

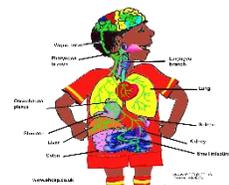
The Somerset Emotion Coaching Project

2017 Report

Public Health
Somerset County Council

Dr Sarah Temple April 2018

Director EHCAP Ltd





Summary

The Somerset Emotion Coaching Project was commissioned by Public Health, Somerset County Council in January 2015 and is ongoing. Hundreds of staff across children's services are now cascading Mindful Emotion Coaching with their own families and colleagues as well as with children and young people. We have gathered feedback from learners as well as collecting both qualitative and quantitative data throughout the Project and as a result we continually review and update our approach and on line resources. Through analysis of the 2017 data we have realised how essential it is for schools to have an embedded Whole School Approach to wellbeing led by the Senior Leadership Team to most effectively cascade Mindful Emotion Coaching. In this paper we have taken an Appreciative Inquiry Approach with one primary setting in which the quantitative measurables we assessed have most consistently improved.

As a result of this analysis the 2018 Project will focus on developing empathy skills, staff wellbeing and emotion regulation and will dovetail with The Public Health Whole School Approach to Mental Health in Schools.

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Conflicts of Interest : Both Antoinette Davey and Dr Sarah Temple are Directors of EHCAP Ltd

Contents

The Somerset Emotion Coaching Project Report

Key Aims	4
The 2017 Training	7
Requirements of Facilitators	7
Programme Outline	9
Training Content	11
Effectiveness of Training	12
Feedback from Facilitators	12 and 24
Evaluation of Programme	13
Analysis	14
Appreciative Inquiry- Avishayes Primary	14 -17
Learning from Avishayes	18
Kate Nester Hindhayes	19
Feedback from multiple sources	20-28
What next?	29
References	30

The Somerset Emotion Coaching Project 2017 Report

In January 2015 Bath Spa University and EHCAP Ltd were commissioned by Public Health, Somerset County Council to deliver a programme of Emotion Coaching training to the children and young people's workforce across the five districts of Somerset. The training was based on Bath Spa's Attachment Aware Schools programme, the Tuning into Kids programme from Melbourne University, Australia, research on Emotion Coaching by John Gottman and colleagues, research on mindfulness, research on neuroscience by Dan Siegel and research by Center on the Developing Child at Harvard University. The project formed part of the Somerset Health and Wellbeing in Learning Programme.

The project took heed of the Department of Health's Report 'Future in mind' (DoH, 2015) which highlights the need to facilitate greater access and standards for CAMHS services, promote positive mental health and wellbeing for children and young people, greater system co-ordination and a significant improvement in meeting the mental health needs of children and young people from vulnerable backgrounds. It responded to the Mindfulness All-Party Parliamentary Group report (2015) which emphasizes the role of mindfulness in tackling the 'mental health crisis' and the promotion of its use in education. Finally, it helps to address the concern about emotional health and wellbeing highlighted by the 2014 Somerset Children and Young People Survey (SCYPS). The work resonates with the report by Public Health England (2014) which showed that:

- Pupils with better health and wellbeing are likely to achieve better academically
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn

KEY AIMS

The key aims of the project have been to :

- increase understanding of emotional health and wellbeing,
- enhance skills in supporting children and young people's emotional health and wellbeing,
- facilitate the referral process for children and young people
- and improve access to services.

The project has entailed working with a network of practitioners to:

- promote the use of Emotion Coaching techniques by community groups in their everyday practice with children and young people,

- provide a framework for helping practitioners to manage their own emotional self-regulation,
- integrate mindfulness into practice,
- support children and young people's capacity for pro-social behaviour and emotional self-regulation,
- build on and strengthen current positive practices and partnerships that contribute to and promote community networks and collaborative work through a shared framework,
- promote the utilisation of the Somerset Mental Health Toolkit,
- and develop a county-wide sustainable network that reflects how the different services are working together to create a joined up approach in supporting children and young people's emotional health.

In the first year (2015) 136 champions were trained in emotion coaching from a range of organisations within the children and young people's workforce in Somerset. At least 60% of champions trained were from schools or colleges. Other organisations included Social Care, Early Help - Getset- , community and youth services, CAMHS, health and the police. Mixed methods were used to identify impact (psychometric and self-report questionnaires, focus groups and case studies). All findings were statistically significant. An independent evaluation was also undertaken with a narrative approach Details of methodology can be found in The Somerset Emotion Coaching Project 2015 full report and executive summary.

Further evidence of impact can be seen in the numerous case studies that were compiled by the champions and are available to read within the 2015-16 full report. Case studies illustrate how Emotion Coaching can support early signs of emotional and mental health difficulties which may manifest as challenging behaviour. It is essentially an empathic and dialogic process which enables children to feel appreciated, to explore their feelings and relationships, to reflect with others and to confront their core emotions such as anger, fear and anxiety, rather than projecting them through challenging behaviour (Rose, 2016).

