
- Their approach is integral to the school ethos
- Leaders continue to review and evaluate practice.

So what are the next steps?

# Questions