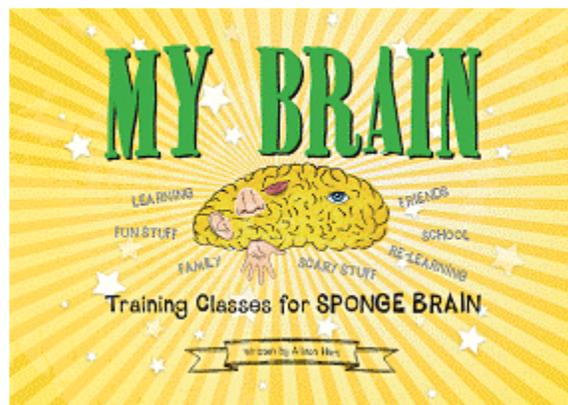
A key aspect of Emotion Coaching is its mindful nature and the way in which it operates as an 'in the moment' strategy. An integral part of the training programme incorporated the practice of mindfulness and the importance of helping children and young people to 'pause' during emotional moments to support self-regulation. The narrative provided by Emotion Coaching creates a communicative context for a child's emotional experiences to be explicitly and meaningfully processed within a relational dyad, and resonates with Siegel's work on interpersonal neurobiology and his links to work on mindfulness (Siegel, 2012). Siegel's 'hand model of the brain' is a particularly useful model that continues to be used as a core part of the training programme to support understanding of how the 'thinking brain' can become separated from the 'emotional brain'. Regular practicing of 'being mindful' increases activity in the pre frontal cortex (thinking area) and decreases activity in the limbic system (emotion area) helping the more rational parts of the brain to moderate emotional impulses. Emotion Coaching facilitates practitioners and parents to develop skills in empathy and relational interactions.

Within the Whole School Resilience Framework developed by Professor Hart and colleagues at Brighton University these skills are integral to Belonging, Learning, Coping and Core self.

A further 42 staff were trained in 2016 with an emphasis this time on Early Years Practitioners. Champions who trained in 2015 were further supported in cascading Mindful Emotion Coaching and embedding their learning by a series of network meetings both local and county wide. The Somerset Educational Psychology Team joined this phase of the project and Senior Educational Psychologist Kayleigh Partt developed an Emotion Coaching module to sit alongside the Emotional Literacy Training for Support Assistants. The 2016-17 executive summary and full report demonstrate the detail of the impact of the 2016-17 training and provide a series of case studies from cascaders.

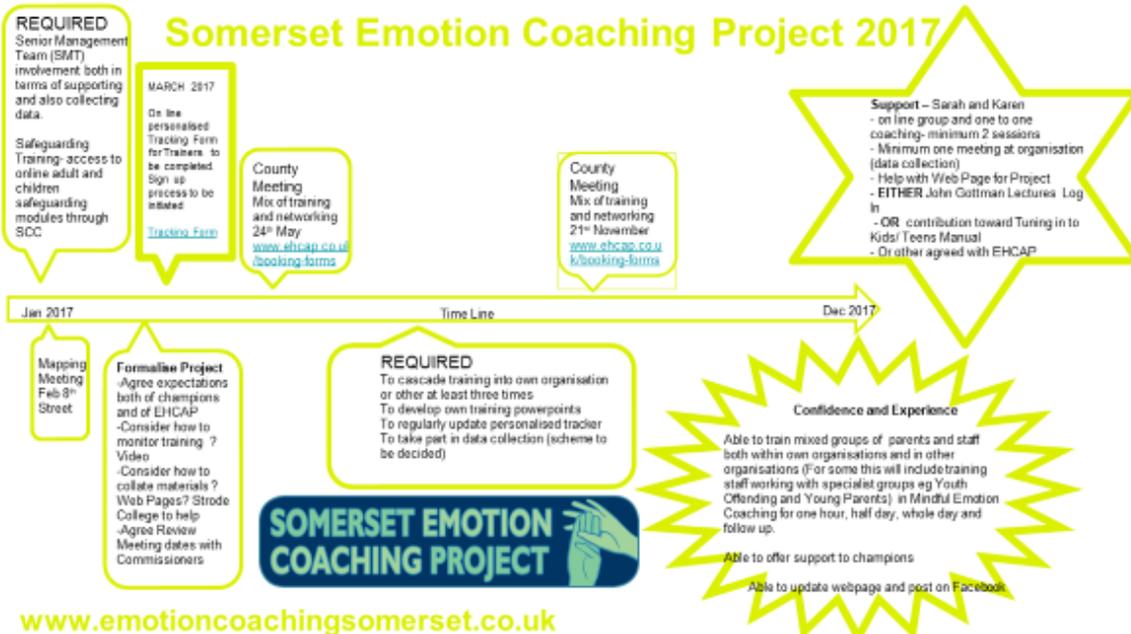
In 2017 the commissioners requested a different approach with a more intense training for a smaller group of staff. We began with 20 training to become Mindful Emotion Coaching Facilitators from a variety of back grounds including schools (one head teacher, one SENCo 2 Emotional Literacy Support Advisors, and 5 Parent Family Support Advisors) from a mix of secondary, primary and PRU settings, health visiting team , social care, third sector youth services. By recruiting Facilitators from across children’s services we are building a shared vision and language.

We were also asked to move away from qualitative data collection and focus on whole school quantitative data as a measure of whether a cultural shift had taken place in the schools.



The 2017 Training

In order to meet the expectations of the commissioners both in terms of training a minimum of 10 Facilitators and in collecting Quantitative Data we drew up a provisional 2017 Action Plan and circulated it on line to champions who had trained in 2015 and 16 as well as to a selection of staff who had shown particular interest or who asked to be considered.



The first meeting on February 8th was a mapping meeting where attendees discussed with myself and one of the commissioners how they felt the project might successfully evolve. The final Action Plan was drawn up after this meeting.

Requirements of Facilitators on application to join the 2017 phase:

- Senior Management Team involvement both in terms of supporting and also collecting Whole School Data. I either visited in person or arranged a video link to make certain of Senior Leadership Involvement and verbal agreement to provide whole school data.
- Safeguarding Training – on line adult and child safeguarding modules provided for all Facilitators by SCC

Agreement to

- Cascade learning into own organisation or other at least 3 times
- Develop personalized powerpoint slides
- Regularly update personal learning tracker
- To take part in Whole School Data Collection

Whole Day Network County Meetings were held in May and November with an additional end of project half day to finalize the Public Health powerpoint slides – all in Frogmary Green Farm.

Facilitators were all provided with the log-in to John Gottman’s Lecture Series, a personalized Learning Tracker, minimum 2 on line video coaching sessions with Karen Leafe, and the option of attending a Tuning in to Kids Professionals group led by Karen Leafe. In addition, Facilitators who had not previously trained with us were supported to attend either Tuning in to Kids or Tuning in to Teens Training.

The training to cascade Mindful Emotion Coaching was simplified to fit into a One Day Introduction based on the Dan Siegel’s Hand Model, the 5 steps of Emotion Coaching described by Professor John Gottman (Washington), self care and the neuroscience of emotion resilience. The reason this single day Introduction was put together was to enable me as Project Lead to observe all the facilitators cascading core aspects of the training. We did consider shorter sessions but soon realised that we needed the one day structure to meet the commissioners expectations within the financial envelope provided. Key research figures are Professors Dan Siegel (Los Angeles), Professor John Gottman (Washington) and Professor Jack Shonkoff (Harvard). The project has a collaborative working relationship with the attachment based Emotion Coaching Parenting Program Tuning in to Kids (Australia) and the Attachment Aware Schools Project (UK). All training includes working with the Somerset Public Health Mental Health Toolkit. The powerpoint for the One Day Introduction was constantly updated during the year responding to feedback from both learners and facilitators. It is available on line within The Mental Health Toolkit and within the resources section of the [EHCAP interactive site](#).

A range of on line resources were developed during the year and loaded into an interactive website. Following feedback from Facilitators the URL for the on line resources was simplified to www.emotioncoaching.co.uk .



Programme Outline

Once applications were received I arranged to meet with Senior Leadership representation in 1 secondary, 4 Primaries, 1 Nursery and 1 PRU to verbally agree support from the Senior Leadership Team for the Facilitator in training and for data collection at the end of the year. The remaining 4 schools we worked with were a middle school, primary and 2 infant settings.

20 Facilitators signed up following this process. 9 were working in schools and the remaining 11 a mix of social care, youth services, health visiting service, domestic abuse service, retired health visitor, retired social worker.

An offer of a Free One Day Introduction to Mindful Emotion Coaching was made to staff across children and young people services giving the opportunity for Facilitators to practice their presentation and cascading skills while at the same time sharing learning across the county. Each workshop ran between 9 and 4 pm with a half hour opportunity for networking prior to commencing. In order to keep the project within the financial envelope we negotiated for organisations to host the training in return for accessing 15 free places for their staff. The remaining 5 places were allocated to individuals who approached us from a mix of organisations across Somerset and also for parents. I supervised each Whole Day Introduction and fed back to both the Lead Facilitator and the supporting facilitators using a templates form. On line feedback was requested from learners after each training workshop and actively used both to inform feedback for facilitators in training and to update PowerPoint slides and organisational aspects of the project.

One Day Introduction Workshops – the first Facilitator named was the lead for that day :

Social Care, Street - Ali Hart, Heidi Golton, April 4th (18 Learners)

Yeovil District Hospital – Karen Leafe May 5th (20 Learners)

Willows School, Wellington - Ali Hart, Amy Harper, Kealie Franklin May 22nd (22 Learners)

Emotion Wellbeing Workers, Bridgwater Centre -Jemma and Mary June 9th (15 Learners)

Care Leavers Heidi Golton, Laura Elsinor, Liz Peacock, Dave Curl June 14th (12 Learners)

Care Leavers Ali Hart, Nicki Buda, Dave Curl, Liz Kane June 21st (13 Learners)

Millfield Prep Lucy Smith, Kerry Devane, Amy Harper (25 Learners)

Health Visiting Team, Neil Harris, Laura Elsinor, Keri Panayides July 21st (15 Learners)

Chilthorne Domer School Karen Leafe, Amy Harper, Laura Elsinor July 24th (21 Learners)

St Paul's Primary, Shepton Mallett Amy Harper Carolyn Drew August 31st (14 Learners)

Milverton Neil Harris, Emma Muntz September 4th

Lyngfield Park Primary Nicki Buda and Carolyn Drew

Social Care Taunton Nicki Buda, Clare Wilson September 18th (26 Learners)

Care Leavers Laura Elsinor, Liz Kane, Liz Peacock September 22nd (14 Learners)

Minehead Middle Liz Kane, Clare Wilson September 27th (14 Learners)

Frogmary Green Farm October 4th Extension Training with Sarah Temple (18 Learners)

Working with Sixth Formers October 10th (25 Learners)

Young Parents Workshop – One Hour presentation Sarah Temple (67 Learners)

SIDAS November 8th Liz Kane and Lee-Anne (19 Learners)

Frogmary Green Farm Networking Meeting November 21st Elspeth Penny, Sarah Temple (57 Learners)

Crewkerne Emma Connolly and Mary Quinn December 13th (20 Learners)

On line Feedback from December Workshop:

Score 5/5 for 100% of on line feedback (n=3)

'Fantastic subject with passionate facilitators'

'The whole course was well paced and very interesting'

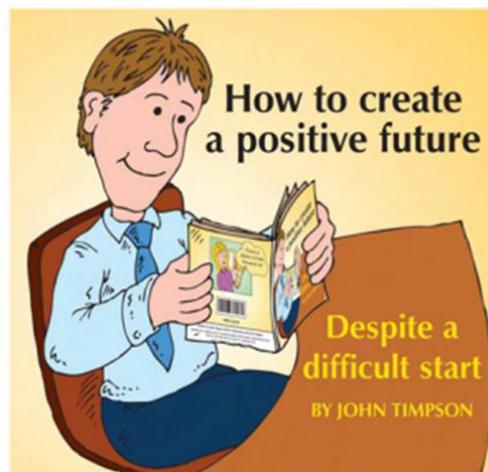
'The whole day was good from start to finish'

Pearl of knowledge

'Dan Siegel's Hand Model as explained by Emma'

'The Hand Brain Model'

'Timpson books, valuable resource – thank you'



Training Content

'working with schools and communities to develop emotional resilience'

Mindful Emotion Coaching is about building emotional resilience and mental wellbeing by enabling conversations about emotions behind behaviours and building understanding of the neuroscience of brain development, human interactions and mindful awareness.

We look closely at the work of Professors [Dan Siegel](#) and [John Gottman](#) and focus on the 'how to' of developing emotion resilience.

We use Dan Siegel's popular metaphor of the brain, The Hand Model, as an easy to remember and implement psycho education tool. To link to relevant You Tube Clips and Resources [register and join our interactive website](#).

Emotion Coaching is based on [Dr. John Gottman's](#) research on emotional intelligence. Dr. John Gottman studied families for over twenty years to learn which children were developing successfully and which were not. He measured how well the children performed in school, observed how well they related to their peers, and interviewed them to see how appropriately they behaved socially and how they related to their parents. His team kept finding the same results: children who were Emotion Coached at least 30 % of the time were more successful as adults on measures like peer friendships, gainful employment, and academic performance than were children parented in other ways. Emotion Coaching means helping children and young people understand their emotions by recognising what they are feeling and why. Dr. John Gottman named these skills Emotion Coaching and they are fundamental in creating respectful, emotionally healthy, resilient children and adults.

In our Somerset training we diversified from John Gottman's core research and applied the findings to human relationships generally rather than specifically to parenting. We developed a [Mindful Emotion Coaching](#) approach which involves integrating John Gottman's research with building skills and knowledge around the neuroscience of brain development. We then chose to cascade this learning to adults around children and young people - parents, carers, teachers, other school based staff as well as professionals working across services for children and young people eg health visitors, social workers, youth workers. The training is experiential and this has caused some difficulty with learners who expect to 'be trained' rather than work with us to develop their understanding and learning and then to model and cascade. The learning stages can be seen as : Awareness, Acceptance, Adopting Adapting, Sustaining. With raised emotional awareness we become better able to manage our own feelings, emotions and behaviour and in turn can then model and teach children to understand their feelings and ultimately regulate their own behavior. In other words we are working together across the whole community to provide children with skills that set them up for positive social and emotional development into adulthood.

The training is deliberately compatible with materials produced by [Tuning in to Kids](#) - a team based in The Mindful Institute, Melbourne, Australia. This evidence based parenting programme is currently being cascaded into Early Help in Somerset - over 100 Parent Support

Advisors and Family Support Workers in Somerset are now trained to run either Tuning in to Kids or Tuning in to Teens Parent Support Groups.

Effectiveness of Training

14 facilitators completed our 2017 training and received certificates as Mindful Emotion Coaching Facilitators.

Ali Hart Youth Worker, Author of My Brain,

Amy Harper- PFSA Junior School

Andrew Leafe – PFSA , Infant and Junior

Carolyn Drew- Independent Children's Social Work

Clare Wilson - PFSA Secondary School, Tuning in to Kids Trainer

David Curl – PFSA PRU

Emma Connolly – PFSA Primary

Elizabeth Peacock – ELSA Primary

Heidi Golton - Independent Facilitator

Karen Leafe- PFSA Primaries, Facilitator with EHCP

Laura Elsinor Social Care Emotion Wellbeing Team

Liz Kane Early Years

Mary Quinn - ELSA Primary

Nicki Buda – SENCo Primary

Feedback from Facilitators (more on page 24)

'I was trying to give them an understanding of how life was for the child and how the child was not setting out to be a "naughty boy" but in fact was trying to tell us he was unhappy, anxious and flooded by big emotions that he couldn't explain or manage or recognize within himself. I went on to explain about the flipping his lid and shared Dan Siegel's video clip and how in turn this provoked feelings in them which led them to flipping their lid and wanting him out, rather than having the ability to empathize and support him. This in its self had a major impact on them (staff and pupil).'

Evaluation of Programme

In December of 2017 we began contacting 11 schools actively involved with the 2017 roll out. 7 of these schools had a verbal agreement with us to provide end of year data. 4 agreed to provide their data by way of supporting our continued collaborative relationship.

Senior Leadership Team staff were asked to complete this on line data collection form. The request to do this was made by email and the option for a face to face meeting or telephone conversation was given to all. Examples of questions asked:

'Have the number of internal exclusions reduced? An internal exclusion is when a child is kept out of normal class for behavioural reasons. Using the 6 terms per academic year format please give whole school data for Terms 1 and 2 School Year 2014-15 and Terms 1 and 2 School Year 2017-18'

'Have the number of play time behavioural incidents reduced? (same time frame)'

'Have the number of class room call outs reduced? This may be when a TA or PFSA is asked to take a child out of a classroom as a result of a behavioural incident (same time frame)'

'Have the number of fixed term external exclusions reduced? (same time frame)'

'Have you completed a Schools in Mind Wellbeing Measurement Framework Survey?'

Four out of the original eleven participating schools completed the on line form requesting data. There were a number of challenges presented to the project to collect such data from all the schools, largely due to pressure of work and timeframes. The project remains extremely grateful to the schools that did complete the on line form. Despite the challenges all eleven schools participated enthusiastically in the project and examples of its impact can be seen in the case studies outlined later in this report/ chapter

Analysis

Our CORC – Child Outcomes Research Consortium - membership enabled us to access support in developing a rationale for data collection. We also employed an Independent Evaluator who gave us advice and ran an Appreciative Inquiry Case Study on The School setting with the most consistently improved data.

Overall the data showed an average increase in attendance (2014/15 to 2017/18, terms 1 and 2) of +2.16% (n = 7 schools) and an average reduction in the number of internal exclusions (2014/15 to 2017/18, terms 1 and 2) of -49.17% (n = 5 schools).

Avishayes Primary – an Appreciative Inquiry Approach

'emotional wellbeing is of equal importance with everything else'

'shared understanding of where emotion coaching fits into the school vision'

'involving parents and the wider community'

Our data collection system showed the most consistent improvement in the measurables we assessed in this school.

Comparing 2014 with 2017, Attendance has improved, internal exclusions reduced from 5 to 0, play time incidents reduced from 35 to 17, classroom call outs reduced from 28 to 5.

Comparing 2016 with 2017 there has been improvement in all data collected for % achieving expected academic attainment.

Emma Connolly, Parent Family Support Advisor, successfully completed her training with us in December 2017 and is now an Emotion Coaching Facilitator. She will lead one of the training days for The Public Health funded 2018 training.

Our independent evaluator, Antoinette Davey, interviewed Michael Berrisford, Deputy Head and SENCo with the aim of gaining an understanding of how Mindful Emotion Coaching had been embedded in the school. This is Antoinette's summary:

'A key message from the school is that they took a whole-school approach, where all staff are involved and participate in all professional development training. This is to ensure that all staff are working towards the same goals for their pupils ("whole school ethos or culture"). Rather than having a small impact within the school by training small numbers of staff as and when training becomes available, leadership have a longer term strategic plan to ensure that all staff take part in any professional development training. When new staff start at the school, leadership ensure that examples of the type of language used with pupils is talked about, and the culture and ethos of the school is clearly laid out.

It is clear that the staff in the school have a very thorough understanding of children's needs and great importance is placed on this. Part of looking at the progress of children is looking at their social and emotional wellbeing, as it could be a barrier from children's educational progression. The staff view their pupils as a whole individual and try to understand reasons behind problems with progression in educational attainment. Their understanding that emotional problems can and do have an impact on how they progress in school is key in the way they work with their pupils. There is a great deal of transparency of what staff are doing with pupils, and this is to make sure that pupils understand what is being done.

"we consider every child as an individual"

The concepts within emotion coaching sit very well in the school culture and ethos and staff have embedded their learning into their practice, especially the language that is used. The training was delivered by Fiona Mann, Senior Educational Psychologist* and was in addition to the existing Emotional Literacy Support Assistant ELSA training. Although all staff have taken on board this approach, it is apparent that ELSAs take a lead on promoting positive mental health within the school.

"Emotion coaching is embedded in the whole school approach... we have a clear focus on the language that is used every day. As leaders we try to consistently model the language and it is really positive to see the impact when you hear Teaching Assistants (TAs) and teachers using specific phrases when speaking to children'.

"We have had some emotional literacy training from an educational psychologist. All staff were part of the professional development and the expectation is that all staff implement the learning into their practice. Without this you will not get the whole school ethos or culture"

The way new skills and techniques are implemented into daily practice takes time. This is acknowledged and leadership take the stance that change is not instant and embedding concepts will take time. They perceive learning as ongoing and take a realistic attitude in their expectations of staff for learning and implementing what they have learned.

"To do things well you need to do it in a graduated way otherwise it will not be successful"

"Bringing people with you...rather than doing too much quickly and people getting lost along the way"

The school looks at researched, evidence-based concepts to build on which are congruent with their school ethos. They focus on three areas with Mindful Emotion Coaching at the heart of them all :

- cognitive learning strategies to help children in understanding knowledge and remembering
- metacognition strategies about resourcefulness, resilience, reflectiveness, readiness and responsibility
- social effectiveness which is about managing emotions and resilience

* Kayleigh Partt, Educational Psychologist worked with The Somerset Emotion Coaching Project writing an additional training module in Mindful Emotion Coaching for ELSAs.

They understand from the Education Endowment Foundation that schools who have integrated the metacognition have had better results overall, thus they currently focus on this. The leadership team use Boxall profile and National Federation for Educational Research to measure the social, behavioural and emotional difficulties experienced by their pupils. In addition, the staff adopt the PACE (Playfulness, Acceptance, Curiosity, Empathy) way of thinking developed by Dan Hughes, when they have conversations with pupils. Although the main focus is on the emotional wellbeing of pupils, one of the school development plan focuses on the emotional wellbeing of staff.

"If the emotional wellbeing of staff is not right in the first place, then they cannot promote and support pupils with their emotional wellbeing"

Professional development on this topic in September helped staff to better understand and identify in themselves, which in turn could help them do this for their pupils. They are reminded of a counselling line that is available to them to discuss issues experienced in their personal and professional lives.

The leadership team not only look at the teaching abilities of their staff but also rapport, manner and the language that they use with pupils. Normalising feelings and emotions and staying with the emotion and using the language not only with the staff and pupils but also the parents is important to ensure that the impact is sustained.

Parent Support

Both Emma and her colleague , Jane, completed the evidenced based, manualised Tuning in to Kids 2 day workshop in 2017. They have recently run a six session parent support programme- feedback is found later on page 23 of this report.

Community involvement

"We can only have an impact during the school day..."

Staff acknowledge their limitations in the impact of their work and how important it is to extend their knowledge and understanding to parents, so that there is continuity of their in home settings. The school know and understand that their work can be easily undone outside of the school if their knowledge and ethos is not shared and understood amongst everyone who comes into contact with their pupils.

"The key for us is to try and share the message with the community and for parents of our school to be more engaged in the language that we use"

...if you use inappropriate language the damage you can do is phenomenal"

They help develop the understanding and knowledge of parents as well as provide the skills to children in a school environment.

"We use Ali Hart's brain books...and I use these in the meetings with parents"

The extension of their work goes beyond their schools, as the PFSAs using the learned techniques have shared this with the other schools they are attached to.

"The Emotion Coaching techniques are being used across the community not just within our school " – sharing of PFSAs using the same language in all the schools they cover..."

Relationships are important

Building rapport and relationships with staff so that pupils are able to talk to staff about any problems they are experiencing, including emotions is very important to the ethos of the school.

"All staff work very hard on building relationships with all children.... There is a culture where both teachers and TAs make time to talk to pupils'

Teachers and TAs talk to children about what is going on with them. Because of the open culture fostered in this school, children do feel able to bring up issues in the classroom but have other avenues they can use to do this more anonymously. The school currently has a listening service for year 6 pupils, where children can write down issues and put them in a box, which is something they would like implemented across all year groups. However, due to funding and time constraints this is not possible at the moment.

The school has an approach whereby they will try to help a child who is struggling and the head teacher will have a "conference" with a child to see what could be done to help them. This is done in a positive, encouraging way and it is recognised that it is "the conversations that make the difference", between the adults and pupils in the school.'

How can we take learning from Avishayes and integrate into our 2018 training?

About a year ago Avishayes introduced its Core Learning Values including self regulating emotions and building relationships. All members of staff were given a copy of them along with Avishayes Values which were shared with pupils - each Value being a subject of a whole school assembly.

In the Inset days that followed much was made of these Core Learning Values. They were compared to the ingredients of a cake. If a child had all these in place by the time they left Avishayes then they would be like a fluffy, well risen Victoria Sponge. Self-regulating behavior is emphasised as being as important as anything else- like the baking powder using the cake metaphor!

As this was all happening the Senior Leadership Team also spent time talking about the importance of a work life balance and what could be done if this was out of kilter. This was followed up with information by email and conversations face to face.

Interestingly this approach merges very well with The 3 Principles to Improve Outcomes for Children and Young people developed by Centre on the Developing Child, Harvard University.

We will therefore include reference to this framework within our 2018 training as well as sharing learning from Avishayes.

working with schools and communities to develop resilience and mental wellbeing
‘promoting positive relationships in schools’

The 3 Principles to Improve Outcomes for Children and Families
Centre on the Developing Child Harvard University

- **Support responsive relationships**
 - Adults modelling appropriate social behaviour, creating and maintaining responsive relationships at home and in the community (including schools) allows a child’s brain to build and strengthen neural connections and build connectomes
- **Strengthen Core Life Skills**
 - Building skills in **emotion regulation** and executive function (ability to filter distractions, prioritise tasks) allows a child’s brain to build and strengthen neural connections and build connectomes
- **Reduce sources of stress**
 - Having fewer experiences that trigger a sustained powerful stress response allows a child’s brain to build and strengthen neural connections and allows an adult’s brain to access the skills they already have


 Alpiri™

Quotes from Settings

Kate Nester Hindhayes

The School's PFSA has trained as an Emotion Coaching Champion when the program was first launched within Mendip. Emotion Coaching fits in nicely with the School's aim of increasing all School staff and young people in understanding emotional health and wellbeing. The PFSA delivered a tailored Mindful Emotion Coaching workshop to all the teaching staff, support staff and the Board of Governors. This training incorporated some key topics

- Relationship styles, Dismissive, Disapproving, Laissez – Faire and The Emotion Coach
- Attachment and Self Care
- Daniel Siegel's hand model of the brain, Flipping your lid and name it to tame it.
- John Gottman's five essential steps of Emotion Coaching.
- Relationship building and connection

One of the outcomes of the school's vulnerable meetings is that we can support parents with direct 1-1 to the PFSA or if appropriate the PFSA and the School's Learning Mentor Kay Davey jointly deliver a Mindful Emotion Coaching drop in workshop twice a term. They also deliver this support 1-1 or in small groups to our children. The more that staff can connect with the young people in school during emotional moments the more positive outcomes there will be.

From a Head Teachers perspective I have a duty of care to all my staff, pupils and families. Emotion coaching provides the whole school community with a mindful method of supporting during emotional moments. It also promotes self-care.

Each half term staff hold meetings to discuss our most vulnerable pupils and for some of these emotion coaching is suggested as a strategy to both teachers and parents to help pupils self-regulate. Through the monitoring of these pupils and their families and the records kept it is possible to see the impact of training; families level of vulnerability is reduced and pupils and their families are in a better place to learn in school and enjoy each other at home.

The PFSA is now an Emotion Coaching facilitator. Moving forward the school is committed to undertaking further training in this year. This is also an indication of the success of the program as we look to train more staff enabling us to provide more sessions and workshops for families.

Cascading to volunteer mentors and advocates from Route1 Advocacy and Independent Visitors and PROMISEworks Mentoring -Alison Hart

55 Attendees working with young people aged between 8 and 19

Feedback Summary;

87% would recommend the training to others

84% felt they would use Emotion Coaching in their wider lives

Comments on key learning:

13 – Mindfulness and Headspace App

12- Hand Model

11 - Emotion Coaching technique – wished there were more time to practice

10 - self care – the thought had never occurred to them

3 - Meta Emotion and Family of Origin

3- Empathy session

3 -said whole day



Data analysis by Independent Evaluator Antoinette Davey (from Children and Young People Survey 2016)

Emotion coaching encourages empowerment and team working ethos

- Pupils in emotion coaching schools show an increased feeling of empowerment in that they feel their voice is heard by teachers.
- Pupils in emotion coaching schools feel that the school has prepared them to work in teams

Topic	Emotion Coaching School	Non-emotion coaching school
Team working	54%	49%
Pupils feel they are asked about their ideas and opinions about how and how they learn in school	58-63%	53-58%
Pupils who feel that the opinions of young people make a difference about how and what they learn in school	53-54%	46-50%
Feel safe in school (rating safety as good or very good)	77%	75%



Data Analysis from Tuning in to Kids Feedback to Get Set 2017 – analysed by our Independent Evaluator Antoinette Davey (n=26)

Positives of Tuning in to Kids Parenting Workshops

Useful aspects :

- The majority of parents learned new skills to help understand and talk through emotions which was the most useful
- Being in a group with other parents in a similar situation was helpful as they did not feel alone

Understanding and delivering emotion coaching

- 16/26 found the course content easy/very easy to understand
- 7/25 found it easy or very easy to use emotion coaching, with many feeling they needed more practice but have seen positive results

Changes noticed and general comments

- 24/26 parents noticed changes in themselves, family environment and children
- Difficult situations diffused quicker, parents are calmer, more in tune with their emotions, able to communicate better with their children

'Happier environment'

'I originally enrolled on the course to tick box for their doctor, but actually the course has been beneficial for my family'



Feedback from Tuning in to Kids Parenting Workshops Primary School Setting

'We need to be in a better place ourselves in order to cope with our children's outbursts.'

'I have learnt how to have better self care in order to be able to manage my children's outbursts and respond in a better way'

'The most useful thing has been talking to others, realising you are not the only one. The hand model, how to talk to the kids, the Lego Head.'

'He is hitting much less and talking more about how he is feeling'

'I now have strategies in place that I can use and will'

'The most useful thing was realising not to problem solve too soon'

'It has really helped not only my son but our whole family - it has been a lifeline.'

'The week talking about anger really helped as I need to stand back more'

'I realise that the boys' emotions dictate so much of their behaviour.'

'I use the Lego Man to help my daughter identify her feelings then I can validate them to help her self-esteem'



Feedback from Post 16s

Sixth form students enjoyed a workshop led by Dr Sarah Temple. The afternoon gave them a chance to explore emotions in terms of why and how we react to certain situations. Students commented on how beneficial it was to learn about the process of 'flipping your lid' as exhibited by Sarah's brain model using a bunched fist. *'This is something I can think about in my relationship with my family, friends and when things get stressful at school,'* commented one student. *' I feel much more aware of how to name and tame my feelings after today',* said another. Sixth Form Tutor, Somerset

Will this training impact on your life?

'It will allow me to improve my family relationship'.

'Consider how other people feel after a long day'.

'Yes, I can talk to my family about my feelings and their feelings'.

Yes - I can try to be more empathetic.

'It'll make me aware of how/why emotions sort of explode which will help to understand why this occurs. This would be in a positive way'.

'It will allow me to open up more about my own feelings. If I feel stressed or worried I will stop to think what is making me feel this way'.

'Yes I will be able to empathise with people much more easily'

'It will give me a greater understanding of my colleague's emotions'.

'Definitely, I hope to become more aware of people's emotions and better ways of talking to others'.

'Yes, help me cope better with exams but also help others'.

'Be able to emotionally help myself and friends during A levels'.

'Yes - allows me to think more be more level headed'.

'Yes - I will be more mindful'

Feedback from some of the 78 staff who signed up with Headspace

(The Headspace team donated a free code for use with our Project in 2017)

'Great introduction to Mindfulness for educators, children and parents. Good choice of tools and timings, easy to use. Very accessible (content wise). Good feedback'

'My daughter uses it every night to help her go to sleep'

'My daughter uses it to help manage her anxiety'

'I have found having this app very useful in my own self-care. I mostly use the app in the evenings before I go to sleep. I suffer from insomnia when stressed usually but since using the app I have been much less likely to suffer from insomnia which has made a big difference to my wellbeing. I occasionally use the app during the day especially when stressed. During periods of stress I have found it really helpful to have the app to turn to in order to help me cope with this'

"I have loved using headspace it took me a while but it is now a daily must for me. It has helped me to order my thoughts and just accept they are thoughts'

'I love the mini ones I can do in the car when I need to regulate myself"

"I have especially found this helpful to unwind before bed and in falling asleep. I normally suffer insomnia when very stressed. I had a very stressful period recently and realised I have been sleeping find almost all the time which I put down to this app.'

"Mindfulness is something I haven't found particularly easy to do in the past but using Headspace has definitely helped improve my practice '

'I find the advice on allowing thoughts to come into your head and gently moving them on by focusing on your breath for example, particularly helpful - I would always try to clear my mind completely when trying to meditate and that just wasn't possible."

'Easy to login, great that its an app on my phone as I can access really easily. Feel like its a comfort, always in my pocket to access if needed during a busy day'

'The range of options to choose from, the different lengths of sessions you can choose, that there are children's sessions you can use, the video clips that sometimes come up, the graphics used on the app'

'Andy's voice is incredibly soothing. The children in class really enjoy the sessions. They respond well to the graphics too and its helped me to show them that not all people who meditate do so with crossed legs humming'

'At first I found it extremely difficult to practice mindfulness but found that with Andy's patient and non-judgmental directions i was able to find my way'

'I really enjoyed having something to focus on - the voice is very restful!! Pressing play is ideal for me'

'its brilliant! has given me that hook to use when life gets difficult or when you need to take a step back'

'I love the app and often recommend it to others. However, I work with teenagers and they cannot afford to pay for access to the app. It would be fantastic if there was a way practitioners working with young people could give them a code to access the app. I know many young people who I think would really benefit from using this app to support them with stress, anxiety, depression, insomnia & many other issues'

'I have used mindfulness to help with insomnia, stress and low mood. I find the app does help me to be able to pause, breathe, reflect and re evaluate how I feel'

'Being mindful has taught me to pause before acting'

'I use Headspace in two ways.... to recognise my feelings and bring myself back in line'

I use Headspace for tension headache general aches and pains'

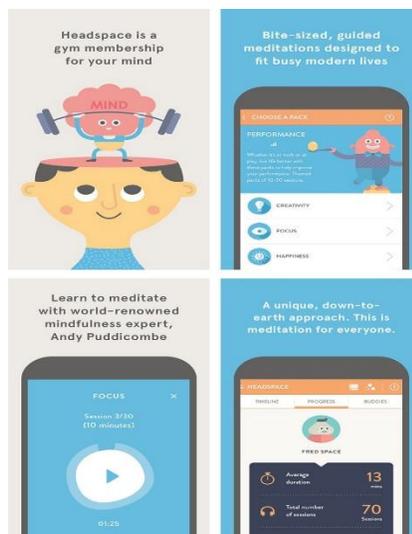
'I have found it helpful with stress'

'I use mindfulness when I'm feeling very stressed. It definitely helps to calm and gives me that bit of breathing space to then refocus and direct my attention more effectively'

'I have started to use mindfulness regularly during daily activities such as walking and cycling. it has helped to reduce my stress and anxiety levels and increase my sense of calm so I can approach my work/ personal life with a clear focus'

'For my stress reduction'

'I have used it to help with stress and anxiety'



Feedback from 2017 Facilitators and 2015-16 Champions

'I wanted to share with you the impact in my practice. I now find that I can Emotion Coach myself which means that I am far more regulated and hence more effective in my work roles and home life!'

'I am more able to keep my lid down and am much more aware of when it is going up and what triggers it to do so and how to bring it down'

'I am much more self-aware of my emotional regulation but also that of the children I am supporting as I am now spotting meta-emotions which means I can put things in place to support myself and them'

'My anxiety levels have come down'

'I am now more readily asking for help and am less worried about doing so'

'I feel I am a much more effective professional and partner as a result'

'This is the first time in my life I have been able to process my emotions and feelings'

'Learning about Emotion Coaching has changed the way I work. It runs like veins through my work with children, parents, colleagues, my friends and family and with how I understand my emotions and feelings in a variety of situations.'

'When I think I am in a situation out of my depth with a young person who is behaving in an extreme manner, that is when my Emotion Coaching training helps to keep me calm'

'Because I have this particular tool in my toolkit I feel more able to work with those who are the hardest to reach emotionally and psychologically.'



Watery Lane Pre School Minehead

25% increase in children achieving or exceeding expectations

between February 2016 and March 2017

Data collected on TAPESTRY on line data collection tool

Liz Kane, Senior Manager Watery Lane, March 2017

I hope this has gone some way toward sharing learning from our work- my contact is via the Get In Touch button at www.emotioncoaching.co.uk

Sarah

Dr Sarah Temple MRCGP

Director EHCAP Ltd

Antoinette Davey – Independent Evaluator

What Next

We have been funded to train Primary School Staff this year working toward an outcome of improving staff wellbeing. We will run our first set of workshops in May and July with a further set to follow in October. We will also work intensively with Dunster First School building a whole school approach and with Young People seeking their views on our on line resources.

Centre on the Developing Child, Harvard University have evidence based a concept of 3 Principles to Improve Outcomes for Children and Young People. We will incorporate this thinking into our training offer by explicitly focusing on self-regulation and executive function skills and incorporating opportunities for learners to practice these skills.



Strengthen Core Life Skills in schools by cascading [Mindful Emotion Coaching](#)



John Gottman's Five Steps
Dan Siegel's Hand Model
Self Care



https://www.youtube.com/watch?time_continue=2&v=001_2htwC68

www.ehcap.co.uk Alpiri™

working with schools and communities to develop resilience and mental wellbeing
"promoting positive relationships in schools"

The 3 Principles to Improve Outcomes for Children and Families

Centre on the Developing Child Harvard University

- Support responsive relationships

- Adults modelling appropriate social behaviour, creating and maintaining responsive relationships at home and in the community (including schools) allows a child's brain to build and strengthen neural connections and build connectomes

- Strengthen Core Life Skills

- Building skills in **emotion regulation** and executive function (ability to filter distractions, prioritise tasks) allows a child's brain to build and strengthen neural connections and build connectomes

- Reduce sources of stress

- Having fewer experiences that trigger a sustained powerful stress response allows a child's brain to build and strengthen neural connections and allows an adult's brain to access the skills they already have



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References and Evidence Base for Project (alphabetical)

Center on the Developing Child, Harvard University – *Three Principles to improve outcomes for children and families*

Child Protection – The Munro Report – *'relationships are key'*

Emotion Coaching Project (Somerset) 2015 - Evaluation

Gottman, J. M. & DeClair, J. (1997). *The Heart of Parenting: Raising an Emotionally Intelligent Child*. New York: Simon & Schuster.

<https://www.gottman.com/about/research/> - Professor John Gottman Research Base

Hart Angie, Anne Rathbone, Claire Stubbs, Mary Hinton, Lisa Buttery, Becky Heaver, Simon Duncan & Victoria Spencer-Hughes (2018) *Supporting children and young people in their mental health: A guide for East Sussex schools*. Lewes, UK: East Sussex County Council.

Havighurst, S. S., Wilson, K. R., Harley, A. E., Prior, M. R., & Kehoe, C. (2010). Tuning in to Kids™: Improving emotion socialization practices in parents of preschool children – findings from a community trial. *Journal of Child Psychology and Psychiatry*, 51(12), 1342-1350

The California Clearing House is an internationally recognised system for analysing the robustness of evaluation. This TIK randomised control trial is rated 2/5 where 1 is the highest score and 5 the lowest. This is directly comparable with Triple P.

Rose J, R Sniekus and Louise Gilbert 'Promoting children's well-being and sustainable citizenship through Emotion Coaching' a study based in community educational settings that focused upon the promotion of sustainable well-being through the integration of Emotion Coaching (Gottman and Declaire, 1997) into practice

Shonkoff Jack

Leveraging the biology of adversity to address the roots of disparities in health and development

Siegel Daniel J *The Whole Brain Child, No Drama Discipline, The Yes Brain Child*

<http://www.drdansiegel.com/about/mindsight/> - Dr Dan Siegel Research base